

Lowell Joint School District
11019 Valley Home Avenue, Whittier, CA 90603

REGULAR MEETING OF THE BOARD OF TRUSTEES
February 5, 2024 – 6:30 p.m.

AGENDA

I. Call to Order 6:30 p.m.

Lowell Joint School District Character Education and Patriotic Education Focus of the Month: INFORMATION

- Character Trait: Honesty- Integrity
- Patriotic Focus: President’s Day
- In Action: Republican Women Federated Essay & Art Contest (January/February) & Gettysburg Address Banner

A. Comments from the Public INFORMATION

1. Board Agenda Items: Any member of the audience may speak to any agenda item by submitting a “Presentation Card” (supply located on the table near double exit doors). Please hand the completed card to the secretary. When the item is considered by the Board, individuals submitting presentation cards will be called upon prior to Board action. Speakers must limit their comments to three (3) minutes. The Board shall limit the total time for public input on each item to 30 minutes. With Board consent, the president may increase or decrease the time allowed for public presentation, depending on the topic and the number of persons wishing to be heard.
2. Topics Not on Agenda: Anyone in attendance may address any issue by following the same identification process as shown in I-A-1 above. Since the Board cannot take action on items which are not on the agenda, such items will be referred to the Superintendent for handling. Individuals interested in speaking to items which are not on the agenda will be called upon under Item IV.

B. Closed Session 6:30 p.m.

1. Pupil Personnel Matters/Advice from Legal Counsel – Existing and Anticipated Litigation (Disclosure of Case Name Would Jeopardize Potential Settlement Negotiations)/Real Property/Liability Claims/Negotiations/ Public Employee Appointments – Discipline – Dismissal – Release (Government Code Section 54957)/ Employer/Employee Relations
2. Public Employee Negotiations – Certificated School Employees Association (LJEA)/ Classified School Employees Association (CSEA); Agency Negotiator: Mr. Coombs

3. Superintendent's Evaluation (Pursuant to Government Code Section 54957)

C. Regular Session

Approximately
7:30 p.m.

II. Preliminary Procedural – Board President

A. Salute to the Flag (Meadow Green Students)

B. Reporting Out Action (if any) Taken in Closed Session

C. Introductions and Welcome of Guests

D. Comments from the Public

INFORMATION

1. Board Agenda Items: Any member of the audience may speak to any agenda item by submitting a "Presentation Card" (supply located on the table near double exit doors). Please hand the completed card to the secretary. When the item is considered by the Board, individuals submitting presentation cards will be called upon prior to Board action. Speakers must limit their comments to three (3) minutes. The Board shall limit the total time for public input on each item to 30 minutes. With Board consent, the president may increase or decrease the time allowed for public presentation, depending on the topic and the number of persons wishing to be heard.

2. Topics Not on Agenda: Anyone in attendance may address any issue by following the same identification process as shown in II-D-1 above. Since the Board cannot take action on items which are not on the agenda, such items will be referred to the Superintendent for handling. Individuals interested in speaking to items which are not on the agenda will be called upon under Item IV.

E. Acknowledgement of Correspondence to the Board

INFORMATION

F. Approval of Agenda

ACTION

G. Approval of Minutes from the January 8, 2024, Regular Board Meeting and the January 20, 2024 Board Study Session

ACTION

III. Reports

INFORMATION

A. Timely Information from Board and Superintendent – Board President

B. School Reports
(School Reports will be the First Meeting of the Month)

IV. Topics Not on the Agenda

V. General – Jim Coombs

INFORMATION

A. Resolution 2023/24 No. 914, Recognizing February 5-9, 2024 as “School Counseling Week”

ACTION/
(RESOLUTION)

B. Resolution 2023/2024 No. 915 Approving the Application for The California Schools Healthy Air, Plumbing, and Efficiency Program (CalSHAPE) provides funding to upgrade heating, air conditioning, and ventilation (HVAC) systems in public schools and replace non compliant plumbing fixtures and appliances that fail to meet water efficiency standards.

ACTION/
(RESOLUTION)

C. Resolution 2023/2024 No. 916 Approving the Application for the Teacher Residency Capacity Grant

ACTION/
(RESOLUTION)

VI. Business Services – David Bennett

A. Acceptance of the 2022-23 Annual Financial Audit of the Lowell Joint School District

ACTION

B. State Budget Update

INFORMATION/
DISCUSSION

C. Approval of Purchase and Installation Agreement with ICS Services Co., for Exterior Speakers at the Maybrook Elementary School Project for Rancho Starbuck Intermediate School

ACTION/
(RATIFICATION)

D. Approval of Architectural Services Agreement with Ghataode Bannon Architects (GBA) to Provide Architectural and Engineering Services Related to the District’s Potential Construction Projects at El Portal Elementary and Rancho Starbuck Intermediate Schools

ACTION/
(RATIFICATION)

VII. Human Resources – Jim Coombs

No Items Except on Consent

VIII. Education Services – Sheri McDonald

A. District Local Control Accountability Plan Mid-Year Update

INFORMATION

IX. Administrative Services – Carl Erickson

No Items Except on Consent

X. Consent Calendar

Action by the Board in adoption of the “Consent Calendar” means that all items appearing in this section are adopted by one single motion, unless a Member of the Board or the Superintendent requests that any such item be removed from the “Consent Calendar” and voted upon separately. Generally, “Consent Calendar” items are enacted upon in one action to conserve time and permit focus on other-than-routine matters.

A. General – Jim Coombs

- | | | |
|----|---|---------------------------|
| 1. | Approval of Memorandum of Understanding (MOU) Clinical Experiences Agreement Between Lowell Joint School District and California Baptist University, effective February 5, 2024 through June 30, 2027 | ACTION/ (RATIFICATION) |
| 2. | Approval of Consultant Agreement Zoe Kinne to be a Lighting Designer for the Lowell Joint School District Music Production for the 2023-24 School Year | ACTION/ (RATIFICATION) |
| 3. | Approval of Consultant Agreement Tana Carmichael to be a Costume Designer for the Lowell Joint School District Music Production for the 2023-24 School Year | ACTION/ (RATIFICATION) |
| 4. | Approval of Consultant Agreement Rudy Hernandez to be a Sound Technician for the Lowell Joint School District Music Production for the 2023-24 School Year | ACTION/ (RATIFICATION) |
| 5. | Approval of Consultant Agreement Alfonso Neavez to be a House Manager for the Lowell Joint School District Music Production for the 2023-24 School Year | ACTION/ (RATIFICATION) |
| 6. | Approval of Consultant Agreement Madelyn Neavez to be an Assistant Choreographer for the Lowell Joint School District Music Production for the 2023-24 School Year | ACTION/ (RATIFICATION) |

B. Business Services – David Bennett

- | | | |
|----|--|---------------------------|
| 1. | Purchase Order Report 2023/24 #7 | ACTION/ (RATIFICATION) |
| 2. | Consolidated Check Register Listing Report 2023/24 #7 | ACTION/ (RATIFICATION) |
| 3. | Approval for Disposal/Sale of Surplus District Personal Property | ACTION |

C. Human Resources – Jim Coombs

1. Employer-Employee Relations/Personnel Report 2023/24 #7
Which Includes Hiring, Resignations, Contract Adjustments, and
Retirements for Certificated, Classified, and Confidential
Employees ACTION/
(RATIFICATION)

D. Educational Services – Sheri McDonald

1. Approval of Agreement #16064 with Inside the Outdoors,
Orange County Department of Education, to Provide a field trip
to Crystal Cove for the 5th Grade Students of Macy Elementary
School ACTION
2. Approval of Ratified Amendment to Agreement with Active
Education to provide services for Expanded Learning
Opportunities Program during the 2023/24 School Year ACTION/
(RATIFICATION)
3. Approval of Ratified Amendment to Agreement with JAMPANA
ENTERPRISES LLC “Code Ninjas” to provide services for
Expanded Learning Opportunities Program during the 2023/24
School Year ACTION/
(RATIFICATION)
4. Approval of Consultant Agreement with RMH PRODUCTIONS
to provide Lighting & Sound Services for Expanded Learning
Opportunities Program for the 2023-24 School Year ACTION
5. Approval of Consultant Agreement with RON GUTTERMAN to
provide Dance and Theatre Workshop Classes for Expanded
Learning Opportunities Program for the 2023-24 School Year ACTION
6. Approval of Consultant Agreement with ZOE KINNE to
provide Lighting & Sound Technician Support for Expanded
Learning Opportunities Program for the 2023-24 School Year ACTION

XI. Board Member/Superintendent Comments INFORMATION

XII. Adjournment ADJOURNMENT

Recess and/or closed session to be called at the discretion of the Board. Meetings of the Board shall adjourn at or before 11:00 p.m. unless approved by a majority vote of the Board.

Materials related to this agenda submitted to the Board of Trustees less than 72 hours prior to the meeting are available for public inspection by contacting the Superintendent’s Office at 11019 Valley Home Avenue, Whittier, CA 90603, or (562) 902-4203 during normal business hours.

The next scheduled Lowell Joint School District Board of Trustees Meeting is Monday March 4, 2024.

LOWELL JOINT SCHOOL DISTRICT
11019 Valley Home Avenue, Whittier, CA 90603

MINUTES OF THE BOARD MEETING OF THE BOARD OF TRUSTEES
January 8, 2024

| | |
|---|--|
| Call to Order | President Shackelford called the meeting to order at 6:30 p.m. at Lowell Joint School District, 11019 Valley Home Avenue, Whittier, CA 90603. |
| Topics Not on the Agenda | None. |
| Closed Meeting | President Shackelford declared the meeting recessed to closed session at 6:01 p.m. |
| Call to Order | President Shackelford reconvened the meeting to order at 7:31 p.m. The flag salute was led by Dr. Anthony Zegarra, Board of Trustees Board Member. |
| | Trustees Present: Anastasia M. Shackelford, Anthony A. Zegarra, Christine J. Berg, Karen L. Shaw, Regina L. Woods |
| | Trustees Absent: None |
| | Staff Present: Jim Coombs, Superintendent of Schools; Sheri McDonald, Assistant Superintendent of Educational Services; David Bennett, Assistant Superintendent of Business Services; Carl Erickson, Assistant Superintendent of Administrative Services |
| | Staff Absent: None. |
| Reporting Out Action (if any) Taken in Closed Session | None. |
| Introduction / Welcome | President Shackelford welcomed the many guests in attendance and staff members present. |
| Acknowledgement of Correspondence | None. |
| Approval of Agenda | It was moved, seconded, and carried by unanimous vote, (5-0) to approve the January 8, 2024, Board agenda. |
| Approval of Minutes | It was moved, seconded, and carried by unanimous vote, (5-0) to approve the minutes from the December 11, 2023, Reorganizational Board Meeting. |

| | |
|---|---|
| Timely Information from the Board and Superintendent | <p>Mr. Coombs mentioned that the district announced the 2025 Teacher of the Year, Rachel Coleman and the 2024 Classified Employee of the Year, Ismael Rivera.</p> <p>Mrs. Sharon Hensley, C.A.R.E. Program Coordinator Mrs. Kelly Johnson, School Psychologist Ms. Alison Gardner, School Counselor</p> <p>They provided the Board with a brief overview of the C.A.R.E. program that is supported by: 1 Counselor 7 Counseling Interns 4 School Psychologists 10 School Psychologist Interns Program Specialist Director of Special Education Intern Program Director</p> <p>Mr. Coombs presented the 2023 C.A.R.E. Golden Bell Award to the group.</p> |
| RECESS | <p>Mrs. Shackelford declared a recess at 7:50 p.m. Mrs. Shackelford reopened the board meeting at 7:55 p.m.</p> |
| School Reports | <p>Each Board member shared highlights of their respective schools.</p> |
| Topics Not on the Agenda | <ul style="list-style-type: none"> -Julia Aldecoa, Macy teacher’s daughter, spoke about bargaining. -Carol Bernhard, Macy teacher, spoke about bargaining. -Kelly Higgins, Macy teacher, spoke about contract negotiations. -Shelly Pimper, Macy teacher, spoke about bargaining. -Nena Lopez, Jordan Parent, spoke about Lowell Joint union negotiations. -Rebecca Bringas, Jordan parent, spoke about Lowell Joint union negotiations -Lillian Ayala, parent, spoke about support of Lowell Joint Teachers & Staff -Susie Toice, Meadow Green teacher, spoke about bargaining. -Margaret Palmer, Olita teacher, spoke about LJEA negotiations. |
| Submission of Williams Litigation Settlement – Quarterly Uniform Complaint Report for Quarter October 1, 2023 – December 31, 2023 | <p>It was moved, seconded, and carried by unanimous vote (5– 0) to accept the submission of the Williams Litigation Settlement – Quarterly Uniform Complaint Report for Quarter October 1, 2023 – December 31, 2023, with zero complaints, and that the Superintendent or designee be authorized to execute the necessary documents.</p> |
| Resolution 2023/2024 No. 913 Approving the Application for The California Schools Healthy Air, Plumbing, and, | <p>It was moved, seconded, and carried by unanimous vote, (5-0) to adopt Resolution 2023/2024 No. 913 Approving the Application for The California Schools Healthy Air, Plumbing, and Efficiency Program (CalSHAPE) to Provide Funding to Upgrade Heating, Air Conditioning, and Ventilation (HVAC) Systems in Public Schools and Replace Non Compliant Plumbing</p> |

Efficiency Program (CalSHAPE) to Provide funding to upgrade heating air conditioning, and ventilation (HVAC) systems in public schools and replace non compliant plumbing fixtures and appliances that fail to meet water efficiency standards

Fixtures and Appliances that Fail to Meet Water Efficiency Standards, be adopted, and that the Superintendent or designee be authorized to execute the resolution.

Election of a Member to Serve on the Whittier Area School Trustees Association for 2024

It was moved, seconded, and carried by unanimous vote, (5 – 0), to nominate Ms. Karen Shaw to serve on the Whittier Area School Trustees Association for 2024, and that the Superintendent or designee be authorized to execute the necessary documents.

Ratification of Additional Professional Services Agreement with A-Tech Consulting for Hazardous Materials Monitoring, at Rancho Starbuck Intermediate School

It was moved, seconded, and carried by unanimous vote, (5 – 0), to approve the ratified additional Professional Services Agreement with A-Tech Consulting for Hazardous Materials Monitoring at Rancho Starbuck Intermediate School, effective January 8, 2024, not to exceed \$4,532.00 (21.0-00000-0-00000-85000-6282-0110000) Measure LL (21.0 Bond Fund), and that the Superintendent or designee be authorized to execute the necessary documents.

Ratification of Change Order #1 with Koury Engineering & Testing for additional Geotechnical analysis, at Rancho Starbuck Intermediate School

It was moved, seconded, and carried by unanimous vote, (5 – 0), to approve the ratified Change Order #1 with Koury Engineering & Testing for additional geotechnical analysis at Rancho Starbuck Intermediate School, effective January 8, 2024, not to exceed \$1,500.00 (21.0-00000-0-00000-85000-6282-0110000) Measure LL (21.0 Bond Fund), and that the Superintendent or designee be authorized to execute the necessary documents.

State Budget Update

State of California faces a \$68 Billion deficit over 3 years (2022/23 - 2024/25)

- \$26 Billion shortfall in tax collections for 2022-23
 - State Economy entered a downturn in 2022 due to:
 - Higher Borrowing Costs
 - Reduced Investments
 - Home Sale Decline of 50%
 - Initial Public Offering (IPO) Reduction of 80%
- State Deficit of \$68 Billion results in \$15.4 Billion shortfall for Education in 2022/23 & 2023/24)

LAO highlights 2 options available to the Legislature:

Option #1

- Cuts to the current year to fill the deficit from 2022/23 and reduce Cost Of Living Adjustment (COLA) for the 2023/24, 2024/25, and 2025/26 years
- This option would cause District's to enact mid-year budget cuts and revise Multi-Year Projections downward

Option #2

- Legislature could withdraw “Rainy Day” reserve funds to fill the gaps in 2022/23 & 2023/24 but would have to replenish it in 2024/25
- This option would likely have minimal effect on 2023/24 and significant COLA reductions for 2024/25 and beyond.

Governor’s State budget projections for 2024/25 will be released next week
The Legislative Analyst’s Office

- Estimates COLA of approximately 1.00% for 2024-25 State budget unless there are gimmicks
- Federal Reserve will likely stop raising rates in 2024
- School-Aged children demographic is decreasing by 1% per year
- Low COLA + Declining Enrollment = Reduced Funding

The Board of Trustees discussed the information in the slide presentation.

Approval of the 2022/23
School Accountability
Report Cards

It was moved, seconded, and carried by unanimous vote, (5 – 0), to approve the 2022/23 School Accountability Report Cards, for each school site, and that the Superintendent or designee be authorized to execute the necessary documents.

Consent Calendar

It was moved, seconded, and carried by unanimous vote, (5 – 0), to approve/ratify the following items, under a consent procedure.

Approval of Consultant
Agreement Tana Carmichael
to be a Costume Designer for
the Lowell Joint Youth
Theatre for the 2023-24
School Year

Approved the consultant agreement for Tana Carmichael to be a costume designer for the Lowell Joint Youth Theatre for Lowell Joint School District during the 2023-24 school year, at an amount not to exceed \$2000, to be paid by the One Time Art & Music Block Grant and Fund 12 ELOP funds, and that the Superintendent or designee be authorized to execute the necessary documents.

Approval of Consultant
Agreement Alfonso Neavez
to be a House Manager for
the Lowell Joint Youth
Theatre for the 2023-24
School Year

Approved the consultant agreement for Alfonso Neavez to be a house manager for the Lowell Joint Youth Theatre for Lowell Joint School District during the 2023-24 school year, at an amount not to exceed \$1500, to be paid by the One Time Art & Music Block Grant and Fund 12 ELOP funds, and that the Superintendent or designee be authorized to execute the necessary documents.

Approval of Consultant
Agreement Zoe Kinne to be
a Lighting Designer for the
Lowell Joint Youth Theatre
for the 2023-24 School Year

Approved the consultant agreement for Zoe Kinne to be a lighting designer for the Lowell Joint Youth Theatre for Lowell Joint School District during the 2023-24 school year, at an amount not to exceed \$2000, to be paid by the One Time Art & Music Block Grant and Fund 12 ELOP funds, and that the Superintendent or designee be authorized to execute the necessary documents.

Approval of Consultant
Agreement Rudy Hernandez
to be a Sound Technician for
the Lowell Joint Youth
Theatre for the 2023-24
School Year

Approved the consultant agreement for Rudy Hernandez to be a sound technician for the Lowell Joint Youth Theatre for Lowell Joint School District during the 2023-24 school year, at an amount not to exceed \$2000, to be paid by the One Time Art & Music Block Grant and Fund 12 ELOP funds, and that the Superintendent or designee be authorized to execute the necessary documents.

Purchase Order Report
2023/24 #6

Approved the Purchase Order Report 2023/24 #6, issued November 1, 2023 through November 30, 2023, as attached, and that the Superintendent or designee be authorized to execute the necessary documents.

Consolidated Check
Register Listing Report
2023/24 #6

Approved the Check Register Listing Report 2023/24 #6, issued November 1, 2023 through November 30, 2023, as attached, and that the Superintendent or designee be authorized to execute the necessary documents.

Employer-Employee
Relations/Personnel Report
2023/24 #6 Which Includes
Hiring, Resignations,
Contract Adjustments and
Retirements for Certificated,
Classified, and Confidential
Employees

Ratified Employer-Employee Relations/Personnel Report 2023/24 #6, as attached, which includes hiring, resignations, contract adjustments, and retirements for certificated, classified, and confidential employees.

Approval of Consultant
Agreement with Chelsea
Palumbo to Provide Graphics
for Rancho Starbuck
Christmas Performance for
the 2023-24 School Year

Approved the ratified consultant agreement for Chelsea Palumbo to provide graphics for the Rancho Starbuck Christmas performance during the 2023-24 school year, at an amount not to exceed \$200, to be paid by Rancho Starbuck site funds, and that the Superintendent or designee be authorized to execute the necessary documents.

Approval of Consultant
Agreement with Alfonso
Neavez to Provide Script
Writing for Rancho Starbuck
Christmas Performance for
the 2023-24 School Year

Approved the ratified consultant agreement for Alfonso Neavez to provide script writing for the Rancho Starbuck Christmas performance during the 2023-24 school year, at an amount not to exceed \$300, to be paid by Rancho Starbuck site funds, and that the Superintendent or designee be authorized to execute the necessary documents.

Approval of Consultant
Agreement with Angela
Hutcherson to provide Art
Instruction at Jordan
Elementary School for the
2023/24 School Year

Approved the ratified consultant agreement with Angela Hutcherson to provide Art Instruction for the 2023/24 school year at Jordan Elementary School, at an hourly rate of \$21.00 and an amount not to exceed \$3,000.00, and that the Superintendent or designee be authorized to execute the necessary documents.

Board Member/
Superintendent Comments

Mrs. Shackelford and Dr. Zegarra thanked the audience members that stayed for the presentation and entire meeting.

Adjournment

President Shackelford declared the meeting adjourned at 9:33 p.m. in accordance with Government Code Section 54956.9 (a, b, c) and indicated no further public action would be taken

Date Approved:

Clerk/President/Secretary to the Board of Trustees



**Los Angeles County
Office of Education**
Serving Students • Supporting Communities
Leading Educators

**Williams Lawsuit Settlement
Quarterly Report on Uniform Complaints 2023-2024**

District Name: Lowell Joint School District

Date: January 8, 2024

Person completing this form: Jim Coombs

Title: Superintendent of Schools

Quarter covered by this report (Check One Below):

- | | | |
|---|--------------------------|-----------------------|
| <input type="checkbox"/> 1st QTR | July 1 to September 30 | Due: October 13, 2023 |
| <input checked="" type="checkbox"/> 2nd QTR | October 1 to December 31 | Due: January 12, 2024 |
| <input type="checkbox"/> 3rd QTR | January 1 to March 31 | Due: April 12, 2024 |
| <input type="checkbox"/> 4th QTR | April 1 to June 30 | Due: July 12, 2024 |

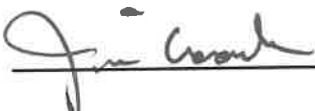
Date for information to be reported publicly at governing board meeting: January 8, 2024

Please check the box that applies:

- No complaints were filed with any school in the district during the quarter indicated above.
- Complaints were filed with schools in the district during the quarter indicated above. The following chart summarizes the nature and resolution of these complaints:

| | Number of Complaints Received in Quarter | Number of Complaints Resolved | Number of Complaints Unresolved |
|-----------------------------------|--|-------------------------------|---------------------------------|
| Instructional Materials | | | |
| Facilities | | | |
| Teacher Vacancy and Misassignment | | | |
| TOTAL | | | |

Print Name of District Superintendent Jim Coombs

Signature of District Superintendent  Date January 8, 2024

Submit the **Quarterly Summary** using Canvas Account:
<https://lacoepd.instructure.com/courses/715>

or mail to:

Los Angeles County Office of Education
c/o Francisco Jimenez, Williams Instructional Materials
9300 Imperial Highway, ASM/Williams ECW 284
Downey, CA 90242

Telephone: (562) 803-8382
FAX: (562) 803-8325
E-Mail: Jimenez_Francisco@lacoedu



Orange County Department of Education
Educational Services Division

**Williams Settlement Legislation
Quarterly Report of Uniform Complaints
2023-24**

District: Lowell Joint School District

District Contact: Jim Coombs

Title: Superintendent of Schools

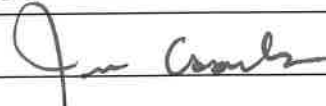
- Quarter #1 July 1 – September 30, 2023 Report due by **October 31, 2023**
- Quarter #2 October 1 – December 31, 2023 Report due by **January 31, 2024**
- Quarter #3 January 1 – March 31, 2024 Report due by **April 30, 2024**
- Quarter #4 April 1 – June 30, 2024 Report due by **July 31, 2024**

Check the box that applies:

- No complaints were filed with any school in the district during the quarter indicated above.
- Complaints were filed with schools in the district during the quarter indicated above. The following chart summarizes the nature and resolution of the complaints.

| Type of Complaint | Total # of Complaints | # Resolved | # Unresolved |
|---------------------------------------|-----------------------|------------|--------------|
| Textbooks and Instructional Materials | | | |
| Teacher Vacancies or Misassignments | | | |
| Facility Conditions | | | |
| TOTALS | | | |

Name of Superintendent: Jim Coombs

Signature of Superintendent:  Date: January 8, 2024

Please submit to:

Orange County Department of Education
P.O. Box 9050, Costa Mesa, CA 92628-9050
Attention: Alicia Gonzalez, Sr. Administrative Assistant/R101

Phone: (714) 966-4336 Email: aliciagonzalez@ocde.us

LOWELL JOINT SCHOOL DISTRICT

RESOLUTION 2023/2024 NO. 913

**RESOLUTION OF THE BOARD OF TRUSTEES OF THE
LOWELL JOINT SCHOOL DISTRICT
OF LOS ANGELES AND ORANGE COUNTIES, CALIFORNIA,
APPROVING THE APPLICATION FOR THE CALIFORNIA SCHOOLS
HEALTHY AIR, PLUMBING, AND EFFICIENCY PROGRAM (CALSHAPE)**

WHEREAS, the California Schools Healthy Air, Plumbing, and Efficiency Program (CalSHAPE) provides funding to upgrade heating, air conditioning, and ventilation (HVAC) systems in public schools and replace non compliant plumbing fixtures and appliances that fail to meet water efficiency standards; and

WHEREAS, CalSHAPE Ventilation prioritizes investments in facilities in underserved communities and near freeways or industrial facilities; and

WHEREAS, the program provides funding to local educational agencies for the reasonable costs of HVAC assessment, general maintenance and adjustment, filter replacement, and carbon dioxide monitor installation, including certain repairs, replacements, and other improvements to HVAC systems; and

WHEREAS, we will be working with Life Wings & KFI Engineers to complete assessments, and change out filters and CO2 monitors when determined necessary on all of our HVAC units. We will also work with them to apply for further grants if assessments determine that any are in need of replacement; and

WHEREAS, we are eligible for \$444,720.00 to complete assessments on all units and change out any filters or CO2 monitors. If any units are identified as needing to be replaced, we will be applying for separate funds at a later time and the grant time period to complete work and receive the funds is 24 months; and

NOW, THEREFORE, BE IT RESOLVED that the (LOWELL JOINT SCHOOL DISTRICT BOARD OF TRUSTEES) hereby: APPROVES THE FILING OF AN APPLICATION.

APPROVED AND ADOPTED this 8th day of January, 2024, by the following vote:

AYES: Anastasia Shackelford, Anthony Zegarra, Christine Berg, Karen Shaw, Regina Woods

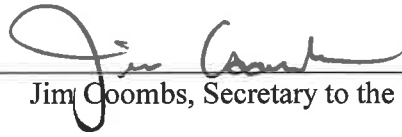
NOES: None

ABSTAIN: None

ABSENT: None

I, Jim Coombs, Secretary to the Board of Trustees of the Lowell Joint School District of Los Angeles and Orange Counties, California, hereby certify that the above and foregoing resolution was duly and regularly adopted by the said Board at a regular meeting thereof held on the 11th day of January, 2024, and passed by a unanimous vote of those present.

IN WITNESS WHEREOF, I have hereunto set my hand and seal this 8th day of January, 2024.

A handwritten signature in black ink, appearing to read "Jim Coombs", is written over a horizontal line.

Jim Coombs, Secretary to the Board of Trustees

**California Schools Healthy Air, Plumbing, and Efficiency Program
Governing Body Resolution**

RESOLUTION NO. 913

Resolution of

Lowell Joint School District

Name of Local Educational Agency

WHEREAS, the California Energy Commission's California Schools Healthy Air, Plumbing, and Efficiency (CalSHAPE) Program provides grants to local educational agencies (LEA), that includes school districts, charter schools, and regional occupational programs, to fund the assessment, maintenance, and repair of ventilation systems, installation of carbon dioxide monitors, and replacement of noncompliant plumbing fixtures and appliances;

NOW THEREFORE, BE IT RESOLVED, that Board of Trustees of Lowell Joint
Governing Body

authorizes Lowell Joint School District to apply for a
LEA Name

grant from the California Energy Commission to implement a CalSHAPE Program project.

BE IT ALSO RESOLVED, that in compliance with the California Environmental Quality Act (CEQA), Board of Trustees of Lowell Joint School District finds that the activity funded by
Governing Body

the grant is (Please select one)

not a project because the work involves equipment assessments only, routine maintenance, filters & CO2 monitors and does not involve construction, alterations, moving walls, or disturbing the ground in any way.

OR

a project that is exempt under _____ because

OR

a project and _____ document was prepared.

BE IT ALSO RESOLVED, that if recommended for funding by the California Energy Commission, the Board of Trustees of Lowell Joint authorizes Lowell Joint School District
Governing Body *LEA Name*
to accept a grant up to \$ 444,720.00 and accept all grant agreement
Grant Amount Requested
terms and conditions.

BE IT FURTHER RESOLVED, that Jim Coombs, Superintendent of Schools
Name of Designated LEA Official or Staff

David Bennett, Asst Superintendent Business Serv. and Jessica Fernandes, Grant Coordinator ,
Name of Designated LEA Official or Staff *Name of Designated LEA Official or Staff*

are hereby authorized and empowered to execute in the name of
Lowell Joint School District all necessary documents to implement and
LEA Name

carry out the purpose of this resolution, and to undertake all actions necessary to
undertake and complete the energy efficiency projects.

Passed, Approved and Adopted this 8th day of January 2024
Month Year

Governing Body Representatives:

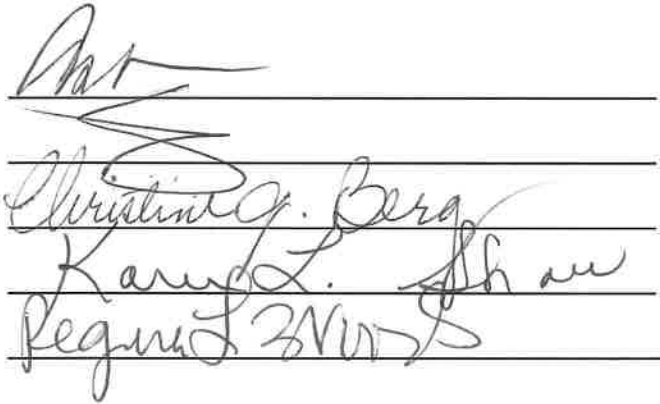
Anastasia M. Shackelford

Anthony A. Zegarra

Christine J. Berg

Karen L. Shaw

Regina L. Woods



Handwritten signatures of governing body representatives over horizontal lines. The signatures correspond to the names listed on the left: Anastasia M. Shackelford, Anthony A. Zegarra, Christine J. Berg, Karen L. Shaw, and Regina L. Woods.



| | |
|--|---|
| RECIPIENT Lowell Joint | AGREEMENT NUMBER 23R5VA1095 |
| ADDRESS Jessica Fernandes 11019 Valley Home Avenue Whittier, CA 90603 | AGREEMENT TERM Ends 24 months after Effective Date The effective date of this Agreement is either the start date or the approval signature date by the California Energy Commission representative below, whichever is later. The California Energy Commission shall be the last party to sign. No work is authorized, nor shall any work begin, until on or after the effective date. |

PROJECT DESCRIPTION

The parties agree to comply with the terms and conditions of the following Exhibits which are by this reference made a part of the agreement.

- Exhibit A** – Scope of Work
- Exhibit B** – Budget
- Exhibit C** – Agreement Contacts
- Exhibit D** – Terms and Conditions

| |
|---|
| REIMBURSABLE AMOUNT \$444,720.00 |
| Total of REIMBURSABLE AMOUNT \$444,720.00 |

The undersigned parties have read the attachments to this agreement and will comply with the standards and requirements contained therein.

| CALIFORNIA ENERGY COMMISSION | | RECIPIENT | |
|---|-------------------|--|--------------------|
| AUTHORIZED SIGNATURE _____ | DATE _____ | AUTHORIZED SIGNATURE  | DATE 7/8/24 |
| NAME Adrienne Winuk | | NAME Jim Coombs | |
| TITLE Contracts, Grants, and Loans Office Manager | | TITLE Superintendent | |
| CALIFORNIA ENERGY COMMISSION ADDRESS 1516 9th Street, MS 18, Sacramento, CA 95814 | | | |

**EXHIBIT A
Scope of Work**

Lowell Joint 3064766000000

Total Number of Sites 5

Site Name

El Portal Elementary
Meadow Green Elementary
Olita Elementary
Jordan Elementary
Macy Elementary

CDS Code

30647666020127
30647666020192
30647666020200
30647666020150
30647666020176

El Portal Elementary

Category

Assessment & Maintenance
Filter
Monitor

Unit Count

41
120
27

Meadow Green Elementary

Category

Assessment & Maintenance
Filter
Monitor

Unit Count

41
123
28

Olita Elementary

Category

Assessment & Maintenance
Filter
Monitor

Unit Count

39
122
28

Jordan Elementary

Category

Assessment & Maintenance
Filter
Monitor

Unit Count

36
115
27

Macy Elementary

Category

Assessment & Maintenance
Filter
Monitor

Unit Count

37
120
26

**EXHIBIT B
Budget**

Lowell Joint 30647660000000

**Total Requested Amount
\$444,720.00**

| Site Name | Requested Amount |
|-------------------------|-------------------------|
| El Portal Elementary | \$91,440.00 |
| Meadow Green Elementary | \$92,430.00 |
| Olita Elementary | \$89,940.00 |
| Jordan Elementary | \$84,990.00 |
| Macy Elementary | \$85,920.00 |

El Portal Elementary

| Category | Requested Amount |
|--------------------------|-------------------------|
| Assessment & Maintenance | \$51,000.00 |
| Filter | \$9,000.00 |
| Monitor | \$16,200.00 |
| Contingency | \$15,240.00 |

Meadow Green Elementary

| Category | Requested Amount |
|--------------------------|-------------------------|
| Assessment & Maintenance | \$51,000.00 |
| Filter | \$9,225.00 |
| Monitor | \$16,800.00 |
| Contingency | \$15,405.00 |

Olita Elementary

| Category | Requested Amount |
|--------------------------|-------------------------|
| Assessment & Maintenance | \$49,000.00 |
| Filter | \$9,150.00 |
| Monitor | \$16,800.00 |
| Contingency | \$14,990.00 |

Jordan Elementary

| Category | Requested Amount |
|--------------------------|-------------------------|
| Assessment & Maintenance | \$46,000.00 |
| Filter | \$8,625.00 |
| Monitor | \$16,200.00 |
| Contingency | \$14,165.00 |

Macy Elementary

| Category | Requested Amount |
|--------------------------|-------------------------|
| Assessment & Maintenance | \$47,000.00 |
| Filter | \$9,000.00 |
| Monitor | \$15,600.00 |

| | |
|--------------------------|---------------------|
| Contingency | \$14,320.00 |
| Total Grant Award | \$444,720.00 |
| Initial Payment | \$222,360.00 |
| Final Payment | \$222,360.00 |

EXHIBIT C Contacts

CalSHAPE Program Staff

California Energy Commission
715 P Street
Sacramento, CA 95814
E-mail: CalSHAPE@energy.ca.gov

Confidential Deliverables/Products

Adrienne Winuk, Manager
California Energy Commission
Contracts, Grants and Loans Office
715 P Street, MS - 18
Sacramento, CA 95814
E-mail: Adrienne.Winuk@energy.ca.gov

Invoices, Progress Reports and Non-Confidential Deliverables to

Mary Hung
California Energy Commission
Accounting Office
714 P Street MS - 2
Sacramento, CA 95813
E-mail: Mary.Hung@energy.ca.gov

EXHIBIT C Contacts

LEA Contact (Primary)

Name Jim Coombs
Address 11019 Valley Home Avenue
City, State, Zip Whittier, CA, 90603
E-mail jcoombs@ljsd.org

LEA Contact (Alternate)

Name David Bennett
Address 11019 Valley Home Avenue
City, State, Zip Whittier, CA, 90603
E-mail dbennett@ljsd.org

LEA Contact (Alternate)

Name Jessica Fernandes
Address 11019 Valley Home Avenue
City, State, Zip Whittier, CA, 90603
E-mail jfernandes@ljsd.org

EXHIBIT D

CALIFORNIA SCHOOLS HEALTHY AIR, PLUMBING, AND EFFICIENCY (CALSHAPE) STANDARD GRANT TERMS AND CONDITIONS

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1. **Introduction**

This grant agreement (Agreement) between the California Energy Commission (Energy Commission, or Commission) and the Recipient is funded by the School Energy Efficiency Stimulus Program, established by Assembly Bill 841 (Ting, Chapter 372, Statutes of 2020), which in part provides grants to assess, maintain, adjust, repair, or upgrade heating, ventilation, and air conditioning systems. This grant program is referred to as the California Schools Healthy Air, Plumbing, and Efficiency (CalSHAPE) Ventilation Program.

This Agreement includes: (1) the Agreement signature page (**form CEC-146**); (2) the scope of work (**Exhibit A**); (3) the budget (**Exhibit B**); (4) a contacts list (**Exhibit C**); (5) these terms and conditions, which are standard requirements for CalSHAPE ventilation program grant awards (**Exhibit D**); (6) any special terms and conditions that the Energy Commission may impose to address the unique circumstances of the funded project, which take precedence in the event of a conflict with any provision of these terms and conditions (**Exhibit E**); (7) all attachments; and (8) all documents incorporated by reference.

All work and expenditure of Commission-reimbursed funds must occur prior to the Agreement term end date specified on the CEC-146 form.

2. **Documents Incorporated by Reference**

The documents below are incorporated by reference into this Agreement. These terms and conditions will govern in the event of a conflict with the documents below, with the exception of the documents in subsections (f) and (g) below. Where this Agreement or California laws and regulations are silent or do not apply, the Energy Commission will use the federal cost principles and acquisition regulations listed below as guidance in determining whether reimbursement of claimed costs is allowable. Documents incorporated by reference include:

Funding Documents

- a. The notice of funding availability for the project supported by this Agreement
- b. The Recipient's application submitted in response to the notice of funding availability

Program Guidelines

- c. CalSHAPE Ventilation Program Commission Guidelines, available at <https://www.energy.ca.gov/programs-and-topics/programs/california-schools-healthy-air-plumbing-and-efficiency-program>

Federal Cost Principles (*applicable to state and local governments, Indian tribes, institutions of higher education, and nonprofit organizations*)

- d. 2 Code of Federal Regulations (CFR) Part 200, Subpart E (Sections 200.400 et seq.)

Federal Acquisition Regulations (*applicable to commercial organizations*)

- e. 48 CFR, Ch.1, Subchapter E, Part 31, Subpart 31.2: Contracts with Commercial Organizations (supplemented by 48 CFR, Ch. 9, Subchapter E, Part 931, Subpart 931.2 for Department of Energy grants)

Nondiscrimination

- f. 2 California Code of Regulations, Section 11099 et seq.: Contractor Nondiscrimination and Compliance

General Laws

- g. Any federal, state, or local laws or regulations applicable to the project that are not expressly listed in this Agreement

3. Standard of Performance

In performing work under the Agreement, the Recipient, its subcontractors, and their employees are responsible for exercising the degree of skill and care required by customarily accepted good professional practices and procedures for the type of work performed.

4. Due Diligence

- a. The Recipient must take timely actions that, taken collectively, move this project to completion.
- b. Energy Commission staff will periodically evaluate the project schedule for completion of Scope of Work tasks. This evaluation may include but not be limited to random checks of project progress at periodic intervals set by the Energy Commission. Recipients subject to a project check must complete a progress report using a template prepared by the Energy Commission to provide information on the project status and expected completion date.
- c. If Energy Commission staff determines that: (1) the Recipient is not diligently completing the tasks in the Scope of Work; or (2) the time remaining in this Agreement is insufficient to complete all project tasks by the Agreement end date, Energy Commission staff may recommend that this Agreement be terminated, and the Commission may terminate this Agreement without prejudice to any of its other remedies.

5. Products

- a. **“Products”** are any tangible item specified for delivery to the Energy Commission in the Scope of Work, such as reports and summaries. The Recipient will submit all products identified in the Scope of Work to Energy Commission staff, in the manner and form specified in the Scope of Work.

If Energy Commission staff determines that a product is substandard given its description and intended use as described in this Agreement, Energy Commission staff, without prejudice to any of the Commission’s other remedies, may refuse to authorize payment for the product and any subsequent products that rely on or are based upon the product under this Agreement.

- b. Failure to Submit Products

Failure to submit a product required in the Scope of Work may be considered material noncompliance with the Agreement terms. Without prejudice to any other remedies, noncompliance may result in actions such as the withholding of future payments or awards, or the suspension or termination of the Agreement.

- c. Legal Statements on Products

All documents that result from work funded by this Agreement and are released to the public must include the following statement to ensure no Commission endorsement of documents:

LEGAL NOTICE

This document was prepared as a result of work sponsored by the California Energy Commission. It does not necessarily represent the views of the Energy Commission, its employees, or the State of California. Neither the Commission, the State of California, nor the Commission's employees, contractors, or subcontractors makes any warranty, express or implied, or assumes any legal liability for the information in this document; nor does any party represent that the use of this information will not infringe upon privately owned rights. This document has not been approved or disapproved by the Commission, nor has the Commission passed upon the accuracy of the information in this document.

6. **Amendments**

a. Procedure for Requesting Extensions

The Recipient must submit a written request to the CalSHAPE Program for a one-time only extension to the Agreement, not to exceed six-months nor the final program reporting deadline date of June 1, 2026. The request must include:

- A brief summary of the proposed extension; and
- A brief summary of the reason(s) for the extension

b. Approval of Changes

No amendment or variation of this Agreement shall be valid unless made in writing and signed by both of the parties except for the Commission's unilateral termination rights in Section 16 of these terms. No oral understanding or agreement is binding on any of the parties.

7. **Contracting and Procurement Procedures**

This section provides general requirements for agreements entered into between the Recipient and subcontractors for the performance of this Agreement.

a. Contractor's Obligations to Subcontractors

1) The Recipient is responsible for handling all contractual and administrative issues arising out of or related to any subcontracts it enters into for the performance of this Agreement.

2) Nothing contained in this Agreement or otherwise creates any contractual relation between the Commission and any subcontractors, and no subcontract may relieve the Recipient of its responsibilities under this Agreement. The Recipient agrees to be as fully responsible to the Commission for the acts and omissions of its subcontractors or persons directly or indirectly employed by any of them as it is for the acts and omissions of persons directly employed by the Recipient.

The Recipient's obligation to pay its subcontractors is an independent obligation from the Commission's obligation to make payments to the Recipient. As a result, the Commission has no obligation to pay or enforce the payment of any funds to any subcontractor.

3) The Recipient is responsible for establishing and maintaining contractual agreements with and reimbursing each subcontractor for work performed in accordance with the terms of this Agreement.

b. Flow-Down Provisions

Subcontracts funded in whole or in part by this Agreement must include language conforming to the provisions below, unless the subcontracts are entered into by the University of California (UC) or the U.S. Department of Energy (DOE) national laboratories. UC may use the terms and conditions negotiated by the Energy Commission with UC for its subcontracts. DOE national laboratories may use the terms and conditions negotiated with DOE (please contact the Commission Grants Officer for these terms).

- Standard of Performance (Section 3)
- Legal Statements on Products (included in Section 5, "Products")
- Prevailing Wage (Section 10)
- Recordkeeping, Cost Accounting, and Auditing (Section 11)
- Equipment (Section 14)
- Indemnification (Section 17)
- Intellectual Property (Section 20)
- Access to Sites and Records (included in Section 22, "General Provisions")
- Nondiscrimination (included in Section 23, "Certifications and Compliance")
- Survival of the following sections:
 - Equipment (Section 14)
 - Recordkeeping, Cost Accounting, and Auditing (Section 11)
 - Intellectual Property (Section 20)
 - Access to Sites and Records (included in Section 22, "General Provisions")

Subcontracts funded in whole or in part by this Agreement must also include the following:

- A clear and accurate description of the material, products, or services to be procured.
- A detailed budget and timeline.
- Provisions that allow for administrative, contractual, or legal remedies in instances where subcontractors breach contract terms, in addition to sanctions and penalties as may be appropriate.
- Provisions for termination by the Recipient, including termination procedures and the basis for settlement.
- A statement that further assignments will not be made to any third or subsequent tier subcontractor without additional advance written consent of the Commission.

c. Audits

All subcontracts entered into for the performance of this Agreement are subject to examination and audit by the Energy Commission, Bureau of State Audits, or the California Public Utilities Commission for a period of three (3) years after payment of the Recipient's final invoice under this Agreement.

d. Copies of Subcontracts

The Recipient must provide a copy of its subcontracts upon request by the Energy Commission.

e. Conflicting Subcontract Terms

Prior to the execution of this Agreement, the Recipient will notify the CalSHAPE Program of any known or reasonably foreseeable conflicts between this Agreement and its agreements with any subcontractors (e.g., conflicting intellectual property or payment terms). If the Recipient discovers any such conflicts after the execution of this Agreement, it will notify the CalSHAPE Program of the conflict within fifteen (15) days of discovery. The Energy Commission may, without prejudice to its other remedies, terminate this Agreement if any conflict impairs or diminishes its value.

f. Penalties for Noncompliance

Without limiting the Commission's other remedies, failure to comply with the above requirements may result in the termination of this Agreement.

8. Payment of Funds

a. Timing of Payment

See Chapter 3, Section G, Timing of Payment, of the CalSHAPE Ventilation Commission Guidelines.

Final payment will only be made after the Energy Commission: (1) receives and approves the Recipient's final reporting; and (2) receives and accepts all other required documentation necessary for the Energy Commission to determine the total final amount due to the Recipient, based on actual and allowable Incurred Costs and Paid Costs under this Agreement, up to the total grant award amount.

Without limiting any other rights and remedies available to the Energy Commission, Recipient must return funds to the Energy Commission received under this Agreement if, for example, the Recipient was overpaid in the first payment, did not complete the project, or did not meet other program requirements.

b. Reimbursable Cost Requirements

In addition to any other requirements in this Agreement, the Energy Commission is only obligated to reimburse the Recipient for Incurred and Paid Costs that are (1) incurred during the Agreement Term; (2) invoiced within the required timeframes of this Agreement; (3) made in accordance with the Agreement's Budget; and (4) actual and allowable expenses under this Agreement.

ALL of the items in the Budget are capped amounts (i.e., maximums), and the Recipient can only bill its ACTUAL amount up to capped amounts listed in the Budget. For example, if the Budget includes an employee's hourly rate of \$50/hour but the employee is only paid \$40/hour, the Recipient can only bill for \$40/hour. Under the same example, if the employee earned \$70/hour but the Budget only lists \$50/hour, the Recipient can only bill for \$50. If the actual rates exceed the approved rates in the Budget, the difference may be charged to the agreement as a match share expenditure.

c. Payment Requests

Recipient agrees and acknowledges that time is of the essence in submitting the final payment request. The Commission has a limited period of time, set by law, in which it can reimburse funds under this Agreement. Without prejudice to the Commission's other rights, the Recipient risks not receiving any funds, and relieves the Commission of any duty and liability whatsoever to pay, for any payment requests received after the end of the Agreement.

d. Invoice Approval and Disputes:

Payment is subject to Energy Commission staff's approval. Payments will be made to the Recipient for undisputed invoices. An undisputed invoice is an invoice submitted by the Recipient for work performed, for which project expenditures and products meet all Agreement conditions, and for which additional evidence is not required to determine its validity.

The invoice will be disputed if all products due for the billing period have not been received and approved, if the invoice is inaccurate, or if it does not comply with the terms of this Agreement. If the invoice is disputed, the Recipient will be notified by the CEC.

e. Multiple Non-Energy Commission Funding Sources:

No payment will be made for costs identified in recipient invoices that have been or will be reimbursed by another source, including but not limited to an agreement with another government entity.

"Government Entity" means: (1) a state governmental agency; (2) a state college or university; (3) a local government entity or agency, including those created as a Joint Powers Authority; (4) an auxiliary organization of the California State University or a California community college; (5) the federal government; (6) a foundation organized to support the Board of Governors of the California Community Colleges; and (7) an auxiliary organization of the Student Aid Commission established under California Education Code Section 69522.

f. Reduced funding:

If the Energy Commission does not receive sufficient funds under the Budget Act or from the investor-owned utility administrators of the CalSHAPE program to fully fund the work identified in Exhibit A (Scope of Work), the following will occur:

- 1) If the Energy Commission has received a reduced amount of funds for the work, it may: (1) offer an Agreement amendment to the Recipient to reflect the reduced amount; or (2) cancel this Agreement (with no liability occurring to the State).
- 2) If the Energy Commission has received no funds for the work identified in Exhibit A: (1) this Agreement will be of no force and effect; (2) the State will have no obligation to pay any funds to the Recipient; and (3) the Recipient will have no obligation to perform any work under this Agreement.

g. Allowability of Costs

- 1) Allowable Costs

The costs for which the Recipient will be reimbursed under this Agreement include all costs, direct and indirect, incurred in the performance of the work identified in the Scope of Work. Costs must be incurred within the Agreement term. Factors to be considered in determining whether an individual item of cost is allowable include: (i) reasonableness of the item, including necessity of the item for the work; (ii) applicable federal cost principles or acquisition regulations incorporated by reference in Section 2 of this Agreement; and (iii) the terms and conditions of this Agreement.

2) Unallowable Costs

See Chapter 3, Section I, Ineligible Costs, of the CalSHAPE Ventilation Program Commission Guidelines.

3) Except as provided for in this Agreement or applicable California law or regulations, the Recipient will use the federal cost principles and/or acquisition regulations incorporated by reference in Section 2 of this Agreement when determining allowable and unallowable costs. In the event of a conflict, this Agreement takes precedence over the federal cost principles and/or acquisition regulations.

h. Final Invoice for Remaining Funds

See Chapter 4, Section C, Final Documentation and Invoice for Remaining Funds, of the CalSHAPE Ventilation Program Commission Guidelines. The Recipient must submit all invoices electronically by uploading them to the CalSHAPE Online System, which is found at <https://calshape.energy.ca.gov/>.

i. If the Recipient has not otherwise provided to the Commission documentation showing the Recipient's payment of Incurred Costs, the Recipient shall provide such documentation as soon as possible and not later than three working days from a request from Commission personnel.

j. Certification

The following certification will be included on each payment request form and signed by the Recipient's authorized officer:

The documents included in this request for payment are true and correct to the best of my knowledge and I have authority to submit this request. I certify that reimbursement for these costs has not and will not be received from any other sources, including but not limited to a government entity contract, subcontract, or other procurement method. For projects considered to be a public work, prevailing wages were paid to eligible workers who provided labor for the work covered by this invoice; the Recipient and all subcontractors have complied with prevailing wage laws.

9. **Reserved**

10. **Prevailing Wage**

a. Requirement

Projects funded by the Energy Commission often involve construction, alteration, demolition, installation, repair, or maintenance work over \$1,000. Such projects might be considered "public works" under the California Labor Code (See California Labor Code Section 1720 et seq. and Title 8 California Code of Regulations, Section 16000 et seq.). Public works projects require the payment of prevailing wages. Prevailing wage rates can be significantly higher than non-prevailing wage rates.

b. Determination of Project's Status

Only the California Department of Industrial Relations (DIR) and courts of competent jurisdiction may issue legally binding determinations that a particular project is or is not a public work. If the Recipient is unsure whether the project funded by the Agreement is a "public work" as defined in the California Labor Code, it may wish to seek a timely determination from DIR or an appropriate court. As such processes can be time consuming, it may not be possible to obtain a timely determination before the date for performance of the Agreement.

By accepting this grant, the Recipient is fully responsible for complying with all California public works requirements, including but not limited to payment of prevailing wage. As a material term of this grant, the Recipient must either:

- 1) Timely obtain a legally binding determination from DIR or a court of competent jurisdiction before work begins on the project that the proposed project is not a public work; or
- 2) Assume that the project is a public work and ensure that:
 - Prevailing wages are paid unless and until DIR or a court of competent jurisdiction determines that the project is not a public work;
 - The project budget for labor reflects these prevailing wage requirements; and
 - The project complies with all other requirements of prevailing wage law, including but not limited to keeping accurate payroll records and complying with all working hour requirements and apprenticeship obligations.

California Prevailing Wage law provides for substantial damages and financial penalties for failure to pay prevailing wages when such payment is required.

c. Subcontractors and Flow-down Requirements

The Recipient will ensure that its subcontractors also comply with the public works/prevailing wage requirements above. The Recipient will ensure that all agreements with its subcontractors to perform work related to this Project contain the above terms regarding payment of prevailing wages on public works projects. The Recipient is responsible for any failure of its subcontractors to comply with California prevailing wage and public works laws.

d. Indemnification and Breach

Any failure of the Recipient or its subcontractors to comply with the above requirements will constitute breach of this Agreement which excuses the Commission's performance of this Agreement at the Commission's option, and will be at the Recipient's sole risk. In such a case, the Commission will refuse payment to the Recipient of any amount under this award and the Commission will be released, at its option, from any further performance of this Agreement or any portion thereof. The Recipient will indemnify the Energy Commission and hold it harmless for any and all financial consequences arising out of or resulting from the failure of the Recipient and/or any of its subcontractors to pay prevailing wages or to otherwise comply with the requirements of prevailing wage law.

e. Budget

The Recipient's budget on public works projects must indicate which job classifications are subject to prevailing wage. For detailed information about prevailing wage and the process to determine if the proposed project is a public work, the Recipient may wish to contact DIR or a qualified labor attorney for guidance.

f. Covered Trades

For public works projects, the Recipient may contact DIR for a list of covered trades and the applicable prevailing wage.

g. Questions

If the Recipient has any questions about this contractual requirement or the wage, record keeping, apprenticeship, or other significant requirements of California prevailing wage law, the Recipient should consult DIR and/or a qualified labor attorney before entering into this Agreement.

h. Certification

The Recipient will certify to the Energy Commission on each payment request form either that: (a) prevailing wages were paid to eligible workers who provided labor for work covered by the payment request and the Recipient and all contractors and subcontractors otherwise complied with all California prevailing wage laws; or (b) the project is not a public work requiring the payment of prevailing wages. In the latter case, the Recipient will provide competent proof of a DIR or court determination that the project is not a public work requiring the payment of prevailing wages.

Prior to the release of any retained funds under this Agreement, the Recipient will submit to the Energy Commission the above-described certificate signed by the Recipient and all contractors and subcontractors performing public works activities on the project. Absent this certificate, the Recipient will have no right to any funds under this Agreement, and Commission will be relieved of any obligation to pay any funds.

11. Recordkeeping, Cost Accounting, and Auditing

a. Cost Accounting

The Recipient will keep separate, complete, and correct accounting of the costs involved in completing the project and any match-funded portion of the project. The Commission or its agent will have the right to examine the Recipient's books of accounts at all reasonable times, to the extent necessary to verify the accuracy of the Recipient's reports.

b. Accounting Procedures

The Recipient's costs will be determined on the basis of its accounting system procedures and practices employed as of the effective date of this Agreement, provided that the Recipient uses generally accepted accounting principles and cost reimbursement practices. The Recipient's cost accounting practices used in accumulating and reporting costs during the performance of this Agreement will be consistent with the practices used in estimating costs for any proposal to which this Agreement relates; provided that such practices are consistent with the other terms of this Agreement and that such costs may be accumulated and reported in greater detail during performance of this Agreement.

The Recipient's accounting system will distinguish between direct and indirect costs. All costs incurred for the same purpose, in like circumstances, are either direct costs only or indirect costs only with respect to costs incurred under this Agreement.

c. Inspections, Assessment, and Studies

If selected, the Recipient must cooperate with and participate in the following:

- 1) An assessment of a funded project's greenhouse gas reductions and energy savings. This may include, but is not limited to, requests from Energy Commission staff or its delegate for data, project and equipment information, and reasonable access to the project site to assist with determining greenhouse gas reductions and energy savings attributable to the funded project. Costs associated with any activities associated with such an assessment will not be funded by a CalSHAPE Program grant.
- 2) A site inspection and verification of installation and operation of new fixtures and appliances. This may include, but is not limited to, providing Energy Commission staff or its delegates reasonable access to the funded project site to inspect and verify installation and operation. Recipient understands that any such inspection and verification by Energy Commission staff or its delegates is not a safety inspection.
- 3) A measurement and evaluation study that will be used to analyze current program performance and improve future program designs. This may include but is not limited to providing Energy Commission staff or its delegates data, project and equipment information, and reasonable access to the funded project site.

d. Audit Rights

The Recipient will maintain books, records, documents, and other evidence, based on the procedures set forth above, sufficient to reflect properly all costs claimed to have been incurred in the performance of this Agreement. The Energy Commission, another state agency, and/or a public accounting firm designated by the Energy Commission may audit the Recipient's accounting records at all reasonable times, with prior notice by the Energy Commission.

It is the intent of the parties that the audits will ordinarily be performed not more frequently than once every twelve (12) months during the performance of the work and once at any time within three (3) years after payment by the Energy Commission of the Recipient's final invoice. However, performance of any such interim audits by the Energy Commission does not preclude further audit. The Energy Commission may audit books, records, documents, and other evidence relevant to the Recipient's royalty payment obligations (see Section 21) for a period of ten (10) years after payment of the Recipient's final invoice.

The Recipient will allow the auditor(s) to access such records during normal business hours, and will allow interviews of any employees who might reasonably have information related to such records. The Recipient will include a similar right of the state to audit records and interview staff in any subcontract related to the performance of this Agreement.

e. Refund to the Energy Commission

If the Energy Commission determines that any invoiced and paid amounts exceed the actual allowable incurred costs, the Recipient will repay the amounts to the Energy Commission within thirty (30) days of request or as otherwise agreed by the Energy Commission and the Recipient. If the Energy Commission does not receive such repayments, it will be entitled to take any actions enforce any remedies available to it, such as withholding further payments to the Recipient and seeking repayment from the Recipient.

f. Audit Cost

The Recipient will bear its cost of participating in any audit (e.g., mailing or travel expenses). The Energy Commission will bear the cost of conducting the audit unless the audit reveals an error detrimental to the Energy Commission that exceeds more than ten percent (10%) or \$5,000 (whichever is greater) of the amount audited. The Recipient will pay the refund as specified in subsection (d), and will reimburse the Energy Commission for reasonable costs and expenses incurred by the Commission in conducting the audit.

g. Match or Cost Share

If the budget includes a match share requirement, the Recipient's commitment of resources, as described in this Agreement, is a required expenditure for receipt of Energy Commission funds. The funds will be released only if the required match percentages are expended. The Recipient must maintain accounting records detailing the expenditure of the match (actual cash and in-kind, non-cash services), and report on match share expenditures on its request for payment.

12. Workers' Compensation Insurance

- a. The Recipient warrants that it carries Worker's Compensation Insurance for all of its employees who will be engaged in the performance of this Agreement, and agrees to furnish to the CalSHAPE Program satisfactory evidence of this insurance upon the CalSHAPE Program's request.
- b. If the Recipient is self-insured for worker's compensation, it warrants that the self-insurance is permissible under the laws of the State of California and agrees to furnish to the CalSHAPE Program satisfactory evidence of the insurance upon the CalSHAPE Program's request.

13. Permits and Clearances

The Recipient is responsible for ensuring that all necessary permits and environmental documents are prepared and that clearances are obtained from the appropriate agencies.

14. Equipment

Title to equipment acquired by the Recipient with grant funds will vest in the Recipient. The Recipient may use the equipment in the project or program for which it was acquired as long as needed, regardless of whether the project or program continues to be supported by grant funds. However, the Recipient may not sell, lease, or encumber the property (i.e., place a legal burden on the property such as a lien) during the Agreement term without Energy Commission Staff's prior written approval.

The Recipient may refer to the applicable federal regulations incorporated by reference in this Agreement for guidance regarding additional equipment requirements.

15. Stop Work

Energy Commission staff may, at any time by written notice to the Recipient, require the Recipient to stop all or any part of the work tasks in this Agreement. Stop work orders may be issued for reasons such as a project exceeding budget, noncompliance with the standard of performance, out of scope work, project delays, and misrepresentations.

- a. Compliance. Upon receipt of a stop work order, the Recipient must immediately take all necessary steps to comply with the order and to stop the incurrence of costs allocable to the Energy Commission.
- b. Canceling a Stop Work Order. The Recipient may resume the work only upon receipt of written instructions from Energy Commission staff.

16. Termination

a. Purpose

Because the Energy Commission is a state entity and provides funding on behalf of all California ratepayers, it must be able to terminate the Agreement upon the default of the Recipient and to proceed with the work required under the Agreement in any manner it deems proper. The Recipient agrees that upon any of the events triggering the termination of the Agreement by the Energy Commission, the Energy Commission has the right to terminate the Agreement, and it would constitute bad faith of the Recipient to interfere with the immediate termination of the Agreement by the Energy Commission.

b. With Cause

The Energy Commission may, for cause, terminate this Agreement upon giving five (5) calendar days advance written notice to the Recipient. In this event, the Recipient will use all reasonable efforts to mitigate its expenses and obligations. The Recipient will relinquish possession of equipment purchased for this Agreement with Energy Commission funds to the Commission, or the Recipient may purchase the equipment as provided by the terms of this Agreement, with approval of the Energy Commission.

The term "for cause" includes but is not limited to the following:

- Partial or complete loss of match funds;
- Reorganization to a business entity unsatisfactory to the Energy Commission;
- Retention or hiring of subcontractors, or replacement or addition of personnel, that fail to perform to the standards and requirements of this Agreement;
- The Recipient's inability to pay its debts as they become due and/or the Recipient's default of an obligation that impacts its ability to perform under this Agreement; or
- Significant change in state or Energy Commission policy such that the work or product being funded would not be supported by the Commission.

c. Without Cause

The Energy Commission may terminate this Agreement without cause upon giving thirty (30) days advance written notice to the Recipient. In this event, the Recipient will use all reasonable efforts to mitigate its expenses and obligations.

17. Indemnification

To the extent allowed under California law, the Recipient will indemnify, defend, and hold harmless the state (including the Energy Commission) and state officers, agents, and employees from any and all claims and losses in connection with the performance of this Agreement.

18. Reserved

19. Reserved

20. Intellectual Property

- a. The Energy Commission makes no claim to intellectual property developed under this Agreement that is not specified for delivery, except as expressly provided herein.

“Intellectual property” means: (a) inventions, technologies, designs, drawings, data, software, formulas, compositions, processes, techniques, works of authorship, trademarks, service marks, and logos that are created, conceived, discovered, made, developed, altered, or reduced to practice with Agreement or match funds during or after the Agreement term; (b) any associated proprietary rights to these items, such as patent and copyright; and (c) any upgrades or revisions to these items.

“Works of authorship” does not include written products created for Agreement reporting and management purposes, such as reports, summaries, lists, letters, agendas, schedules, and invoices.

- b. The Energy Commission owns all products identified in the Scope of Work, with the exception of products that fall within the definition of “intellectual property.”

“Product” means any tangible item specified for delivery to the Energy Commission in the Scope of Work.

- c. Both the Energy Commission and the California Public Utilities Commission have a no-cost, non-exclusive, transferable, irrevocable, royalty-free, worldwide, perpetual license to use, publish, translate, modify, and reproduce intellectual property for governmental purposes, including but not limited to providing data and reports to the California Public Utilities Commission, State legislature, and Utilities and using data for the development of future programs.

- d. Intellectual Property Indemnity

The Recipient may not, in supplying work under this Agreement, knowingly infringe or misappropriate any intellectual property right of a third party, and will take reasonable actions to avoid infringement.

To the extent allowed under California law, the Recipient will defend and indemnify the Energy Commission and the California Public Utilities Commission from and against any claim, lawsuit, or other proceeding, loss, cost, liability, or expense (including court costs and reasonable fees of attorneys and other professionals) to the extent arising out of: (i) any third party claim that a product infringes any patent, copyright, trade secret, or other intellectual property right of any third party; or (ii) any third party claim arising out of the negligent or other tortious acts or omissions by the Recipient or its employees, subcontractors, or agents in connection with or related to the products or the Recipient's performance under this Agreement.

21. Reserved

22. General Provisions

a. Governing Law

This Agreement is governed by the laws of the State of California as to interpretation and performance.

b. Independent Capacity

In the performance of this Agreement, the Recipient and its agents, subcontractors, and employees will act in an independent capacity and not as officers, employees, or agents of the State of California.

c. Assignment

This Agreement is not assignable or transferable by the Recipient either in whole or in part without the consent of the Energy Commission in the form of an amendment.

d. Timeliness

Time is of the essence in this Agreement.

e. Severability

If any provision of this Agreement is unenforceable or held to be unenforceable, all other provisions of this Agreement will remain in full force and effect.

f. Waiver

No waiver of any breach of this Agreement constitutes waiver of any other breach. All remedies in this Agreement will be taken and construed as cumulative, meaning in addition to every other remedy provided in the Agreement or by law.

g. Assurances

The Commission reserves the right to seek further written assurances from the Recipient and its team that the work under this Agreement will be performed in accordance with the terms of the Agreement.

h. Change in Business

- 1) The Recipient will promptly notify the Energy Commission of the occurrence of any of the following:
 - a) A change of address.
 - b) A change in business name or ownership.
 - c) The existence of any litigation or other legal proceeding affecting the project or Agreement.

- d) The occurrence of any casualty or other loss to project personnel, equipment, or third parties.
 - e) Receipt of notice of any claim or potential claim against the Recipient for patent, copyright, trademark, service mark, and/or trade secret infringement that could affect the Energy Commission's rights.
- 2) The Recipient must provide the CalSHAPE Program with written notice of a planned change or reorganization of the type of business entity under which it does business. A change of business entity or name change requires an amendment assigning or novating the Agreement to the changed entity. If the Energy Commission does not seek to amend this Agreement or enter into a new agreement with the changed or new entity for any reason (including that the Commission is not satisfied that the new entity can perform in the same manner as the Recipient), it may terminate this Agreement as provided in the "Termination" section.
- i. Access to Sites and Records
Energy Commission and California Public Utilities Commission staff and representatives will have reasonable access to all project sites and to all records related to this Agreement.
 - j. Prior Dealings, Custom, or Trade Usage
These terms and conditions may not be modified or supplemented by prior dealings, custom, or trade usage.
 - k. Survival of Terms
Certain provisions will survive the completion or termination date of this Agreement for any reason. The provisions include but are not limited to:
 - Legal Statements on Products (included in Section 5, "Products")
 - Payment of Funds (Section 8)
 - Recordkeeping, Cost Accounting, and Auditing (Section 11)
 - Equipment (Section 14)
 - Termination (Section 16)
 - Indemnification (Section 17)
 - Intellectual Property (Section 20)
 - Change in Business (see this section)
 - Access to Sites and Records (see this section)

23. *Certifications and Compliance*

- a. **Federal, State, and Local Laws**

The Recipient must obtain all required permits and shall comply with all applicable federal, state and local laws, codes, rules, and regulations for all work performed under the Agreement.

b. Nondiscrimination Statement of Compliance

During the performance of this Agreement, the Recipient and its subcontractors will not unlawfully discriminate, harass, or allow harassment against any employee or applicant for employment because of sex, sexual orientation, race, color, ancestry, religious creed, national origin, physical disability (including HIV and AIDS), mental disability, medical condition, age, marital status, or denial of family care leave. The Recipient and its subcontractors will ensure that the evaluation and treatment of their employees and applicants for employment are free from such discrimination and harassment.

The Recipient and its subcontractors will comply with the provisions of the Fair Employment and Housing Act (Government Code Sections 12990 et seq.) and the applicable regulations promulgated thereunder (California Code of Regulations, Title 2, Section 11000 et seq.). The applicable regulations of the Fair Employment and Housing Commission implementing Government Code Section 12990 (a-f), set forth in Chapter 5 of Division 4.1 of Title 2 of the California Code of Regulations, are incorporated into this Agreement by reference and made a part of it as if set forth in full. The Recipient and its subcontractors will give written notice of their obligations under this section to labor organizations with which they have a collective bargaining or other Agreement.

The Recipient will include the nondiscrimination and compliance provisions of this section in all subcontracts to perform work under this Agreement.

c. Drug-Free Workplace Certification

By signing this Agreement, the Recipient certifies under penalty of perjury under the laws of the State of California that it will comply with the requirements of the Drug-Free Workplace Act of 1990 (Government Code Section 8350 et seq.) and will provide a drug-free workplace by taking the following actions:

- 1) Publish a statement notifying employees that unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance is prohibited, and specifying actions to be taken against employees for violations as required by Government Code Section 8355(a).
- 2) Establish a Drug-Free Awareness Program as required by Government Code Section 8355(b) to inform employees about all of the following:
 - The dangers of drug abuse in the workplace;
 - The person's or organization's policy of maintaining a drug-free workplace;
 - Any available counseling, rehabilitation, and employee assistance programs; and
 - Penalties that may be imposed upon employees for drug abuse violations.
- 3) Provide, as required by Government Code Section 8355(c), that every employee who works on the proposed project:
 - Will receive a copy of the company's drug-free policy statement; and
 - Will agree to abide by the terms of the company's statement as a condition of employment on the project.

Failure to comply with these requirements may result in suspension of payments under the Agreement or termination of the Agreement or both, and the Recipient may be ineligible for any future state awards if the Commission determines that any of the following has occurred: (1) the Recipient has made false certification, or (2) violates the certification by failing to carry out the requirements as noted above.

d. National Labor Relations Board Certification (Not applicable to public entities)

The Recipient, by signing this Agreement, swears under penalty of perjury that no more than one final unappealable finding of contempt of court by a federal court has been issued against the Recipient within the immediately preceding two year period because of the Recipient's failure to comply with an order of a federal court that orders the Recipient to comply with an order of the National Labor Relations Board.

e. Child Support Compliance Act (Applicable to California Employers)

For any agreement in excess of \$100,000, the Recipient acknowledges that:

- 1) It recognizes the importance of child and family support obligations and will fully comply with all applicable state and federal laws relating to child and family support enforcement, including but not limited to disclosure of information and compliance with earnings assignment orders, as provided in Chapter 8 (commencing with section 5200) of Part 5 of Division 9 of the Family Code; and
- 2) To the best of its knowledge is fully complying with the earnings assignment orders of all employees and is providing the names of all new employees to the New Hire Registry maintained by the California Employment Development Department.

f. Air or Water Pollution Violation

Under state laws, the Recipient will not be:

- 1) In violation of any order or resolution not subject to review promulgated by the State Air Resources Board or an air pollution control district;
- 2) Subject to a cease and desist order not subject to review issued pursuant to Section 13301 of the Water Code for violation of waste discharge requirements or discharge prohibitions; or
- 3) Finally determined to be in violation of provisions of federal law relating to air or water pollution.

g. Americans With Disabilities Act

By signing this Agreement, the Recipient assures the State that it complies with the Americans with Disabilities Act (ADA) of 1990 (42 U.S.C. Section 12101, et seq.), which prohibits discrimination on the basis of disability, as well as applicable regulations and guidelines issued pursuant to the ADA.

24. **Reserved**

25. **Commission Remedies for Recipient's Non-Compliance**

Without limiting any of its other remedies, the Commission may, for Recipient's noncompliance of any Agreement requirement, withhold future payments, demand and be entitled to repayment of past reimbursements, or suspend or terminate this Agreement. The tasks in the Scope of Work are non-severable, and completion of all of them is material to this Agreement. Thus, the Commission, without limiting its other remedies, is entitled to repayment of all funds paid to Recipient if the Recipient does not timely complete all tasks in the Scope of Work.

26. **Definitions**

- **Agreement Term** means the length of this Agreement, as specified on the Agreement signature page (form CEC-146).
- **Data** means any recorded information that relates to the project funded by the Agreement, whether created or collected before or after the Agreement's effective date.
- **Effective Date** means the date on which this Agreement is signed by the last party required to sign, provided that signature occurs after the Agreement has been approved by the Energy Commission at a business meeting or by the Executive Director or his/her designee.
- **Equipment** means products, objects, machinery, apparatus, implements, or tools that are purchased or constructed with Energy Commission funds for the project, and that have a useful life of at least one year and an acquisition unit cost of at least \$5,000. "Equipment" includes products, objects, machinery, apparatus, implements, or tools that are composed by over thirty percent (30%) of materials purchased for the project. For purposes of determining depreciated value of equipment used in the Agreement, the project will terminate at the end of the normal useful life of the equipment purchased and/or developed with Energy Commission funds. The Energy Commission may determine the normal useful life of the equipment.
- **Intellectual Property** means: (a) inventions, technologies, designs, drawings, data, software, formulas, compositions, processes, techniques, works of authorship, trademarks, service marks, and logos that are created, conceived, discovered, made, developed, altered, or reduced to practice with Agreement or match funds during or after the Agreement term; (b) any associated proprietary rights to these items, such as patent and copyright; and (c) any upgrades or revisions to these items.

"Works of authorship" does not include written products created for Agreement reporting and management purposes, such as reports, summaries, lists, letters, agendas, schedules, and invoices.
- **Invention** means intellectual property that is patentable.
- **Match Funds** means cash or in-kind (i.e., non-cash) contributions provided by the Recipient or a third party for a project funded by the Energy Commission. If this Agreement resulted from a solicitation, refer to the solicitation's discussion of match funding for guidelines specific to the project.

- **Materials** means the substances used to construct, or as part of, a finished object, commodity, device, article, or product and that does not meet the definition of Equipment.
- **Ownership** means exclusive possession of all rights to property, including the right to use and transfer property.
- **Product** means any tangible item specified for delivery to the Energy Commission in the Scope of Work.
- **Project** means the entire effort undertaken and planned by the Recipient and consisting of the work funded by the Energy Commission. The project may coincide with or extend beyond the Agreement term.
- **State** means the state of California and all California state agencies within it, including but not limited to commissions, boards, offices, and departments.

PROPOSAL

Limited Asbestos Assessment

Rancho Starbuck Intermediate School

16430 Woodbrier Drive, Buildings A, B, C & E

City of Whittier
County of Los Angeles
State of California

Proposal Number: ATCH-23-1229

October 31, 2023



Prepared For:

Lowell Joint School District



A-Tech Consulting, Inc.

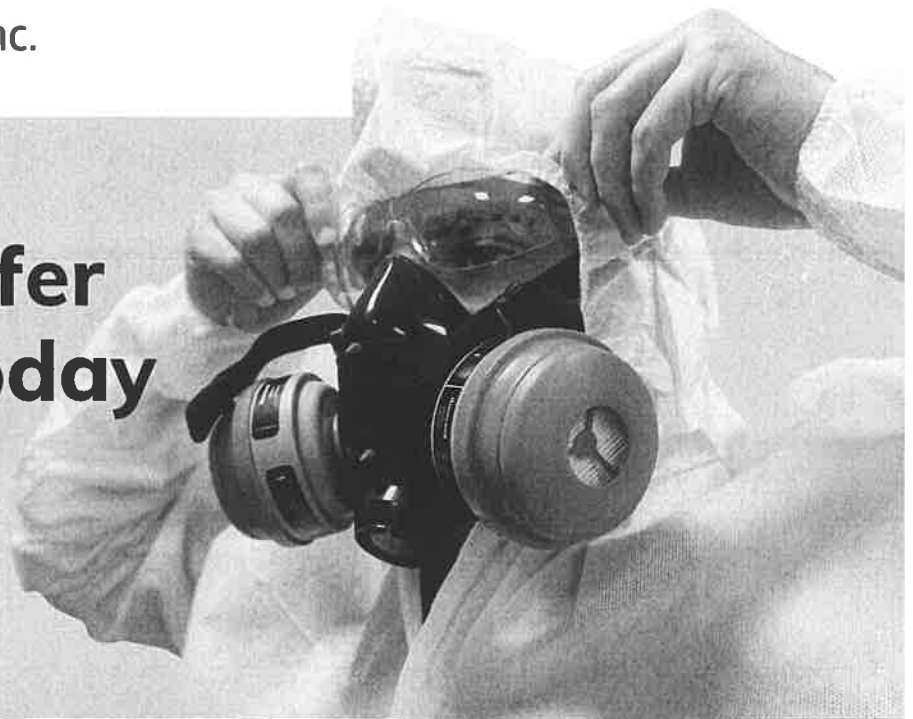
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- Environmental Sampling & Analysis
- Environmental Remediation
- RCRA Facility Investigation
- Waste Characterization & Management
- Groundwater Monitoring & Remediation

HYDROGEOLOGY

- Groundwater Quality Assessment (PFAS)
- Hydrogeologic & Hydrologic Modeling
- Groundwater Resources Management
- Hydrogeologic Evaluation & Basin Characterization
- Stormwater Management
- Water Supply Wells

HEALTH & SAFETY

- Construction Health & Safety
- Occupational Health & Safety
- Health & Safety Management
- Health & Safety Training


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A-Tech Consulting, Inc.

October 31, 2023

Lowell Joint School District
11019 Valley Home Avenue
Whittier, California 90603

Attn: Mr. David Bennett

Re: Rancho Starbuck Intermediate School
16430 Woodbrier Drive, Buildings A,B, C, & E
Whittier, California 90604

Thank you for allowing A-Tech Consulting, Inc. (*A-Tech*) the opportunity to provide you with a cost proposal. This proposal is in response to your request that *A-Tech* conduct the Limited Asbestos Assessment at the above referenced site. The professional services provided by *A-Tech* will consist of the following:

LIMITED ASBESTOS ASSESSMENT

- This assessment will satisfy all the requirements of a pre-renovation assessment, in accordance with NESHAP, as it pertains to this project only.
- Inspection of the interior of the floors listed in this proposal and bulk sampling of suspect asbestos-containing materials (ACM) by a state certified asbestos consultant or certified site surveillance technician (CAC or CSST), utilizing AHERA sampling protocols. We will need access to all locations.
- Analysis of suspect ACM samples by a NVLAP accredited laboratory, utilizing Polarized Light Microscopy (PLM) with dispersion staining, in accordance with current regulatory requirements. Sample analysis is based on 3-Hour laboratory analysis.
- Review of any proposed renovation plans, if available
- Report preparation including sample locations, friability evaluations and remedial recommendations.



A-Tech Consulting, Inc.

PRICING

Based on the information gathered, we propose to provide the following professional consulting services:

LIMITED ASBESTOS ASSESSMENT – 3-Hour Laboratory Analysis

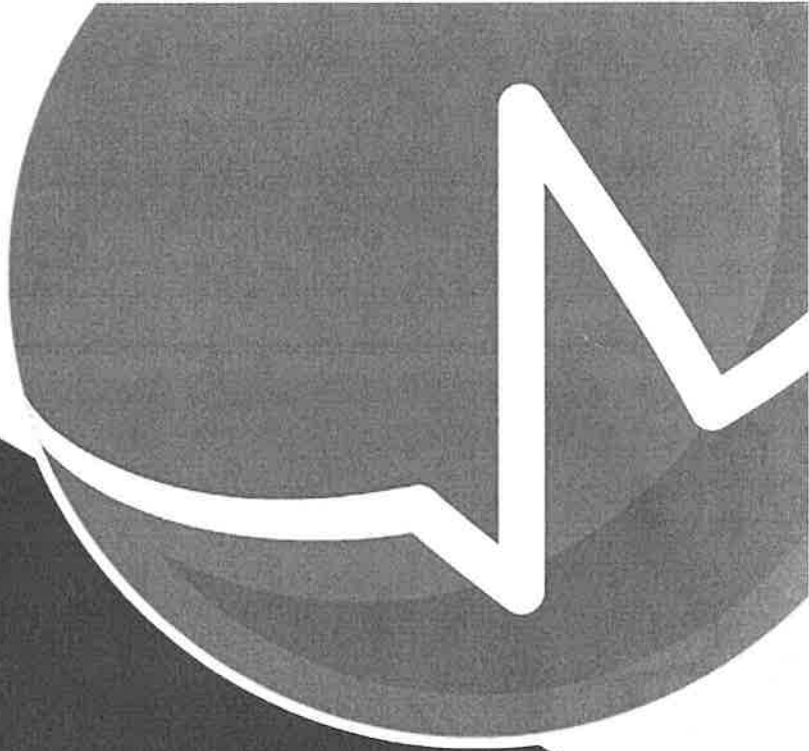
| Item | Price | | Qty | Line Total |
|--|-----------------|---|--------------|-------------------|
| Principal Hygienist | \$140.00/Hour | X | 4 | \$560.00 |
| Environmental Project Manager | \$105.00/Hour | X | 4 | \$420.00 |
| Certified Site Surveillance Technician (CSST) & CDPH Sampling Technician or Inspector/Assessor | \$85.00/Hour | X | 6 | \$510.00 |
| Asbestos Bulk Samples (PLM) 3-Hour Laboratory Analysis | \$37.00/Sample | X | 51 | \$1,887.00 |
| Asbestos Bulk Samples (PLM) Point Count Method (1,000) 24-Hour Laboratory Analysis | \$185.00/Sample | X | 3 | \$555.00 |
| Report Preparation and Administrative | \$60.00/Hour | X | 10 | \$600.00 |
| | | | Total | \$4,532.00 |

I trust that this proposal will meet with your approval and look forward to working with you. Should you have any questions, please feel free to contact me at (714) 434-6360 office.

Sincerely,

A-Tech Consulting, Inc.

Joseph A. Williams, CAC, DPH
CAC #14-5269 DPH #LRC-00001390



A-Tech Consulting

Environmental | Safety | Engineering | Hydrogeology

atechinc.net | 800.434.1025



November 30, 2023
KET Project No.: 22-0384
Koury Change Order Number: CO-1
Official Doc: 231201-2974

David Bennett
Lowell Joint School District
11019 Valley Home Ave
Whittier, CA 90603

Subject: Change Order Request – Analysis for Building C Signage Canopy
Project: Rancho Starbuck Intermediate School

Dear Mr. Reeves,

This letter is to formally request additional funds be added to our contracted amount. Below is the current project budget status for our scope of work:

| | |
|-----------------------------|--------------|
| Original Contract Amount | \$ 13,450.00 |
| Additional Amount Requested | \$ 1,500.00 |
| Revised Contract Amount | \$ 14,950.00 |

Koury is requesting an additional amount of \$1,500.00 added to our contract to successfully complete our scope of work. Work includes analysis for the Building C Signage Canopy as requested by the school district. Upon approval, please sign below and return this form to our office via e-mail.

While our service is based off a construction schedule that we are unable to control, we would like to work with you in any way we can that may result in a cost savings. We are available to meet and discuss any future adjustments that can be made and result in a costs saving.

If you have any questions, please feel free to contact me directly at (909) 606-6111.

Regards,

Michael Carrillo

Signature

Authorized Signature

Michael Carrillo Project Manager

Print

Title

Print

Title

11/30/2023

Date

Date

El Portal Elementary School

2022-2023 School Accountability Report Card (Published During the 2023-2024 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/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

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

2023-24 School Contact Information

| | |
|--|-----------------------------|
| School Name | El Portal Elementary School |
| Street | 200 North Nada Street |
| City, State, Zip | La Habra, CA 90631 |
| Phone Number | 562.902.4211 |
| Principal | Amanda Malm |
| Email Address | amalm@ljsd.org |
| School Website | elportal.ljsd.org |
| County-District-School (CDS) Code | 30647666020127 |

2023-24 District Contact Information

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

District Governing Board

| | |
|-----------------------|--------------------------|
| President | Anastasia M. Shackelford |
| Vice President | Anthony A. Zegarra |
| Clerk | Christine J. Berg |
| Member | Karen L. Shaw |
| Member | Regina L. Woods |

District Administration

| | |
|--|--------------------|
| Superintendent | Mr. Jim Coombs |
| Assistant Superintendent of Educational Services | Dr. Sheri McDonald |
| Assistant Superintendent of Administrative Services | Carl Erickson |
| Assistant Superintendent of Business Services | David Bennett |
| Director of Educational Services | Rhonda Overby |
| Director of Technology | Alan Mao |
| Director of Special Education | Kaleo Igarta |
| Director of Fiscal Services | Chelle Price |

2023-24 School Description and Mission Statement

It is the mission of El Portal School to create for our students a culture of universal achievement, a strong educational foundation, and college readiness. El Portal is a No Excuses University school and we encourage and empower our students to strive for learning and goals that will prepare them for college. We encourage and help to develop in students: character, a passion for learning, and academic excellence. It is our goal to provide a strong foundation in America's values, traditions and heritage and to teach our students to embrace the diversity of others on campus and in the community. Our staff, parents, and community members work closely together to help each child reach his or her potential. Collaboration and communication between school and home is an integral part of the success of El Portal Elementary School. We provide an automated phone message system, a parent information email system and a school website. We also utilize social media to communicate with families by way of Twitter, Instagram, and Facebook. Working together as a school community, El Portal offers a safe, child-centered environment that provides students with the essential skills to become life-long learners. El Portal is a school where students and staff approach the learning process eagerly, with enthusiasm, passion, and wonder. The staff provides an atmosphere that fosters creativity, individuality, cooperation, and understanding. The staff is trained in numerous teaching styles and utilizes a variety of strategies to provide an exciting and well-balanced instructional program designed to meet the needs of all students; including Guided Language Acquisition Design (GLAD), Explicit Direct Instruction (EDI), and Thinking Maps. We are a professional learning community dedicated to the development of each and every child. The California Common Core State Standards are comprehensive and challenging; they build skills and knowledge while developing critical thinkers and productive members of society.

El Portal Elementary School offers a wide variety of programs for students. We have an active School-Site Council, a School Safety Team, Green Team, Drama Club, and much more. Most recently we have been selected as one of only 4 schools in Orange County to join the Disney Musicals in Schools where we focus on youth theater. We offer programs in the arts, music, STEAM activities and PE. Our students have opportunities to become involved in the arts through writing clubs, drama, and music. El Portal offers technology integration through our in-school Chromebook initiative for all TK - 6th grade students as well as the use of our STEAM lab for all grades. Individual grade levels offer recess tutoring through programs like AIM and Learning at Lunch. Aspire to Increase Motivation (AIM) offers before/after school help for students who struggle in reading and math skills. In May of 2019 El Portal was accepted as a No Excuses University School. As part of this network of schools, El Portal has pledged to make a focused effort to promote a college going culture on our campus and ensure academic success for all students. El Portal has continued its participation in the network through weekly Motivational Monday Pep Rallies as well as displaying our adopted college's flag in the hallways.

El Portal Elementary School is the doorway to academic opportunity where we, "Believe, Achieve and Succeed."

About this School

2022-23 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 76 |
| Grade 1 | 62 |
| Grade 2 | 61 |
| Grade 3 | 55 |
| Grade 4 | 74 |
| Grade 5 | 95 |
| Grade 6 | 65 |
| Total Enrollment | 488 |

2022-23 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|----------------------------------|-----------------------------|
| Female | 47.7% |
| Male | 52.3% |
| American Indian or Alaska Native | 0.2% |
| Asian | 6.1% |
| Black or African American | 0.8% |
| Filipino | 1% |
| Hispanic or Latino | 66.6% |
| Two or More Races | 3.3% |
| White | 19.1% |
| English Learners | 13.7% |
| Foster Youth | 0.8% |
| Homeless | 0.6% |
| Socioeconomically Disadvantaged | 60.5% |
| Students with Disabilities | 12.3% |

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

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

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

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) | 21.60 | 100.00 | 123.10 | 92.85 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 1.00 | 0.75 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.00 | 0.00 | 3.80 | 2.89 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.00 | 0.00 | 0.00 | 0.00 | 12115.80 | 4.41 |
| Unknown | 0.00 | 0.00 | 4.60 | 3.49 | 18854.30 | 6.86 |
| Total Teaching Positions | 21.60 | 100.00 | 132.60 | 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) | 21.70 | 100.00 | 128.40 | 94.06 | 234405.20 | 84.00 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 1.00 | 0.73 | 4853.00 | 1.74 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.00 | 0.00 | 3.00 | 2.20 | 12001.50 | 4.30 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.00 | 0.00 | 0.00 | 0.00 | 11953.10 | 4.28 |
| Unknown | 0.00 | 0.00 | 4.10 | 3.01 | 15831.90 | 5.67 |
| Total Teaching Positions | 21.70 | 100.00 | 136.60 | 100.00 | 279044.80 | 100.00 |

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

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

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All adopted core curriculum is reported in the table below.

Year and month in which the data were collected

December 2022

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
|-----------------------------------|--|-----------------------------|--|
| Reading/Language Arts | 2016-17 Houghton Mifflin Harcourt, Journeys K-5; Big Day TK 2016-17 McGraw-Hill, Study Sync 6-8 | Yes | 0 |
| Mathematics | 2014-15 Houghton Mifflin, K-5 Go Math! 2014-15 Big Ideas 6-8 | Yes | 0 |
| Science | 2022-2023 SAVVAS Elevate, K-6, Houghton-Mifflin Science Dimensions, 7-8 | Yes | 0 |
| History-Social Science | 2018-19 Studies Weekly, K-5 2018-19 Discovery, 6 | Yes | 0 |
| Foreign Language | 1999-00 ¡En español! 7-8 Benchmark Adelante 2 TK-4 | Yes | 0 |
| Health | 2008-09 Princeton Health Press- LifeSkills 3-8 2007-08 Human Kinetics- Fitness For Life 2016 Rights, Respect, Responsibility 7-8 | Yes | 0 |
| Visual and Performing Arts | 2021-22 The Art of Education, K-8 Theatre- scripts, costumes, props Instrumental Music- band, string, and percussion instruments, musical scores Choral Music- musical scores Visual Arts- various art materials covering a variety of media, art history prints | Yes | 0 |

School Facility Conditions and Planned Improvements

El Portal Elementary School has 25 classrooms, ten of which are bungalows. Primary and upper-grade classrooms are separated and each has its own spacious playground area. Our transitional kindergarten and two kindergarten classes have their own enclosed play area. The upper-grade playground is equipped with swings and two regulation size soccer fields. Student physical fitness is promoted even during playground play. We have an outside stage area and an eating area with newly installed benches. Each classroom is equipped with wireless internet, class computers, some iPads, and we have closed circuit TV. All grades have individual Chromebooks for use inside the classrooms.

Our office area consists of a newly renovated teacher workroom and office and a separate teacher's lounge. Our library is a beautiful facility complete with story steps, cozy corners, and study areas. Our campus has garden areas, is clean, well-manicured and freshly painted. In 2015, El Portal opened its Science, Technology, Engineering, Art, and Math (STEAM) Lab that all TK-6th grade students use for hands on learning to solve problems in different ways. In 2016, our wireless network was updated in order to provide the speed necessary for the more than 500 Chromebook devices that all of our TK - 6th students use in the classrooms. Major upgrades for things like roofing and HVAC systems were completed in 2020 under Measure LL.

Year and month of the most recent FIT report

November 2023

| 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 | | Playground equipment is functional but outdated. |

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.

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

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

| Subject | School 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 58 | | 56 | | 47 | |
| Mathematics (grades 3-8 and 11) | 52 | | 40 | | 33 | |

2022-23 CAASPP Test Results in ELA by Student Group

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

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

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

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | | | | | |
| Female | | | | | |
| Male | | | | | |
| American Indian or Alaska Native | | | | | |
| Asian | | | | | |
| Black or African American | | | | | |
| Filipino | | | | | |
| Hispanic or Latino | | | | | |
| Native Hawaiian or Pacific Islander | | | | | |
| Two or More Races | | | | | |
| White | | | | | |
| English Learners | | | | | |
| Foster Youth | | | | | |
| Homeless | | | | | |
| Military | | | | | |
| Socioeconomically Disadvantaged | | | | | |
| Students Receiving Migrant Education Services | | | | | |
| Students with Disabilities | | | | | |

2022-23 CAASPP Test Results in Math by Student Group

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

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

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

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | | | | | |
| Female | | | | | |
| Male | | | | | |
| American Indian or Alaska Native | | | | | |
| Asian | | | | | |
| Black or African American | | | | | |
| Filipino | | | | | |
| Hispanic or Latino | | | | | |
| Native Hawaiian or Pacific Islander | | | | | |
| Two or More Races | | | | | |
| White | | | | | |
| English Learners | | | | | |
| Foster Youth | | | | | |
| Homeless | | | | | |
| Military | | | | | |
| Socioeconomically Disadvantaged | | | | | |
| Students Receiving Migrant Education Services | | | | | |
| Students with Disabilities | | | | | |

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. 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 CAAs divided by the total number of students who participated in both assessments.

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 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | 44.62 | | 36.63 | | 29.47 | |

2022-23 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 | | | | | |
| Female | | | | | |
| Male | | | | | |
| American Indian or Alaska Native | | | | | |
| Asian | | | | | |
| Black or African American | | | | | |
| Filipino | | | | | |
| Hispanic or Latino | | | | | |
| Native Hawaiian or Pacific Islander | | | | | |
| Two or More Races | | | | | |
| White | | | | | |
| English Learners | | | | | |
| Foster Youth | | | | | |
| Homeless | | | | | |
| Military | | | | | |
| Socioeconomically Disadvantaged | | | | | |
| Students Receiving Migrant Education Services | | | | | |
| Students with Disabilities | | | | | |

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.

2022-23 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 during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Grade Level | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|-------------|----------------------------------|--|---|---|-----------------------------|
| Grade 5 | 97.8 | 97.8 | 98.9 | 98.9 | 98.9 |

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.

2023-24 Opportunities for Parental Involvement

Parents at El Portal have many opportunities for involvement and are highly visible on our campus. Parents and other relatives of our students are actively recruited and seen working on our campus. They volunteer daily in our library and in our classrooms. Families at El Portal understand that it is the partnership between home and school which creates a strong and positive learning environment for our students. Parents and community members are often found volunteering on our campus. Our local junior high and high school students also volunteer time on our campus. When augmented by the expertise and caring of the teachers and staff at school, we are able to ensure a safe and industrious environment for our children, every day. On any given day, a visitor to El Portal will find numerous volunteers working in classrooms and around school to help accomplish our goals for the week, the month, and the year.

Through our very active Parent Teacher Association (PTA), parents sponsor many programs, including: Spring Fair, Red Ribbon Week, special grade-level programs, fund-raisers that support our field trips and assemblies, Family Nights, Family Picnic, and class parties. These are just some of the many activities that take place through our PTA. Room Parents also help throughout in planning special events for our children. Parents are also involved in our English Language Advisory Committee (ELAC) and School Site Council (SSC). Parent involvement on our campus is an integral part of the success of our campus programs.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

| Indicator | School 2020-21 | School 2021-22 | School 2022-23 | District 2020-21 | District 2021-22 | District 2022-23 | State 2020-21 | State 2021-22 | State 2022-23 |
|-----------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Dropout Rate | | | | | | | 9.4 | 7.8 | |
| Graduation Rate | | | | | | | 83.6 | 87.0 | |

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

| Student Group | Number of Students in Cohort | Number of Cohort Graduates | Cohort Graduation Rate |
|---|------------------------------|----------------------------|------------------------|
| All Students | | | |
| Female | | | |
| Male | | | |
| Non-Binary | | | |
| American Indian or Alaska Native | | | |
| Asian | | | |
| Black or African American | | | |
| Filipino | | | |
| Hispanic or Latino | | | |
| Native Hawaiian or Pacific Islander | | | |
| Two or More Races | | | |
| White | | | |
| English Learners | | | |
| Foster Youth | | | |
| Homeless | | | |
| Socioeconomically Disadvantaged | | | |
| Students Receiving Migrant Education Services | | | |
| Students with Disabilities | | | |

2022-23 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | | | | |
| Female | | | | |
| Male | | | | |
| American Indian or Alaska Native | | | | |
| Asian | | | | |
| Black or African American | | | | |
| Filipino | | | | |
| Hispanic or Latino | | | | |
| Native Hawaiian or Pacific Islander | | | | |
| Two or More Races | | | | |
| White | | | | |
| English Learners | | | | |
| Foster Youth | | | | |
| Homeless | | | | |
| Socioeconomically Disadvantaged | | | | |
| Students Receiving Migrant Education Services | | | | |
| Students with Disabilities | | | | |

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

| Rate | School 2020-21 | School 2021-22 | School 2022-23 | District 2020-21 | District 2021-22 | District 2022-23 | State 2020-21 | State 2021-22 | State 2022-23 |
|-------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Suspensions | | | | | | | | | |
| Expulsions | | | | | | | | | |

2022-23 Suspensions and Expulsions by Student Group

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

2023-24 School Safety Plan

El Portal has in place a comprehensive school safety program. A disaster and crisis intervention plan is current and reviewed each year. A school-wide discipline plan is reviewed and followed with appropriate positive and negative consequences outlined to provide a fair and consistent program for all students. The program is designed to assist students in learning how to make appropriate choices. Guidelines for behavior are reviewed with all students. El Portal's school programs help to provide a safe and appropriate learning environment for all students. The learning environment reflects an academic focus and El Portal maintains high expectations and standards for achievement and behavior. Pride in the physical environment is stressed and a safe, orderly campus is maintained. El Portal Safety Patrol is used to help maintain an organized and safe pick-up and drop-off of students entering and exiting our campus. This group of students is used to help direct the flow of student foot traffic to and from school, answer questions, and generally ensure a smooth arrival and dismissal of the student body before and after school.

El Portal is a 'Closed Campus' for the use of facilities and playgrounds. Visitors on our campus are expected to wear an identifying badge at all times and our campus is secured throughout the school day. Campus gates are strictly locked during session hours and all visitors to campus are required to sign in with a digital scan system, Raptor. All groups who plan to use our facilities must first gain written permission and show proof of insurance. Although we strongly encourage parental and community involvement in the daily running of the school, facility-use agreements are only granted to persons with known business on our campus. Any adult who accompanies a class on an off-site field trip must first be fingerprinted and cleared by the Department of Justice before they are allowed to assist as a chaperone.

We review safety procedures monthly with fire drills and lockdown/earthquake drills. El Portal teachers and staff make up a 'first response' team and are prepared to assist in all safety concerns of campus life. Students practice daily entrance and exit procedures to and from class, to and from recess and lunch, and to and from assemblies. The students are expected to be on their best behavior and follow line rules at all times. The entire student body has practiced being dismissed (as an individual

2023-24 School Safety Plan

class and as a whole group) from any event in just a few minutes without any talking or disruptions. The staff and students are very proud of their entrance and exit procedures and the orderly fashion in which events are run.

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.

2020-21 Elementary Average Class Size and Class Size Distribution

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

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 21 | 1 | 2 | |
| 1 | 28 | 1 | 1 | 1 |
| 2 | 24 | | 3 | |
| 3 | 40 | | 2 | 1 |
| 4 | 32 | | 2 | |
| 5 | 34 | | | 1 |
| 6 | 50 | | | 1 |
| Other | 16 | 1 | 1 | |

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 | 22 | 1 | 2 | |
| 1 | 25 | 2 | | 1 |
| 2 | 27 | | 2 | |
| 3 | 23 | | 3 | |
| 4 | 27 | | 3 | |
| 5 | 32 | | 2 | |
| 6 | 32 | | 2 | 1 |
| Other | 12 | 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 |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|

2022-23 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 | |

2022-23 Student Support Services Staff

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

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

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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 | \$7,627 | \$1,157 | \$6,597 | \$93,597 |
| District | N/A | N/A | \$7,754 | |
| Percent Difference - School Site and District | N/A | N/A | -16.1 | 199.6 |
| State | N/A | N/A | \$7,607 | \$88,288 |
| Percent Difference - School Site and State | N/A | N/A | 0.0 | 8.3 |

Fiscal Year 2022-23 Types of Services Funded

Title I funds provide economic assistance to supplement the regular instructional program for educationally disadvantaged students. Expenditures include additional academic interventions, materials that promote collaboration and social skills, instructional aides, substitutes, instructional supplies, supplemental supplies, conferences, consultants, postage, non-capital equipment, and student field trips.

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

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

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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 | | \$54,046 |
| Mid-Range Teacher Salary | | \$84,515 |
| Highest Teacher Salary | | \$110,867 |
| Average Principal Salary (Elementary) | | \$136,841 |
| Average Principal Salary (Middle) | | \$141,477 |
| Average Principal Salary (High) | | \$137,985 |
| Superintendent Salary | | \$217,473 |
| Percent of Budget for Teacher Salaries | 39.3% | 32.43% |
| Percent of Budget for Administrative Salaries | 6.6% | 5.62% |

2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

| Subject | Number of AP Courses Offered |
|--|------------------------------|
| Computer Science | |
| English | |
| Fine and Performing Arts | |
| Foreign Language | |
| Mathematics | |
| Science | |
| Social Science | |
| Total AP Courses Offered Where there are student course enrollments of at least one student. | |

Professional Development

Staff development opportunities are embraced as we work together as a professional learning community. El Portal's staff is constantly seeking ways to improve our programs. Our staff has received ongoing training in reading comprehension and mathematical practices for the last few years. This year our staff development continues to focus on the writing process. Several of our teachers have attended seminars in the Science of Reading, Zones of Regulation, and technology and have brought the material back to the staff and presented at an in-service to the staff. The staff has also received extensive training in working with our English Language Learners. All of our staff has been trained in Guided Language Acquisition Design (GLAD). More than 90% of our staff has been GATE certified and is beginning to use the depth and complexity icons in their teaching practices. One afternoon each week is provided by the district for staff development. Grade-level teams meet regularly to evaluate instructional strategies and to implement new methods to provide the best possible instruction. One of El Portal's many strengths is the team effort among the staff as they build a strong academic program at each grade level. As a professional learning community, we evaluate and revise our mission statement, create and update curriculum, and focus on student goals each year. Science, Technology, Engineering, Art, and Math (STEAM) is embraced by the staff as they engage in lessons and challenges with their class. Staff development is provided to focus on how to teach and integrate STEAM subject matter and how to make it relevant and engaging for our students to learn.

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

| Subject | 2021-22 | 2022-23 | 2023-24 |
|--|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 14 | 14 | 12 |

Jordan Elementary School

2022-2023 School Accountability Report Card (Published During the 2023-2024 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/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

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

2023-24 School Contact Information

| | |
|--|--------------------------|
| School Name | Jordan Elementary School |
| Street | 10654 Jordan Road |
| City, State, Zip | Whittier, CA 90603 |
| Phone Number | 562.902.4221 |
| Principal | Marikate Elmquist, Ed.D |
| Email Address | melmquist@ljsd.org |
| School Website | jordan.ljsd.org |
| County-District-School (CDS) Code | 30647666020150 |

2023-24 District Contact Information

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

District Governing Board

| | |
|-----------------------|--------------------------|
| President | Anastasia M. Shackelford |
| Vice President | Anthony A. Zegarra |
| Clerk | Christine J. Berg |
| Member | Karen L. Shaw |
| Member | Regina L. Woods |

District Administration

| | |
|--|--------------------|
| Superintendent | Mr. Jim Coombs |
| Assistant Superintendent of Educational Services | Dr. Sheri McDonald |
| Assistant Superintendent of Administrative Services | Carl Erickson |
| Assistant Superintendent of Business Services | David Bennett |
| Director of Educational Services | Rhonda Overby |
| Director of Technology | Alan Mao |
| Director of Special Education | Kaleo Igarta |
| Director of Fiscal Services | Chelle Price |

2023-24 School Description and Mission Statement

Jordan Elementary School spans the border of Los Angeles and Orange Counties in Southern California. It is located 20 miles south of Los Angeles in the tight-knit communities of northeastern Whittier and western La Habra. Jordan Elementary School is part of the Lowell Joint School District which includes five elementary schools and one intermediate school. The Lowell Joint School District is a traditional school district which maintains a strong emphasis on academics, character education, and patriotism. Jordan Elementary School has an enrollment of 479 students in grades Pre-school through 6. The school population includes 75% Hispanic, 20% Caucasian, and 5% Other. A total of 89% of the students speak English as a primary language while 11% are English language learners. Jordan Elementary School provides categorical services which include Title I and services for English Learners. Special Education includes the resource center model and provides a Speech and Language Specialist. In addition to core academic instruction, all students receive weekly choral instruction, art instruction once a month, STEAM focused curricular activities monthly, and weekly lessons targeting students social/emotional well-being. Students in grades Kindergarten through 6th have one to one Chromebook devices.

Jordan Elementary is the home campus for the Lowell Joint School District's Dual Language Academy. The program, which is in its fifth year, serves approximately 180 students in grades TK through 5th grade. The goal of the program is to provide instruction that allows for students to become bilingual, biliterate, and multi-cultural.

The school enjoys a very high degree of parent and community involvement. Jordan Elementary School works collaboratively and comprehensively with parents and community members to strengthen a learning environment focused on raising student achievement. Jordan considers parent involvement to be a key component of student success in school.

In addition to the district run after school program, Power Source, Jordan teaching staff provides before and after school enrichment opportunities that are an integral part of Jordan's differentiated experiences that extend our students' learning. Our many before and after school programs are designed to provide students with a well-rounded educational experience to enhance the whole child. Some of the programs that Jordan Elementary School offers are homework assistance, visual arts design, choir, mariachi guitar and violin, and ballet folklorico dance. Jordan seeks to engage, inspire, and challenge our students to become productive citizens through participation in our student leadership program. These programs strive to engage and motivate our students to expand their unique talents and abilities and promote a positive school climate.

About this School

2022-23 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 101 |
| Grade 1 | 58 |
| Grade 2 | 55 |
| Grade 3 | 58 |
| Grade 4 | 56 |
| Grade 5 | 53 |
| Grade 6 | 53 |
| Total Enrollment | 434 |

2022-23 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|---------------------------------|-----------------------------|
| Female | 53.5% |
| Male | 46.5% |
| Asian | 1.8% |
| Black or African American | 0.5% |
| Filipino | 1.6% |
| Hispanic or Latino | 82.7% |
| Two or More Races | 1.8% |
| White | 9.2% |
| English Learners | 11.5% |
| Foster Youth | 0.9% |
| Homeless | 0.2% |
| Socioeconomically Disadvantaged | 61.5% |
| Students with Disabilities | 13.1% |

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) | 16.60 | 89.25 | 123.10 | 92.85 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 1.00 | 5.38 | 1.00 | 0.75 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 1.00 | 5.38 | 3.80 | 2.89 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.00 | 0.00 | 0.00 | 0.00 | 12115.80 | 4.41 |
| Unknown | 0.00 | 0.00 | 4.60 | 3.49 | 18854.30 | 6.86 |
| Total Teaching Positions | 18.60 | 100.00 | 132.60 | 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) | 18.70 | 90.36 | 128.40 | 94.06 | 234405.20 | 84.00 |
| Intern Credential Holders Properly Assigned | 1.00 | 4.82 | 1.00 | 0.73 | 4853.00 | 1.74 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 1.00 | 4.82 | 3.00 | 2.20 | 12001.50 | 4.30 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.00 | 0.00 | 0.00 | 0.00 | 11953.10 | 4.28 |
| Unknown | 0.00 | 0.00 | 4.10 | 3.01 | 15831.90 | 5.67 |
| Total Teaching Positions | 20.70 | 100.00 | 136.60 | 100.00 | 279044.80 | 100.00 |

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

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

| Authorization/Assignment | 2020-21 | 2021-22 |
|--|---------|---------|
| Permits and Waivers | 0.00 | 1.00 |
| Misassignments | 1.00 | 0.00 |
| Vacant Positions | 0.00 | 0.00 |
| Total Teachers Without Credentials and Misassignments | 1.00 | 1.00 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

| Indicator | 2020-21 | 2021-22 |
|--|---------|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 0 | 0 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 13 | 0 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All adopted core curriculum is reported in the table below.

Year and month in which the data were collected

December 2023

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
|-----------------------------------|--|-----------------------------|--|
| Reading/Language Arts | 2016-17 Houghton Mifflin Harcourt, Journeys K-5; Big Day TK 2016-17 McGraw-Hill, Study Sync 6-8 22-23 Benchmark Adelante (dual language classes) | Yes | 0 |
| Mathematics | 2014-15 Houghton Mifflin, K-5 Go Math! 2014-15 Big Ideas 6-8th | Yes | 0 |
| Science | 2022-2023 SAVVAS Elevate, K-6, Houghton-Mifflin Science Dimensions, 7-8 | Yes | 0 |
| History-Social Science | 2019-20 Studies Weekly K-5 2019-20 Discovery Education, Gr. 6: Ancient World History, Gr. 7: Modern History, Gr. 8: World History | Yes | 0 |
| Foreign Language | 1999-00 ¡En español! 7-8 Benchmark Adelante 2 TK-5 | Yes | 0 |
| Health | 2008-09 Princeton Health Press- LifeSkills 3-8 2007-08 Human Kinetics- Fitness For Life 2016 Rights, Respect, Responsibility 7-8 | Yes | 0 |
| Visual and Performing Arts | 2021-22 The Art of Education, K-8 Theatre- scripts, costumes, props Instrumental Music- band, string, and percussion instruments, musical scores Choral Music- musical scores Visual Arts- various art materials covering a variety of media, art history prints | Yes | 0 |

School Facility Conditions and Planned Improvements

Jordan Elementary School was built in the mid 1950's. During the 21-22 school year, Jordan underwent renovations to the campus with funding coming from the passage of local measure LL. The renovations included replacing all portable classrooms with permanent buildings, replacement of the existing office building, new roofs on all existing classrooms, replacement of HVAC units and upgrading of the associated plumbing and electrical systems, and replacement of primary play areas. Other planned improvements to the school include a literacy garden and outdoor garden science center.

Year and month of the most recent FIT report

November 2023

| 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.

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

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

| Subject | School 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 45 | | 56 | | 47 | |
| Mathematics (grades 3-8 and 11) | 38 | | 40 | | 33 | |

2022-23 CAASPP Test Results in ELA by Student Group

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

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

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

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | | | | | |
| Female | | | | | |
| Male | | | | | |
| American Indian or Alaska Native | | | | | |
| Asian | | | | | |
| Black or African American | | | | | |
| Filipino | | | | | |
| Hispanic or Latino | | | | | |
| Native Hawaiian or Pacific Islander | | | | | |
| Two or More Races | | | | | |
| White | | | | | |
| English Learners | | | | | |
| Foster Youth | | | | | |
| Homeless | | | | | |
| Military | | | | | |
| Socioeconomically Disadvantaged | | | | | |
| Students Receiving Migrant Education Services | | | | | |
| Students with Disabilities | | | | | |

2022-23 CAASPP Test Results in Math by Student Group

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

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

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

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | | | | | |
| Female | | | | | |
| Male | | | | | |
| American Indian or Alaska Native | | | | | |
| Asian | | | | | |
| Black or African American | | | | | |
| Filipino | | | | | |
| Hispanic or Latino | | | | | |
| Native Hawaiian or Pacific Islander | | | | | |
| Two or More Races | | | | | |
| White | | | | | |
| English Learners | | | | | |
| Foster Youth | | | | | |
| Homeless | | | | | |
| Military | | | | | |
| Socioeconomically Disadvantaged | | | | | |
| Students Receiving Migrant Education Services | | | | | |
| Students with Disabilities | | | | | |

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. 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 CAAs divided by the total number of students who participated in both assessments.

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 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | 35.19 | | 36.63 | | 29.47 | |

2022-23 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 | | | | | |
| Female | | | | | |
| Male | | | | | |
| American Indian or Alaska Native | | | | | |
| Asian | | | | | |
| Black or African American | | | | | |
| Filipino | | | | | |
| Hispanic or Latino | | | | | |
| Native Hawaiian or Pacific Islander | | | | | |
| Two or More Races | | | | | |
| White | | | | | |
| English Learners | | | | | |
| Foster Youth | | | | | |
| Homeless | | | | | |
| Military | | | | | |
| Socioeconomically Disadvantaged | | | | | |
| Students Receiving Migrant Education Services | | | | | |
| Students with Disabilities | | | | | |

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.

2022-23 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 during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Grade Level | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|-------------|-------------------------------|---|--|--|--------------------------|
| Grade 5 | 100.0 | 100. | 100. | 100.0 | 100.0 |

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.

2023-24 Opportunities for Parental Involvement

A very active parent group supports Jordan through their involvement in the Parent Teacher Association (PTA), School Site Council (SSC), and the English Learner Advisory Committee (ELAC). PTA offers family activities including movie nights, Stoves on Strikes fundraisers at local restaurants, family STEM challenges, and fun run. SSC and ELAC meetings are held on a regular basis throughout the year. In addition to participation in these groups, parents volunteer in classrooms, the school library, and assist with special events. Jordan Elementary school has partners with a variety of community organizations to provide the basic necessities for families in need.

Parents are kept informed of school events and opportunities for involvement through the school website, weekly phone and email messages that go out in English and Spanish, calendars, notices, and the school marquee. In addition, the Jordan PTA keeps parents informed with weekly emails and social media via Facebook. Any parents wishing to become involved may also contact the school office.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

| Indicator | School 2020-21 | School 2021-22 | School 2022-23 | District 2020-21 | District 2021-22 | District 2022-23 | State 2020-21 | State 2021-22 | State 2022-23 |
|-----------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Dropout Rate | | | | | | | 9.4 | 7.8 | |
| Graduation Rate | | | | | | | 83.6 | 87.0 | |

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

| Student Group | Number of Students in Cohort | Number of Cohort Graduates | Cohort Graduation Rate |
|---|------------------------------|----------------------------|------------------------|
| All Students | | | |
| Female | | | |
| Male | | | |
| Non-Binary | | | |
| American Indian or Alaska Native | | | |
| Asian | | | |
| Black or African American | | | |
| Filipino | | | |
| Hispanic or Latino | | | |
| Native Hawaiian or Pacific Islander | | | |
| Two or More Races | | | |
| White | | | |
| English Learners | | | |
| Foster Youth | | | |
| Homeless | | | |
| Socioeconomically Disadvantaged | | | |
| Students Receiving Migrant Education Services | | | |
| Students with Disabilities | | | |

2022-23 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | | | | |
| Female | | | | |
| Male | | | | |
| American Indian or Alaska Native | | | | |
| Asian | | | | |
| Black or African American | | | | |
| Filipino | | | | |
| Hispanic or Latino | | | | |
| Native Hawaiian or Pacific Islander | | | | |
| Two or More Races | | | | |
| White | | | | |
| English Learners | | | | |
| Foster Youth | | | | |
| Homeless | | | | |
| Socioeconomically Disadvantaged | | | | |
| Students Receiving Migrant Education Services | | | | |
| Students with Disabilities | | | | |

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

| Rate | School 2020-21 | School 2021-22 | School 2022-23 | District 2020-21 | District 2021-22 | District 2022-23 | State 2020-21 | State 2021-22 | State 2022-23 |
|-------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Suspensions | | | | | | | | | |
| Expulsions | | | | | | | | | |

2022-23 Suspensions and Expulsions by Student Group

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

2023-24 School Safety Plan

Staff at Jordan Elementary believe that in order for students to learn they must feel safe at school. To ensure student safety, Jordan Elementary has in place a school-wide discipline plan, a disaster preparedness plan, and a comprehensive school safety plan. School rules and behavior standards are clearly communicated to students at the beginning of the year. Upon returning from Winter Break, students attend a brief assembly to review these expectations. The principal is responsible for making sure the school-wide discipline plan is fairly and consistently enforced. The staff regularly reviews the school wide discipline plan at staff meetings throughout the year. The disaster preparedness plan is designed to cover emergencies such as fires, earthquakes, and other natural disasters. The plan is reviewed annually with staff so all persons are aware of their roles in the event of a disaster. In addition, the school holds regular fire and earthquake drills so students and staff are familiar with procedures covering both potential events.

The Comprehensive School Safety Plan is reviewed and updated annually prior to March 1st prior to submittal for approval by the school board. The plan is reviewed with staff, PTA, and Jordan's School Site Council in the month of January.

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.

2020-21 Elementary Average Class Size and Class Size Distribution

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

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 20 | 2 | 2 | |
| 1 | 21 | 1 | 1 | |
| 2 | 19 | 2 | | |
| 3 | 29 | | 2 | |
| 4 | 30 | | 2 | |
| 5 | 25 | | 2 | |
| 6 | 34 | | | 2 |
| Other | 27 | | 1 | |

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 | 23 | 1 | 3 | |
| 1 | 18 | 3 | | |
| 2 | 18 | 3 | | |
| 3 | 28 | 1 | 1 | 1 |
| 4 | 26 | | 2 | |
| 5 | 27 | | 2 | |
| 6 | 26 | | 2 | |
| Other | 6 | 1 | | |

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 |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|

2022-23 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 | |

2022-23 Student Support Services Staff

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

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

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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 | \$7,470 | \$1,348 | \$6,122 | \$77,131 |
| District | N/A | N/A | \$7,837 | |
| Percent Difference - School Site and District | N/A | N/A | -24.6 | -15.2 |
| State | N/A | N/A | \$7,607 | \$88,288 |
| Percent Difference - School Site and State | N/A | N/A | -7.4 | 2.0 |

Fiscal Year 2022-23 Types of Services Funded

Title I funds provide economic assistance to supplement the regular instructional program for educationally disadvantaged students. Expenditures include: tutoring, substitutes, instructional supplies, supplemental supplies, conferences, postage, non-capital equipment, and student field trips.

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

Title III funds are designated to ensure that students attain English proficiency and meet the same challenging academic achievement standards required of all students. Funds are used for translation services in languages not required by Ed Code (less than 15% of enrollment), support services, instructional aides, supplemental books, and conferences.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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 | | \$54,046 |
| Mid-Range Teacher Salary | | \$84,515 |
| Highest Teacher Salary | | \$110,867 |
| Average Principal Salary (Elementary) | | \$136,841 |
| Average Principal Salary (Middle) | | \$141,477 |
| Average Principal Salary (High) | | \$137,985 |
| Superintendent Salary | | \$217,473 |
| Percent of Budget for Teacher Salaries | 39.3% | 32.43% |
| Percent of Budget for Administrative Salaries | 6.6% | 5.62% |

2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

| Subject | Number of AP Courses Offered |
|--|------------------------------|
| Computer Science | |
| English | |
| Fine and Performing Arts | |
| Foreign Language | |
| Mathematics | |
| Science | |
| Social Science | |
| Total AP Courses Offered Where there are student course enrollments of at least one student. | |

Professional Development

The success of our program is directly related to the fine staff of well-trained, dedicated professionals here at Jordan Elementary School.

Our teaching staff is continually seeking ways to improve their skills and the instructional program. Teacher training priorities are identified each year and teachers and administrators participate in District and school-level inservice programs. Jordan Elementary School is provided one shortened day per week for site-based inservices and collaborative meetings related to specific school goals. August inservices, after-school and non-student day inservices, as well as various conferences throughout the year, are provided as needed.

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

| Subject | 2021-22 | 2022-23 | 2023-24 |
|--|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 14 | 14 | 12 |

Macy Elementary School

2022-2023 School Accountability Report Card (Published During the 2023-2024 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/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

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

2023-24 School Contact Information

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

2023-24 District Contact Information

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

District Governing Board

| | |
|-----------------------|--------------------------|
| President | Anastasia M. Shackelford |
| Vice President | Anthony A. Zegarra |
| Clerk | Christine J. Berg |
| Member | Karen L. Shaw |
| Member | Regina L. Woods |

District Administration

| | |
|--|--------------------|
| Superintendent | Mr. Jim Coombs |
| Assistant Superintendent of Educational Services | Dr. Sheri McDonald |
| Assistant Superintendent of Administrative Services | Carl Erickson |
| Assistant Superintendent of Business Services | David Bennett |
| Director of Educational Services | Rhonda Overby |
| Director of Technology | Alan Mao |
| Director of Special Education | Kaleo Igarta |
| Director of Fiscal Services | Chelle Price |

2023-24 School Description and Mission Statement

MISSION STATEMENT

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

SCHOOL DESCRIPTION

Macy is a recipient of the 2020 California Pivotal Practices Award, the 2016 California Gold Ribbon School Award and the 2010 California Distinguished School Award. Macy also consistently wins Gold and Silver recognition in the Science Olympiad. Our campus is located in the city of La Habra, at the base of La Habra Heights, one mile north of Beach Blvd. Macy is one of five elementary schools in the Lowell Joint School District with an average enrollment of 450 students. Macy operates 19 self-contained classrooms spanning Transitional Kindergarten (TK) through Sixth Grade. TK and Kindergarten classes are full day, and Pre-School was added this year. Macy students participate in an annual academically relevant fieldtrip with 5th and 6th grades taking overnight trips to the Dana Point Marine Institute and Catalina Island Marine Institute respectively.

Macy has a resource center and two district special day classes. Macy's English Learner (EL) population is considered small. All teachers at Macy are certified to meet the needs for developing English proficiency in students and have been trained and certified in teaching techniques and strategies for exceptional and gifted students through OCDE.

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

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

About this School

2022-23 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|------------------|--------------------|
| Kindergarten | 65 |
| Grade 1 | 51 |
| Grade 2 | 60 |
| Grade 3 | 43 |
| Grade 4 | 70 |
| Grade 5 | 54 |
| Grade 6 | 75 |
| Total Enrollment | 418 |

2022-23 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|---------------------------------|-----------------------------|
| Female | 49.5% |
| Male | 50.5% |
| Asian | 2.6% |
| Black or African American | 0.5% |
| Filipino | 2.4% |
| Hispanic or Latino | 62% |
| Two or More Races | 3.3% |
| White | 25.8% |
| English Learners | 4.3% |
| Foster Youth | 0.7% |
| Homeless | 0.5% |
| Socioeconomically Disadvantaged | 48.3% |
| Students with Disabilities | 15.8% |

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) | 20.60 | 100.00 | 123.10 | 92.85 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 1.00 | 0.75 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.00 | 0.00 | 3.80 | 2.89 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.00 | 0.00 | 0.00 | 0.00 | 12115.80 | 4.41 |
| Unknown | 0.00 | 0.00 | 4.60 | 3.49 | 18854.30 | 6.86 |
| Total Teaching Positions | 20.60 | 100.00 | 132.60 | 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) | 19.70 | 95.18 | 128.40 | 94.06 | 234405.20 | 84.00 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 1.00 | 0.73 | 4853.00 | 1.74 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.00 | 0.00 | 3.00 | 2.20 | 12001.50 | 4.30 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.00 | 0.00 | 0.00 | 0.00 | 11953.10 | 4.28 |
| Unknown | 1.00 | 4.82 | 4.10 | 3.01 | 15831.90 | 5.67 |
| Total Teaching Positions | 20.70 | 100.00 | 136.60 | 100.00 | 279044.80 | 100.00 |

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

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

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All adopted core curriculum is reported in the table below.

Some of the most widely utilized and successful supplemental programs/curriculum used at Macy include: Daily Oral Math, Thinking Maps, Daily Oral Language, Step-Up-to-Writing, and the web-based programs of iReady and

| Year and month in which the data were collected | | December 2023 | |
|---|--|-----------------------------|--|
| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
| Reading/Language Arts | 2016-17 Houghton Mifflin Harcourt, Journeys K-5; Big Day TK 2016-17 McGraw-Hill, Study Sync 6-8 | Yes | 0 |
| Mathematics | 2014-15 Houghton Mifflin K-5 Go Math! 2014-15 Houghton Mifflin Big Ideas 6-8 | Yes | 0 |
| Science | 2022-2023 SAVVAS Elevate, K-6, Houghton-Mifflin Science Dimensions, 7-8 | Yes | 0 |
| History-Social Science | 2019-20 Studies Weekly K-5 2019-20 Discovery Education, Gr. 6: Ancient World History, Gr. 7: Modern History, Gr. 8: World History | Yes | 0 |
| Foreign Language | 1999-00 ¡En español! 7-8 Benchmark Adelante 2 TK-4 | Yes | 0 |
| Health | 2008-09 Princeton Health Press - LifeSkills 3-8 2007-08 Human Kinetics- Fitness For Life 2016 Rights, Respect, Responsibility 7-8 | Yes | 0 |
| Visual and Performing Arts | 2021-22 The Art of Education, K-8 Theatre- scripts, costumes, props Instrumental Music- band, string, and percussion instruments, musical scores Choral Music- musical scores Visual Arts- various art materials covering a variety of media, art history prints | Yes | 0 |

School Facility Conditions and Planned Improvements

Macy School Facility Profile

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

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

The 2023 Macy FIT (Fitness Inspection Tool) reports that the facilities are in 'Good Repair.'

Year and month of the most recent FIT report

November 2023

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

School Facility Conditions and Planned Improvements

8: Sliding door track rusted
9: Sliding door track rusted

Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|-----------|------|------|------|
| | X | | |

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

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.

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

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

| Subject | School 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|--|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 53 | | 56 | | 47 | |
| Mathematics (grades 3-8 and 11) | 40 | | 40 | | 33 | |

2022-23 CAASPP Test Results in ELA by Student Group

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

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

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

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | | | | | |
| Female | | | | | |
| Male | | | | | |
| American Indian or Alaska Native | | | | | |
| Asian | | | | | |
| Black or African American | | | | | |
| Filipino | | | | | |
| Hispanic or Latino | | | | | |
| Native Hawaiian or Pacific Islander | | | | | |
| Two or More Races | | | | | |
| White | | | | | |
| English Learners | | | | | |
| Foster Youth | | | | | |
| Homeless | | | | | |
| Military | | | | | |
| Socioeconomically Disadvantaged | | | | | |
| Students Receiving Migrant Education Services | | | | | |
| Students with Disabilities | | | | | |

2022-23 CAASPP Test Results in Math by Student Group

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

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

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

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | | | | | |
| Female | | | | | |
| Male | | | | | |
| American Indian or Alaska Native | | | | | |
| Asian | | | | | |
| Black or African American | | | | | |
| Filipino | | | | | |
| Hispanic or Latino | | | | | |
| Native Hawaiian or Pacific Islander | | | | | |
| Two or More Races | | | | | |
| White | | | | | |
| English Learners | | | | | |
| Foster Youth | | | | | |
| Homeless | | | | | |
| Military | | | | | |
| Socioeconomically Disadvantaged | | | | | |
| Students Receiving Migrant Education Services | | | | | |
| Students with Disabilities | | | | | |

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. 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 CAAs divided by the total number of students who participated in both assessments.

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 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | 30.43 | | 36.63 | | 29.47 | |

2022-23 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 | | | | | |
| Female | | | | | |
| Male | | | | | |
| American Indian or Alaska Native | | | | | |
| Asian | | | | | |
| Black or African American | | | | | |
| Filipino | | | | | |
| Hispanic or Latino | | | | | |
| Native Hawaiian or Pacific Islander | | | | | |
| Two or More Races | | | | | |
| White | | | | | |
| English Learners | | | | | |
| Foster Youth | | | | | |
| Homeless | | | | | |
| Military | | | | | |
| Socioeconomically Disadvantaged | | | | | |
| Students Receiving Migrant Education Services | | | | | |
| Students with Disabilities | | | | | |

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.

2022-23 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 during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Grade Level | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|-------------|----------------------------------|--|---|---|-----------------------------|
| Grade 5 | 98.1 | 98.1 | 98.1 | 98.1 | 98.1 |

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.

2023-24 Opportunities for Parental Involvement

Macy Elementary School values the home-school component of our campus life. At Macy, parents and extended relations of our students regularly help on campus. Volunteers allow Macy to sustain the programs and activities that make Macy a wonderful student-centered place to be. Families at Macy understand that it is the partnership between home and school that creates a strong and positive learning environment and when augmented by the expertise and caring of the teachers and staff at school, we are able to ensure a safe and industrious learning environment for our children.

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

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

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

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

| Indicator | School 2020-21 | School 2021-22 | School 2022-23 | District 2020-21 | District 2021-22 | District 2022-23 | State 2020-21 | State 2021-22 | State 2022-23 |
|-----------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Dropout Rate | | | | | | | 9.4 | 7.8 | |
| Graduation Rate | | | | | | | 83.6 | 87.0 | |

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

| Student Group | Number of Students in Cohort | Number of Cohort Graduates | Cohort Graduation Rate |
|---|------------------------------|----------------------------|------------------------|
| All Students | | | |
| Female | | | |
| Male | | | |
| Non-Binary | | | |
| American Indian or Alaska Native | | | |
| Asian | | | |
| Black or African American | | | |
| Filipino | | | |
| Hispanic or Latino | | | |
| Native Hawaiian or Pacific Islander | | | |
| Two or More Races | | | |
| White | | | |
| English Learners | | | |
| Foster Youth | | | |
| Homeless | | | |
| Socioeconomically Disadvantaged | | | |
| Students Receiving Migrant Education Services | | | |
| Students with Disabilities | | | |

2022-23 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | | | | |
| Female | | | | |
| Male | | | | |
| American Indian or Alaska Native | | | | |
| Asian | | | | |
| Black or African American | | | | |
| Filipino | | | | |
| Hispanic or Latino | | | | |
| Native Hawaiian or Pacific Islander | | | | |
| Two or More Races | | | | |
| White | | | | |
| English Learners | | | | |
| Foster Youth | | | | |
| Homeless | | | | |
| Socioeconomically Disadvantaged | | | | |
| Students Receiving Migrant Education Services | | | | |
| Students with Disabilities | | | | |

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

| Rate | School 2020-21 | School 2021-22 | School 2022-23 | District 2020-21 | District 2021-22 | District 2022-23 | State 2020-21 | State 2021-22 | State 2022-23 |
|-------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Suspensions | | | | | | | | | |
| Expulsions | | | | | | | | | |

2022-23 Suspensions and Expulsions by Student Group

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

2023-24 School Safety Plan

Macy School Site Council Review of Safety Plan: November 2023

Macy NIMS (National Incident Management System) Reviewed with site personnel: November 2023

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

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

D. Other SARC Information Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

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

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 25 | 1 | 2 | |
| 1 | 17 | 2 | | |
| 2 | 22 | 1 | 2 | |
| 3 | 27 | | 2 | |
| 4 | 28 | | 2 | |
| 5 | 31 | | 2 | |
| 6 | 36 | | | 2 |
| Other | 14 | 3 | | |

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 | 21 | 1 | 2 | |
| 1 | 27 | | 2 | |
| 2 | 20 | 2 | | |
| 3 | 22 | 1 | 2 | |
| 4 | 26 | | 2 | |
| 5 | 29 | | 2 | |
| 6 | 28 | | 2 | |
| Other | 13 | 4 | | |

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 |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| | | | | |

2022-23 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 | |

2022-23 Student Support Services Staff

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

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

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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 | \$8,334 | \$1,928 | \$6,406 | \$97,747 |
| District | N/A | N/A | \$7,837 | |
| Percent Difference - School Site and District | N/A | N/A | -20.1 | 199.6 |
| State | N/A | N/A | \$7,607 | \$88,288 |
| Percent Difference - School Site and State | N/A | N/A | -2.9 | 9.3 |

Fiscal Year 2022-23 Types of Services Funded

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

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

Title 1 funds provide economic assistance to supplement the regular instructional program for educationally disadvantaged students.

Expenditures Include additional quipmental and intervention materials that promote collaboration abd social skills, instructional aides, substitutes, supplemental supplies, conferences, postage, and non-capital expenditures.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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 | | \$54,046 |
| Mid-Range Teacher Salary | | \$84,515 |
| Highest Teacher Salary | | \$110,867 |
| Average Principal Salary (Elementary) | | \$136,841 |
| Average Principal Salary (Middle) | | \$141,477 |
| Average Principal Salary (High) | | \$137,985 |
| Superintendent Salary | | \$217,473 |
| Percent of Budget for Teacher Salaries | 39.3% | 32.43% |
| Percent of Budget for Administrative Salaries | 6.6% | 5.62% |

2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

| Subject | Number of AP Courses Offered |
|---------------------------------|------------------------------|
| Computer Science | |
| English | |
| Fine and Performing Arts | |
| Foreign Language | |
| Mathematics | |
| Science | |
| Social Science | |
| Total AP Courses Offered | |

Where there are student course enrollments of at least one student.

Professional Development

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

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

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

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

| Subject | 2021-22 | 2022-23 | 2023-24 |
|--|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 14 | 14 | 13 |

Meadow Green Elementary

2022-2023 School Accountability Report Card (Published During the 2023-2024 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/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

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

2023-24 School Contact Information

| | |
|--|---|
| School Name | Meadow Green Elementary |
| Street | 12025 Grovedale Drive |
| City, State, Zip | Whittier, CA 90604 |
| Phone Number | 562.902.4241 |
| Principal | Matt Cukro |
| Email Address | mcukro@ljsd.org |
| School Website | https://meadowgreen.ljsd.org/ |
| County-District-School (CDS) Code | 30647666020192 |

2023-24 District Contact Information

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

District Governing Board

| | |
|-----------------------|--------------------------|
| President | Anastasia M. Shackelford |
| Vice President | Anthony A. Zegarra |
| Clerk | Christine J. Berg |
| Member | Karen L. Shaw |
| Member | Regina L. Woods |

District Administration

| | |
|--|--------------------|
| Superintendent | Mr. Jim Coombs |
| Assistant Superintendent of Educational Services | Dr. Sheri McDonald |
| Assistant Superintendent of Administrative Services | Carl Erickson |
| Assistant Superintendent of Business Services | David Bennett |
| Director of Educational Services | Rhonda Overby |
| Director of Technology | Alan Mao |
| Director of Special Education | Kaleo Igarta |
| Director of Fiscal Services | Chelle Price |

2023-24 School Description and Mission Statement

School Description:

Our goal in 2023/24 will be to continue the tradition of academic excellence at Meadow Green. Our students continue to rank among the highest performing elementary schools not only in the Whittier / La Habra area, but across the state of California on yearly California Smarter Balanced summative assessments in both English Language Arts and Math. Strong results on these rigorous assessments indicate that Meadow Green produces students who are college and career ready! In addition to a robust TK-6 general education program, we are also the proud home of Lowell Joint's preschool special education program, which provides early intervention for students 3-5 years of age who are eligible based on special needs assessments.

Citizenship, character education, and safety are also of the utmost importance at Meadow Green. We will also continue to develop students who exhibit traditional qualities and values, such as leadership, respect, responsibility, honesty, and integrity through our monthly character education themes and powerful PBIS program. Our staff at Meadow Green will teach, set, model, and reinforce expectations for our students. Students will receive positive recognition through monthly character assemblies and our PBIS systems. In conjunction with these powerful systems, Meadow Green staff utilize responsive classroom systems, social emotional learning, restorative practices, and affective statements to support a positive climate. Our student leaders support our students and campus climate through the research-based Orange County Department of Education Peer Assistance Leader (PAL) leadership development program.

Meadow Green students will continue to learn and master skills in technology that will prepare them for 21st century college and careers. Throughout the year students will utilize technology such as, 1:1 Chromebooks in grades 1-6, state-of-the-art interactive Viewsonic Boards and/or commercial flat panel displays in all classrooms, and a Science, Technology, Engineering, Art, and Math (STEAM) Lab for hands-on learning. Several classrooms also utilize Interactive ViewSonic boards to add interactive elements to daily lessons. Using technology regularly allows Meadow Green students to develop 21st century skills in the 4 Cs (communication, collaboration, creativity, and critical thinking). Students in all grades utilize computers and technology daily to prepare them for advanced classes at Rancho Starbuck and at the high school level. Students also receive weekly instruction in music thanks to the generous support of the Lowell Joint Education Foundation. Instruction in Art is also provided throughout the year.

Meadow Green Mission Statement:

The mission of Meadow Green Elementary School is to encourage students and staff to seek excellence in academic achievement and personal conduct. We are committed to fostering student self-direction, self-motivation, self-discipline, and the ability to recognize the importance of learning. We believe that a close partnership between home, school, and community is essential to our students' success in becoming productive citizens and life-long learners.

At Meadow Green Elementary School, we believe:

- that all students can learn, deserve access to a rich instructional program, and should have an equal opportunity to learn in a safe and nurturing environment.
- in teaching good citizenship skills and developing in students an appreciation of country.
- that all students are valuable and gain ability, self-esteem, and pride through their diligence, achievements and accomplishments.
- that the choices made today shape the world tomorrow.
- that kindness makes our school a better place.
- that hard work helps us reach our potential.

About this School

2022-23 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|------------------|--------------------|
| Kindergarten | 95 |
| Grade 1 | 70 |
| Grade 2 | 59 |
| Grade 3 | 69 |
| Grade 4 | 57 |
| Grade 5 | 66 |
| Grade 6 | 76 |
| Total Enrollment | 492 |

2022-23 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|---------------------------------|-----------------------------|
| Female | 50% |
| Male | 50% |
| Asian | 7.5% |
| Black or African American | 2.4% |
| Filipino | 1.6% |
| Hispanic or Latino | 69.5% |
| Two or More Races | 2.2% |
| White | 16.7% |
| English Learners | 3.7% |
| Homeless | 1.6% |
| Socioeconomically Disadvantaged | 58.5% |
| Students with Disabilities | 8.9% |

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) | 22.60 | 100.00 | 123.10 | 92.85 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 1.00 | 0.75 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.00 | 0.00 | 3.80 | 2.89 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.00 | 0.00 | 0.00 | 0.00 | 12115.80 | 4.41 |
| Unknown | 0.00 | 0.00 | 4.60 | 3.49 | 18854.30 | 6.86 |
| Total Teaching Positions | 22.60 | 100.00 | 132.60 | 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) | 23.70 | 100.00 | 128.40 | 94.06 | 234405.20 | 84.00 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 1.00 | 0.73 | 4853.00 | 1.74 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.00 | 0.00 | 3.00 | 2.20 | 12001.50 | 4.30 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.00 | 0.00 | 0.00 | 0.00 | 11953.10 | 4.28 |
| Unknown | 0.00 | 0.00 | 4.10 | 3.01 | 15831.90 | 5.67 |
| Total Teaching Positions | 23.70 | 100.00 | 136.60 | 100.00 | 279044.80 | 100.00 |

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

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

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Core textbook adoptions are listed below. In ELA and Math the core program adoptions are all within the past 6 years and are aligned to California Common Core State Standards. After an extensive pilot in 2018/19, LJSD adopted Studies Weekly (K-5) and Discovery (grade 6) and are implementing that program starting in 2019/20. Savas Science was adopted starting in the 2022/23 school year after an extensive multi-year pilot of science programs.

For all curricular areas, Thinking Maps (TK-6) & iReady (K-6), and are used to support instruction. For Reading/Language Arts, the following are supplemental to the core materials: Scholastic News (TK-6), Reading Plus (3-6), Write From the Beginning (TK-6), Flocabulary (TK-6), (7) iReady (K-6). Additional supports for Mathematics include the Reflex Math (3-6) and iReady (K-6).

Year and month in which the data were collected

December 2023

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
|-----------------------------------|--|-----------------------------|--|
| Reading/Language Arts | 2016-17 Houghton Mifflin Harcourt, Journeys K-5; Big Day TK 2016-17 McGraw-Hill, Study Sync 6-8 | Yes | 0 |
| Mathematics | 2014-15 Houghton Mifflin K-5, Go Math! 2014-15 Houghton Mifflin, Big Ideas 6-8 | Yes | 0 |
| Science | 2022-2023 SAVVAS Elevate, K-6, Houghton-Mifflin Science Dimensions, 7-8 | Yes | 0 |
| History-Social Science | 2019-20 Studies Weekly K-5 2019-20 Discovery Education, Gr. 6: Ancient World History, Gr. 7: Modern History, Gr. 8: World History | Yes | 0 |
| Foreign Language | 1999-00 ¡En español! 7-8 Benchmark Adelante 2 TK-4 | Yes | 0 |
| Health | 2008-09 Princeton Health Press- LifeSkills 3-8 2007-08 Human Kinetics- Fitness For Life | Yes | 0 |
| Visual and Performing Arts | 2021-22 The Art of Education, K-8 Theatre- scripts, costumes, props Instrumental Music- band, string, and percussion instruments, musical scores Choral Music- musical scores Visual Arts- various art materials covering a variety of media, art history prints | Yes | 0 |

School Facility Conditions and Planned Improvements

Meadow Green school was built in 1962. There are 28 classrooms on campus. Safe and clean schools are fundamental necessities of a successful academic environment. Our Maintenance Department is proud to impart solutions and services integral to providing a safe environment conducive to learning. Safety inspections are held annually to ensure the maintenance of an optimal learning environment.

Year and month of the most recent FIT report 11/22/2023

| 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 | | | |

School Facility Conditions and Planned Improvements

| | | | | |
|---|---|--|---|--|
| 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.

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

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

| Subject | School 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|--|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 71 | | 56 | | 47 | |
| Mathematics (grades 3-8 and 11) | 50 | | 40 | | 33 | |

2022-23 CAASPP Test Results in ELA by Student Group

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

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

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

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | | | | | |
| Female | | | | | |
| Male | | | | | |
| American Indian or Alaska Native | | | | | |
| Asian | | | | | |
| Black or African American | | | | | |
| Filipino | | | | | |
| Hispanic or Latino | | | | | |
| Native Hawaiian or Pacific Islander | | | | | |
| Two or More Races | | | | | |
| White | | | | | |
| English Learners | | | | | |
| Foster Youth | | | | | |
| Homeless | | | | | |
| Military | | | | | |
| Socioeconomically Disadvantaged | | | | | |
| Students Receiving Migrant Education Services | | | | | |
| Students with Disabilities | | | | | |

2022-23 CAASPP Test Results in Math by Student Group

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

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

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

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | | | | | |
| Female | | | | | |
| Male | | | | | |
| American Indian or Alaska Native | | | | | |
| Asian | | | | | |
| Black or African American | | | | | |
| Filipino | | | | | |
| Hispanic or Latino | | | | | |
| Native Hawaiian or Pacific Islander | | | | | |
| Two or More Races | | | | | |
| White | | | | | |
| English Learners | | | | | |
| Foster Youth | | | | | |
| Homeless | | | | | |
| Military | | | | | |
| Socioeconomically Disadvantaged | | | | | |
| Students Receiving Migrant Education Services | | | | | |
| Students with Disabilities | | | | | |

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. 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 CAAs divided by the total number of students who participated in both assessments.

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 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | 53.52 | | 36.63 | | 29.47 | |

2022-23 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 | | | | | |
| Female | | | | | |
| Male | | | | | |
| American Indian or Alaska Native | | | | | |
| Asian | | | | | |
| Black or African American | | | | | |
| Filipino | | | | | |
| Hispanic or Latino | | | | | |
| Native Hawaiian or Pacific Islander | | | | | |
| Two or More Races | | | | | |
| White | | | | | |
| English Learners | | | | | |
| Foster Youth | | | | | |
| Homeless | | | | | |
| Military | | | | | |
| Socioeconomically Disadvantaged | | | | | |
| Students Receiving Migrant Education Services | | | | | |
| Students with Disabilities | | | | | |

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.

2022-23 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 during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Grade Level | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|-------------|-------------------------------|---|--|--|--------------------------|
| Grade 5 | 95.6 | 100. | 97.1 | 91.2 | 95.6 |

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.

2023-24 Opportunities for Parental Involvement

Meadow Green Elementary School parents are involved on many different levels. They are partners with the school as they work to get their children to school on time each day and as they assist in the completion of homework in a timely manner. Parents are encouraged to sign a learning compact at the beginning of the school year that outlines the responsibilities of teachers, students, and parents in the support of the educational program of our school. Parents are also active participants in raising funds that provide for school field trips and assemblies.

In addition, Parent Teacher Association (PTA) funds support the school-wide PRIDE Program that enhances student's Personal Responsibility In Daily Effort. All parents are invited to join the PTA. Parents also serve on the School Site Council, which is the primary site-based decision making body on campus. This council consists of school staff, teachers, and parents and makes decisions on major budget expenditures of Title I and School Improvement Programs and includes an English Language Advisory Committee (ELAC) parent who serves on the School Site Council (SSC). Potential parent members for the SSC are nominated by and voted in by their peers. Flyers for this process are sent home to all parents. SSC member parents play an active role in advising the school about priorities and concerns. Meadow Green also offers reading and literacy parent education support in the evenings to support parent engagement and education of students.

As volunteers, parents regularly assist in supporting classroom teachers and the educational program by assisting in the classroom. Those wishing to volunteer in the classroom directly contact the teacher. The PTA provides a forum for parents to participate regularly in school activities and functions such as student-centered activities and fund raisers. Parents are invited to attend monthly awards assemblies that honor students for citizenship and achievement. They accompany classes on field trips and assist with special projects and presentations at school. Meadow Green holds an annual Holiday Program, Fall Evening Event, 1st Grade Reading Night, and a Volunteer Tea, all aimed at inviting and encouraging parental involvement. Both Back-to-School Night and Open House are excellent opportunities for parents to participate in school functions and become an active part in the school and their child's education. There are also family engagement opportunities during Red Ribbon Week and Read Across America Week.

A number of software programs are also available online so that parents can actively encourage and engage their children in learning at home. These include the Reflex Math, iReady, and Reading Plus.

2023-24 Opportunities for Parental Involvement

For additional information, contact the school principal at 562-902-4241.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

| Indicator | School 2020-21 | School 2021-22 | School 2022-23 | District 2020-21 | District 2021-22 | District 2022-23 | State 2020-21 | State 2021-22 | State 2022-23 |
|-----------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Dropout Rate | | | | | | | 9.4 | 7.8 | |
| Graduation Rate | | | | | | | 83.6 | 87.0 | |

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

| Student Group | Number of Students in Cohort | Number of Cohort Graduates | Cohort Graduation Rate |
|---|------------------------------|----------------------------|------------------------|
| All Students | | | |
| Female | | | |
| Male | | | |
| Non-Binary | | | |
| American Indian or Alaska Native | | | |
| Asian | | | |
| Black or African American | | | |
| Filipino | | | |
| Hispanic or Latino | | | |
| Native Hawaiian or Pacific Islander | | | |
| Two or More Races | | | |
| White | | | |
| English Learners | | | |
| Foster Youth | | | |
| Homeless | | | |
| Socioeconomically Disadvantaged | | | |
| Students Receiving Migrant Education Services | | | |
| Students with Disabilities | | | |

2022-23 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | | | | |
| Female | | | | |
| Male | | | | |
| American Indian or Alaska Native | | | | |
| Asian | | | | |
| Black or African American | | | | |
| Filipino | | | | |
| Hispanic or Latino | | | | |
| Native Hawaiian or Pacific Islander | | | | |
| Two or More Races | | | | |
| White | | | | |
| English Learners | | | | |
| Foster Youth | | | | |
| Homeless | | | | |
| Socioeconomically Disadvantaged | | | | |
| Students Receiving Migrant Education Services | | | | |
| Students with Disabilities | | | | |

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

| Rate | School 2020-21 | School 2021-22 | School 2022-23 | District 2020-21 | District 2021-22 | District 2022-23 | State 2020-21 | State 2021-22 | State 2022-23 |
|-------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Suspensions | | | | | | | | | |
| Expulsions | | | | | | | | | |

2022-23 Suspensions and Expulsions by Student Group

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

2023-24 School Safety Plan

Meadow Green Elementary School is committed to the safety and security of each student.

To maintain these conditions which contribute to the best possible learning environment, the School Safety Plan includes the following elements:

1. **School Crime Assessment:** Meadow Green Elementary School provides compiled school crime information each month for the California Safe School Assessment as mandated by the State of California. This information is analyzed at the school site to determine what steps may be taken to reduce incidents of crime.
2. **Child Abuse Reporting:** Teachers and other school employees are required by law to report any cases of suspected child abuse or child neglect. Reports are investigated by the Department of Social Services to determine if any follow-up on the report is necessary.
3. **Disaster Procedures and NIMS Report:** In order to ensure the safety of students and school personnel, the School Safety committee has created a comprehensive Disaster Preparedness Plan and specific emergency job duties for all staff are clearly defined in the NIMS Report. This Disaster Plan is revised and reviewed annually. Emergency fire drills are held once a month and evaluated for effectiveness. Lockdown and Earthquake drills are routinely practiced throughout the year.
4. **School Discipline:** Meadow Green Elementary School has created a school-wide discipline plan in order to communicate high standards and expectations and to hold students accountable for their behavior. The discipline plan is given to every student and reviewed in student assemblies or classroom presentations. Staff members consistently enforce the school-wide standards. Meadow Green also has a strong positive component to its discipline policy. This includes a PRIDE program of recognition for citizenship, good behavior, and responsibility. An awards program recognizes students for their positive choices. Upper grade students are invited to join the Bully Busters and their focus is to encourage and foster positive interaction

2023-24 School Safety Plan

between students at school. Meadow Green is in year two of developing our Positive Behavior Intervention Strategies Plan (PBIS). Tier two defines behavior expectations for all students, in all areas on campus as well as continues with our successful recognition program now in place. Tier two also details interventions and student success programs which are in place to assist a smaller population of children who need more assistance, guidance and frequent monitoring for improved behavior.

5. Sexual Harassment Policy: Meadow Green Elementary School strictly adheres to LJSD policies that prohibit sexual harassment or discrimination of any kind.

6. School-wide Dress Code: Meadow Green Elementary School believes that a clearly defined dress code contributes to a positive school environment. The primary standards for student dress and grooming include: the student should be neat and clean at school, and the student should not wear clothing that compromises safety or modesty or that is disruptive to the educational process. Each student receives annually a written copy of the school dress code.

7. Safe and Orderly Environment: Meadow Green Elementary School believes a safe and orderly environment is necessary to ensure a positive learning experience for all students. Regular supervision of students is the core of creating and maintaining a safe and orderly environment. Teachers, administrators, campus supervisors and parent volunteers consistently supervise and interact with students to reinforce behavioral expectations and safety standards. Staff, students, and parents are all encouraged to support a bully-free campus. Assemblies are held focusing on appropriate behavior with others, and all staff, parents, and students are encouraged to sign a kindness pledge. PBIS - Positive Behavior Intervention Strategies is in place.

The School Safety Plan is reviewed annually with staff. It was reviewed and updated and approved by SSC on September 21, 2023, which includes representation from certificated staff, classified staff, and parents / guardians. The plan is in compliance with SB 187 and is reviewed and approved by the LJSD Board of Trustees annually during the March meeting of the board of trustees.

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.

2020-21 Elementary Average Class Size and Class Size Distribution

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

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 19 | 1 | 3 | |
| 1 | 23 | | 3 | |
| 2 | 30 | | 2 | |
| 3 | 30 | | 2 | |
| 4 | 32 | | 2 | |
| 5 | 34 | | | 1 |
| 6 | 25 | | 3 | |
| Other | 35 | | | 1 |

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 | 22 | 2 | 2 | |
| 1 | 23 | | 2 | |
| 2 | 25 | | 2 | |
| 3 | 27 | | 2 | |
| 4 | 33 | | 1 | |
| 5 | 23 | | 3 | |
| 6 | 23 | 1 | 3 | |
| Other | 18 | 1 | 1 | |

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 |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|

2022-23 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 | |

2022-23 Student Support Services Staff

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

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

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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 | \$7,931 | \$929 | \$7,033 | \$92,273 |
| District | N/A | N/A | \$7,837 | |
| Percent Difference - School Site and District | N/A | N/A | -10.8 | 2.7 |
| State | N/A | N/A | \$7,607 | \$88,288 |
| Percent Difference - School Site and State | N/A | N/A | 6.4 | 8.2 |

Fiscal Year 2022-23 Types of Services Funded

Title I funds provide economic assistance to supplement the regular instructional program for educationally disadvantaged students. Expenditures include: Salaries and benefits for small group intervention during and outside of the school day, supplemental materials, supplemental supplies, technology, professional development/conferences, consultants, professional development for data analysis, curriculum development, and professional development, postage, non-capital equipment, and student field trips. Title I is utilized to support students in need of interventions at Meadow Green as a means to supplement and not supplant our CORE program. Meadow Green operates the Title I program as a school-wide Title I program, targeting achievement school-wide. Meadow Green transitioned from a targeted assistance to a school-wide program during the 2018/19 school year, as the number of students from socioeconomically disadvantaged backgrounds increased above 40% of the total school population.

Utilizing Title I and LCAP funds, Meadow Green provides Tier III support during and outside of the school day for students performing below grade level standards. Numerous software programs, which are utilized at school and can be accessed at home are also provided to all students.

Closing the achievement gap between high and low performing children and especially the achievement gap between minority and non-minority students, and between disadvantaged children and their more advantaged peers is a focus of Meadow Green School.

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

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

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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 | | \$54,046 |
| Mid-Range Teacher Salary | | \$84,515 |
| Highest Teacher Salary | | \$110,867 |
| Average Principal Salary (Elementary) | | \$136,841 |
| Average Principal Salary (Middle) | | \$141,477 |
| Average Principal Salary (High) | | \$137,985 |
| Superintendent Salary | | \$217,473 |
| Percent of Budget for Teacher Salaries | 39.3% | 32.43% |
| Percent of Budget for Administrative Salaries | 6.6% | 5.62% |

2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

| Subject | Number of AP Courses Offered |
|--|------------------------------|
| Computer Science | |
| English | |
| Fine and Performing Arts | |
| Foreign Language | |
| Mathematics | |
| Science | |
| Social Science | |
| Total AP Courses Offered Where there are student course enrollments of at least one student. | |

Professional Development

Professional development is an on-going process throughout the year. District-wide, there are full non-student days throughout the year where teachers receive professional development in areas such as instructional technology, student engagement, data analysis, implementation of core and supplemental instructional programs. The early-release days are on Mondays and topics are developed based on teacher need. The specific focus for the full, nonstudent days of PD are as follows:

August 14, 2023- Thinking Maps, GLAD, Technology, and behavior support training.
 November 1, 2023- iReady, Writing, GLAD, Math, Behavior Management
 March 29 2024- Reading Strategies Best Practices

There were several early release Mondays that are also utilized for Site Professional Learning Community (PLC) meetings. At PLC meetings, staff focus on one or more of the four essential PLC areas (What do we want students to learn? How will we know students have learned? What will we do for students who have not learned? What will we do for students that have learned?). Site PLC focus areas are aligned with site goals and programs as developed by the School Site Council based on student achievement measures and are developed by the Principal in collaboration with staff. Topics for 2023/24 include:

September 11, 2023- iReady Data Analysis / Instructional Planning
 October 16, 2023- iReady Standards Mastery
 December 4, 2023- Healthy Classroom Training w/ district Nurse
 January 29, 2024- iReady- Using data from benchmark 2 to drive academic growth
 March 29, 2024- Implementation of 2024 CAASPP assessments in ELA, Math, and Science
 April 8 , 2024- End of year analysis / planning

In addition to PLC meetings, teachers also utilize early release Mondays for collaboration during instructional team planning with grade level and matriculation colleagues at both the site and district level.

Staff also receive other PD opportunities throughout the year to attend conferences and receive other trainings.

Areas include, but are not limited to data conferences with administration, STEAM conference, CUE conference, PALs, Restorative Practices, EDI, GLAD, Thinking Maps, and collaboration for data analysis and curriculum development.

Support for implementing programs and practices is on-going throughout the year. The Principal conducts classroom visits daily and provides on-going feedback and support. In addition, teachers are able to support one another through ITP time on Mondays. An instructional technology coach is also available to support development and implementation in that area. Finally, all grade levels receive several full days of sub release throughout the year to receive support from district Ed Services personnel.

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

| Subject | 2021-22 | 2022-23 | 2023-24 |
|--|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 14 | 14 | 13 |

Olita Elementary School

2022-2023 School Accountability Report Card (Published During the 2023-2024 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/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

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

2023-24 School Contact Information

| | |
|--|----------------------------|
| School Name | Olita Elementary School |
| Street | 950 South Briercliff Drive |
| City, State, Zip | La Habra, CA 90631 |
| Phone Number | 562.902.4251 |
| Principal | Krista Van Hoogmoed |
| Email Address | kvanhoogmoed@ljsd.org |
| School Website | olita.ljsd.org |
| County-District-School (CDS) Code | 30647666020200 |

2023-24 District Contact Information

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

District Governing Board

| | |
|-----------------------|--------------------------|
| President | Anastasia M. Shackelford |
| Vice President | Anthony A. Zegarra |
| Clerk | Christine J. Berg |
| Member | Karen L. Shaw |
| Member | Regina L. Woods |

District Administration

| | |
|--|--------------------|
| Superintendent | Mr. Jim Coombs |
| Assistant Superintendent of Educational Services | Dr. Sheri McDonald |
| Assistant Superintendent of Administrative Services | Carl Erickson |
| Assistant Superintendent of Business Services | David Bennett |
| Director of Educational Services | Rhonda Overby |
| Director of Technology | Alan Mao |
| Director of Special Education | Kaleo Igarta |
| Director of Fiscal Services | Chelle Price |

2023-24 School Description and Mission Statement

SCHOOL PROFILE

Olita Elementary School is located on 950 S. Briercliff Drive in La Habra, California and is one of five elementary schools and one junior high school in the Lowell Joint School District. Our school serves students from Preschool through Sixth Grade with an enrollment of approximately 420 students. There are three special education classes on campus: one mild/moderate class for grades K-3, a mild/moderate for grades 4-6, and one moderate/severe class for medically fragile students grades K-8. Grades one through three have an average of 24 students, while grades four through six average 33 students per class. There are 19 teachers, 17 instructional aides, and 18 support staff.

Sixteen percent of the parent community have graduate degrees, while 60% percent have some college background or college degree. Eleven percent of parents only hold a high school diploma.

The ethnic distribution of enrollment finds 65% of students Hispanic, 15% of students in the not Hispanic or Latino group, with 15% of our students in other ethnic groups. Eight percent of students are English Language Learners.

The flavor of Olita Elementary School can best be captured in the yearly school-wide themes that we have had over the years: Olita Ranch - Roping in Knowledge, Olita Ranch - The Brand of Excellence, Camp Olita - The Adventure Begins, Camp Olita - The Adventure Continues, Olita Has Star Power - Watch Us Shine, We Celebrate Learning, We Are Olita's All-Star Team, We Cultivate Minds and Values - Watch Us Grow, Olita – a Sea of Knowledge, Olita - We Are Dino-Might! and Following Camp Olita's Academic Trail to Excellence. Each theme sets the tone for high expectations, attainment of excellence, and a lifetime adventure for learning.

The school's vision is for students to have enthusiasm for learning coupled with strong character traits that will carry them through the years as lifelong learners. This vision is the shared responsibility of students, staff, parents, and community. Staff stresses personal integrity, social responsibility, and our national heritage. Character building is a strong component of everyday instruction. We have a sequential, spiraled character education program that starts in Kindergarten and follows through to sixth grade. Monthly qualities are taught, rewarded, communicated to parents, and displayed on our marquee and monthly office bulletin board.

Teaming and collaborative planning have provided the backbone for a strong academic program that sets a school-wide vision where every part of the school skeleton is joined. Certificated and classified staff members work in harmony to provide a learning environment that is safe, creative, challenging, and appropriate for the various levels of learners. There is a common vision for behavior, student and staff recognition, excellence, and time on task.

Olita parents are actively involved in the education of their children. Parents work in classrooms and participate in fundraising and expanded curricular events. Parents serve on Olita's School Site Council and PTA Executive Board as well as PTA committees. Attendance at Back-to-School Night and Open House are extraordinary with classrooms averaging 85-100 percent.

MISSION STATEMENT

Our mission is to encourage each child to develop individual excellence and a desire for lifelong learning so that they can be contributing members of society. To accomplish this, we provide a positive, engaging, and challenging learning environment where all students are given equal access to the core curriculum. We believe that each child is a unique learner and that children thrive with personal recognition for academic progress and effort. With parents as partners, we have established a nurturing and supportive learning community, where staff work collaboratively and cohesively and share in the responsibility of assisting Olita students in demonstrating positive character traits, tolerance, social skills, effective communication, critical and creative thinking, problem solving, and decision making. Olita's learning environment supports and empowers each child to become a responsible and productive citizen.

About this School

2022-23 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 71 |
| Grade 1 | 62 |
| Grade 2 | 62 |
| Grade 3 | 59 |
| Grade 4 | 56 |
| Grade 5 | 54 |
| Grade 6 | 67 |
| Grade 7 | 2 |
| Total Enrollment | 433 |

2022-23 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 45.7% |
| Male | 54.3% |
| American Indian or Alaska Native | 0.2% |
| Asian | 4.8% |
| Black or African American | 0.9% |
| Filipino | 2.8% |
| Hispanic or Latino | 67.7% |
| Native Hawaiian or Pacific Islander | 0.7% |
| Two or More Races | 3% |
| White | 17.3% |
| English Learners | 7.4% |
| Foster Youth | 0.2% |
| Homeless | 0.5% |
| Socioeconomically Disadvantaged | 58.2% |
| Students with Disabilities | 20.6% |

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

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

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

2020-21 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 16.60 | 84.69 | 123.10 | 92.85 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 1.00 | 0.75 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.00 | 0.00 | 3.80 | 2.89 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.00 | 0.00 | 0.00 | 0.00 | 12115.80 | 4.41 |
| Unknown | 3.00 | 15.31 | 4.60 | 3.49 | 18854.30 | 6.86 |
| Total Teaching Positions | 19.60 | 100.00 | 132.60 | 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) | 17.70 | 89.87 | 128.40 | 94.06 | 234405.20 | 84.00 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 1.00 | 0.73 | 4853.00 | 1.74 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.00 | 0.00 | 3.00 | 2.20 | 12001.50 | 4.30 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.00 | 0.00 | 0.00 | 0.00 | 11953.10 | 4.28 |
| Unknown | 2.00 | 10.13 | 4.10 | 3.01 | 15831.90 | 5.67 |
| Total Teaching Positions | 19.70 | 100.00 | 136.60 | 100.00 | 279044.80 | 100.00 |

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

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

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All adopted core curriculum is reported in the table below.

Year and month in which the data were collected

December 2022

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
|-----------------------------------|--|-----------------------------|--|
| Reading/Language Arts | 2016-17 Houghton Mifflin Harcourt, Journeys K-5; Big Day TK 2016-17 McGraw-Hill, Study Sync 6-8 | Yes | 0 |
| Mathematics | 2014-15 Houghton Mifflin K-5 Go Math 2014-15 Houghton Mifflin 6-8 Big Ideas | Yes | 0 |
| Science | 2022-2023 SAVVAS Elevate, K-6, Houghton-Mifflin Science Dimensions, 7-8 | Yes | 0 |
| History-Social Science | 2019-20 Studies Weekly K-5 2019-20 Discovery Education, Gr. 6: Ancient World History, Gr. 7: Modern History, Gr. 8: World History | Yes | 0 |
| Foreign Language | 1999-00 ¡En español! 7-8 Benchmark Adelante 2 TK-4 | Yes | 0 |
| Health | 2008-09 Princeton Health Press- LifeSkills 3-8 2007-08 Human Kinetics- Fitness For Life | Yes | 0 |
| Visual and Performing Arts | 2021-22 The Art of Education, K-8 Theatre- scripts, costumes, props Instrumental Music- band, string, and percussion instruments, musical scores Choral Music- musical scores Visual Arts- various art materials covering a variety of media, art history prints | Yes | 0 |

School Facility Conditions and Planned Improvements

Olita School consists of seven major buildings with five bungalows. There are two wings for the primary classrooms and an additional two wings for the upper-grade classrooms. Preschool and Transitional Kindergarten is separated from the rest of the campus by an enclosed play yard. In addition to the classrooms there is a library, STEAM lab, speech/OT room, and a school psychologist's room. The central office houses the office manager's station, attendance clerk's office, nurse's office, principal's office, school psychologist's office, lounge, workroom, ELD instructor, with another building for the multi-use and kitchen. Olita underwent major renovations in 2020 for new roofing and HVAC systems as part of Measure LL.

Year and month of the most recent FIT report

November 2023

| 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.

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

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

| Subject | School 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 46 | | 56 | | 47 | |
| Mathematics (grades 3-8 and 11) | 42 | | 40 | | 33 | |

2022-23 CAASPP Test Results in ELA by Student Group

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

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

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

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | | | | | |
| Female | | | | | |
| Male | | | | | |
| American Indian or Alaska Native | | | | | |
| Asian | | | | | |
| Black or African American | | | | | |
| Filipino | | | | | |
| Hispanic or Latino | | | | | |
| Native Hawaiian or Pacific Islander | | | | | |
| Two or More Races | | | | | |
| White | | | | | |
| English Learners | | | | | |
| Foster Youth | | | | | |
| Homeless | | | | | |
| Military | | | | | |
| Socioeconomically Disadvantaged | | | | | |
| Students Receiving Migrant Education Services | | | | | |
| Students with Disabilities | | | | | |

2022-23 CAASPP Test Results in Math by Student Group

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

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

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

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | | | | | |
| Female | | | | | |
| Male | | | | | |
| American Indian or Alaska Native | | | | | |
| Asian | | | | | |
| Black or African American | | | | | |
| Filipino | | | | | |
| Hispanic or Latino | | | | | |
| Native Hawaiian or Pacific Islander | | | | | |
| Two or More Races | | | | | |
| White | | | | | |
| English Learners | | | | | |
| Foster Youth | | | | | |
| Homeless | | | | | |
| Military | | | | | |
| Socioeconomically Disadvantaged | | | | | |
| Students Receiving Migrant Education Services | | | | | |
| Students with Disabilities | | | | | |

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. 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 CAAs divided by the total number of students who participated in both assessments.

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 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | 27.42 | | 36.63 | | 29.47 | |

2022-23 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 | | | | | |
| Female | | | | | |
| Male | | | | | |
| American Indian or Alaska Native | | | | | |
| Asian | | | | | |
| Black or African American | | | | | |
| Filipino | | | | | |
| Hispanic or Latino | | | | | |
| Native Hawaiian or Pacific Islander | | | | | |
| Two or More Races | | | | | |
| White | | | | | |
| English Learners | | | | | |
| Foster Youth | | | | | |
| Homeless | | | | | |
| Military | | | | | |
| Socioeconomically Disadvantaged | | | | | |
| Students Receiving Migrant Education Services | | | | | |
| Students with Disabilities | | | | | |

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.

2022-23 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 during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Grade Level | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|-------------|----------------------------------|--|---|---|-----------------------------|
| Grade 5 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |

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.

2023-24 Opportunities for Parental Involvement

Each year, the Parent Teacher Association (PTA) fills a 10-seat executive board with an accompanying support group that runs the committees. Parents work closely with the school to promote school spirit. The PTA conducts fundraisers, plans social events and assemblies, runs the Reflections Program, puts together a yearbook, organizes reading incentives, supports Red Ribbon Day, and conducts outreach programs. PTA has overwhelmingly supported the reading and math program at Olita.

During the school year, parents attend family science nights, the Fall Fun Fair, various family events, skate nights, picnics, and field trips. They are kept apprised of school events through the monthly voice mail, weekly mailings, outdoor marquee, School Messenger, Instagram and a monthly newsletter posted on our school web site. Parents also wear their Olita spirit shirts on Fridays and on field trips.

Parent speakers come to the classrooms and talk to the classes about their heritage, what they do for a living, or an interest or hobby. Parents cook foods from their culture to celebrate international holidays. We also have a group of parents who decorate the outside office windows with seasonal themes.

Parents are further involved in Student Study Team (SST) meetings, School Site Council (SSC), two parent conferences each year, as tutors in the classroom, assistants to the teacher, signing of assignment books, working as noon duty aides, plus intramural and physical education helpers. Many of our parents also volunteer at school helping students practice math facts, reading skills, and fun holiday activities. Parent involvement is very high on the Olita campus.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

| Indicator | School 2020-21 | School 2021-22 | School 2022-23 | District 2020-21 | District 2021-22 | District 2022-23 | State 2020-21 | State 2021-22 | State 2022-23 |
|-----------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Dropout Rate | | | | | | | 9.4 | 7.8 | |
| Graduation Rate | | | | | | | 83.6 | 87.0 | |

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

| Student Group | Number of Students in Cohort | Number of Cohort Graduates | Cohort Graduation Rate |
|---|------------------------------|----------------------------|------------------------|
| All Students | | | |
| Female | | | |
| Male | | | |
| Non-Binary | | | |
| American Indian or Alaska Native | | | |
| Asian | | | |
| Black or African American | | | |
| Filipino | | | |
| Hispanic or Latino | | | |
| Native Hawaiian or Pacific Islander | | | |
| Two or More Races | | | |
| White | | | |
| English Learners | | | |
| Foster Youth | | | |
| Homeless | | | |
| Socioeconomically Disadvantaged | | | |
| Students Receiving Migrant Education Services | | | |
| Students with Disabilities | | | |

2022-23 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | | | | |
| Female | | | | |
| Male | | | | |
| American Indian or Alaska Native | | | | |
| Asian | | | | |
| Black or African American | | | | |
| Filipino | | | | |
| Hispanic or Latino | | | | |
| Native Hawaiian or Pacific Islander | | | | |
| Two or More Races | | | | |
| White | | | | |
| English Learners | | | | |
| Foster Youth | | | | |
| Homeless | | | | |
| Socioeconomically Disadvantaged | | | | |
| Students Receiving Migrant Education Services | | | | |
| Students with Disabilities | | | | |

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

| Rate | School 2020-21 | School 2021-22 | School 2022-23 | District 2020-21 | District 2021-22 | District 2022-23 | State 2020-21 | State 2021-22 | State 2022-23 |
|-------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Suspensions | | | | | | | | | |
| Expulsions | | | | | | | | | |

2022-23 Suspensions and Expulsions by Student Group

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

2023-24 School Safety Plan

The learning environment reflects an academic focus, and Olita maintains high expectations and standards for student achievement and behavior. Pride in the physical environment is stressed, and a safe and orderly campus is maintained. Olita's school programs help to provide a safe and appropriate learning environment for all students.

There are multiple and diverse opportunities for students to be recognized for their achievements, good behavior, and citizenship. Monthly award assemblies provide a time for the entire school to celebrate the accomplishments of the Olita children. Student of the Month, Citizen of the Month, Reading and Math Clubs are just a few of the awards presented at the assembly.

A school-wide discipline program is in place. Behavioral expectations are communicated to students, parents, and support staff. Guidelines for behavior are reviewed with all students, posted in each classroom and throughout the campus, as well as sent home to parents. A student referral system is in place to ensure student behavior is monitored and is fair and consistent. Students follow the district adopted dress code.

A comprehensive School Safety Plan has been developed where in case of disaster, all stakeholders know procedures and safety protocol expectations as explained in our National Incident Management System protocols. Drills for fire and earthquake evacuation procedures are practiced monthly. Each classroom has a backpack filled with essential items needed in an emergency, such as attendance forms, accountability sheets, band-aids, and basic first aid items. A supply of water is on campus, and each student brings a bag of nonperishable food items to have in case of emergency. These are stored in each classroom. Staff has been assigned to teams of search and rescue, student release, first aid, and student supervision. We practice a full walk-through drill each year where the school simulates disaster procedures. This plan will be reviewed at our next School Site Council meeting in December, 2023.

2023-24 School Safety Plan

Visitors on campus are expected to check in at the office with their ID run through the Raptor system. All visitors and staff wear an identification badge at all times while on campus. Our campus is secured throughout the school day. The staff helps to make the procedure for dismissal and pick-up of students safe.

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.

2020-21 Elementary Average Class Size and Class Size Distribution

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

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 22 | 1 | 2 | |
| 1 | 30 | | 2 | |
| 2 | 25 | | 2 | |
| 3 | 23 | | 2 | |
| 4 | 44 | | 1 | 1 |
| 5 | 33 | | 1 | 1 |
| 6 | 31 | | 2 | |
| Other | 9 | 3 | | |

2021-22 Elementary Average Class Size and Class Size Distribution

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

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 19 | 1 | 2 | |
| 1 | 29 | | 2 | |
| 2 | 26 | | 2 | |
| 3 | 25 | | 2 | |
| 4 | 36 | | 1 | 1 |
| 5 | 28 | | 2 | |
| 6 | 33 | | | |
| Other | 9 | 4 | | |

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 |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|

2022-23 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 | |

2022-23 Student Support Services Staff

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

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

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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 | \$8,975 | \$2,615 | \$6,360 | \$94,393 |
| District | N/A | N/A | \$7,837 | |
| Percent Difference - School Site and District | N/A | N/A | -20.8 | 5.0 |
| State | N/A | N/A | \$7,607 | \$88,288 |
| Percent Difference - School Site and State | N/A | N/A | -3.6 | 6.8 |

Fiscal Year 2022-23 Types of Services Funded

Title I funds provide economic assistance to supplement the regular instructional program for educationally disadvantaged students. Expenditures can include: tutoring, instructional aides, substitutes, instructional supplies, supplemental supplies, conferences, consultants, postage, non-capital equipment, and student field trips.

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

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

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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 | | \$54,046 |
| Mid-Range Teacher Salary | | \$84,515 |
| Highest Teacher Salary | | \$110,867 |
| Average Principal Salary (Elementary) | | \$136,841 |
| Average Principal Salary (Middle) | | \$141,477 |
| Average Principal Salary (High) | | \$137,985 |
| Superintendent Salary | | \$217,473 |
| Percent of Budget for Teacher Salaries | 39.3% | 32.43% |
| Percent of Budget for Administrative Salaries | 6.6% | 5.62% |

2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

| Subject | Number of AP Courses Offered |
|--|------------------------------|
| Computer Science | |
| English | |
| Fine and Performing Arts | |
| Foreign Language | |
| Mathematics | |
| Science | |
| Social Science | |
| Total AP Courses Offered Where there are student course enrollments of at least one student. | |

Professional Development

Our teaching staff is continually seeking ways to improve their skills and the instructional program. Teacher training priorities are identified each year, and teachers and administrators participate in District and school-level in-service programs. All elementary schools are provided one shortened day per week for site-based in-services related to specific school goals. All schools participate in annual August in-services, after-school in-services, and various conferences throughout the year. Most teachers have been GLAD trained, Thinking Map and Write from the Beginning trained and are using strategies in their classrooms throughout the year. In 2021-2022, our district adopted new Science curriculum. For grades Kindergarten through sixth, we adopted Savvas. In 2019-20 Studies Weekly was adopted along with Discovery for 6th grade in the area of Social Studies. With each adoption there is professional development provided connected to the implementation of the program to address state standards. Textbooks and supplements are being used, along with the pacing guides designed by the publisher and Assistant Superintendent of Educational Services. Presently, our teachers are being trained in Thinking Maps as well as Write From the Beginning. Most teachers have been trained in Explicit Direct Instruction (EDI) through DataWorks. iReady is our program this year that we are using as a diagnostic and for learning support in both math and reading. Students take the diagnostic at the beginning of the school year and work toward improving their skills by spending at least 45 minutes each week in each subject. When students earn 70% or higher for passing rates, their proficiency levels increase. The program is individually designed to help students with skills at their levels. The students then take benchmarks throughout the year to monitor progress. We offer rewards for students who are meeting their iReady goals each month as well as at each trimester.

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

| Subject | 2021-22 | 2022-23 | 2023-24 |
|--|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 14 | 14 | 13 |

Rancho-Starbuck Intermediate School

2022-2023 School Accountability Report Card (Published During the 2023-2024 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/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

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

2023-24 School Contact Information

| | |
|--|-------------------------------------|
| School Name | Rancho-Starbuck Intermediate School |
| Street | 11700 Maybrook Avenue |
| City, State, Zip | Whittier, CA 90604 |
| Phone Number | 562.902.4261 |
| Principal | Jennifer Jackson Ed.D. |
| Email Address | jjackson@ljsd.org |
| School Website | ranchostarbuck.ljsd.org |
| County-District-School (CDS) Code | 30647666020218 |

2023-24 District Contact Information

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

District Governing Board

| | |
|-----------------------|--------------------------|
| President | Anastasia M. Shackelford |
| Vice President | Anthony A. Zegarra |
| Clerk | Christine J. Berg |
| Member | Karen L. Shaw |
| Member | Regina L. Woods |

District Administration

| | |
|--|--------------------|
| Superintendent | Mr. Jim Coombs |
| Assistant Superintendent of Educational Services | Dr. Sheri McDonald |
| Assistant Superintendent of Administrative Services | Carl Erickson |
| Assistant Superintendent of Business Services | David Bennett |
| Director of Educational Services | Rhonda Overby |
| Director of Technology | Alan Mao |
| Director of Special Education | Kaleo Igarta |
| Director of Fiscal Services | Chelle Price |

2023-24 School Description and Mission Statement

Rancho-Starbuck Intermediate School is located in the unincorporated area of southeast Los Angeles County. We are part of the Lowell Joint School District and serve over 750 students in 7th and 8th grade. Rancho-Starbuck was constructed in 1958 and has enjoyed continuous upgrades and maintenance over the years. Our school offers a well stocked, upgraded library and 1:1 chromebooks for every student using the Google platform. Our Science, Technology, Engineering, and Mathematics (STEM) lab is complete with 30 computer work stations and professional engineering software. Our STEM lab and Art Department use a 3D printer for instructional purposes. All classrooms are fitted with projectors and TV screens or View Sonic boards. Our technology is regularly updated including document cameras in every classroom. Aeries, a parent/student portal, keeps students and parents regularly updated regarding student progress.

The staff at Rancho-Starbuck School currently has 32 fully-credentialed teachers teaching in their subject area and one part-time educator. Our school team consists of three SAI teacher specialists, one mild/moderate Special Day Class SAI classroom, a school psychologist, a part time English Language Development (ELD) teacher, a speech and language specialist, a part time choral music teacher and an instrumental music teacher. There are two administrators: a principal and assistant principal. A full time academic counselor is on staff. Additional support is provided by an office manager, school clerk, attendance clerk, a part-time health clerk, full-time librarian, instructional aides, three custodians, five noon duty aides and multiple days of counseling and school psychologist intern support.

Rancho-Starbuck Intermediate is known for its safe and orderly learning environment. The record of suspensions/expulsions is low and the school institutes a comprehensive school safety program. The staff places a high priority on developing responsible citizens through our Character Education and Responsibility * Effort * Attitude * Character * Honor (REACH) programs. Through this program, we emphasize the importance of each of these themes and we recognize students for their achievement. In addition to Rancho-Starbuck's strong academic program, we continue to provide outstanding programs in technology, music, art, drama, and a variety of elective offerings. Our instrumental music program is an award winning program receiving the Golden Bell award in the 2019-2020 school year and the CSBA Magna National Award in 2021. Rancho-Starbuck offers a STEM program complete with a technology lab and offers classes in Robotics, Advanced Computer Science and Music Production. Rancho-Starbuck also offers Design and Construction, a course where students actually design and build, getting a glimpse of future careers in construction. Rancho-Starbuck is proud to that our Advanced Computer Science course prepares students to take the AP Computer Science test at the end of the year. Each year we have junior high students pass the high school AP test, receiving college credit.

Our school offers a variety of leadership opportunities for students through our active ASB program. After school curriculum enrichment activities help to keep students involved and encourages each student to develop skills and interests including Jazz Band, Esports, Drumline, and Robotics. Additional after school opportunities include Science Olympiad, Junior Achievement, Competitive Drum Line, Journalism and Yearbook. A mentoring program called REACH Circle offers students an opportunity to enjoy a mentor relationship with school staff and an opportunity to offer community outreach opportunities. After school sports offers our students another way to get involved on campus. A variety of after school sports are offered during three sport seasons. Rancho-Starbuck believes in fostering a school wide college atmosphere.

All students have an opportunity for success at Rancho-Starbuck. Flex, an award winning program, provides students the opportunity to have additional instruction during the school day. Students are also offered additional enrichment classes once standards are mastered. iReady diagnostic scores and teacher-assigned lessons in English/Language arts and math help monitor student progress on state standards. Before school tutoring through Power Start and after school tutoring through Power Finish is offered to all students. Intervention classes during the school day are offered in Math and ELD support for our Language Learners. Pathway classes during the school day also offer targeted academic support as well as motivation and executive functioning support for struggling students. Literacy is promoted across the campus through Write From the Beginning and Beyond professional learning, and there is a school wide focus on California State Standards and 21st century learning. The mission statement promotes the development of character, passion and academic excellence in all students. These characteristics are promoted in all areas on the Rancho-Starbuck campus. In addition, students can opt into 0-period physical education to enroll in an additional elective. If a student chooses an additional elective in the arts, they qualify to be part of the TAC program (Theatre Arts Conservatory) which consists of additional opportunities in the Arts.

Rancho-Starbuck is proud to be a California Distinguished School, Gold Ribbon School and a four time recipient of the California Business for Education Award of Excellence. Rancho-Starbuck is a 2023 National School to Watch and a 2019, 2020 and 2023 Golden Bell recipient. Our staff is dedicated and nurturing; Rancho-Starbuck is an outstanding school!

About this School

2022-23 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Grade 7 | 380 |
| Grade 8 | 369 |
| Total Enrollment | 749 |

2022-23 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 49.1% |
| Male | 50.7% |
| American Indian or Alaska Native | 0.3% |
| Asian | 3.9% |
| Black or African American | 1.9% |
| Filipino | 1.5% |
| Hispanic or Latino | 69.2% |
| Native Hawaiian or Pacific Islander | 0.5% |
| Two or More Races | 2.4% |
| White | 19.5% |
| English Learners | 2.5% |
| Foster Youth | 0.3% |
| Homeless | 1.1% |
| Socioeconomically Disadvantaged | 59.4% |
| Students with Disabilities | 12.1% |

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) | 25.10 | 84.86 | 123.10 | 92.85 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 1.00 | 0.75 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 2.80 | 9.56 | 3.80 | 2.89 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.00 | 0.00 | 0.00 | 0.00 | 12115.80 | 4.41 |
| Unknown | 1.60 | 5.51 | 4.60 | 3.49 | 18854.30 | 6.86 |
| Total Teaching Positions | 29.60 | 100.00 | 132.60 | 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) | 26.70 | 89.55 | 128.40 | 94.06 | 234405.20 | 84.00 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 1.00 | 0.73 | 4853.00 | 1.74 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 2.00 | 6.70 | 3.00 | 2.20 | 12001.50 | 4.30 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.00 | 0.00 | 0.00 | 0.00 | 11953.10 | 4.28 |
| Unknown | 1.10 | 3.72 | 4.10 | 3.01 | 15831.90 | 5.67 |
| Total Teaching Positions | 29.80 | 100.00 | 136.60 | 100.00 | 279044.80 | 100.00 |

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

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

| Authorization/Assignment | 2020-21 | 2021-22 |
|--|-------------|-------------|
| Permits and Waivers | 0.00 | 0.00 |
| Misassignments | 2.80 | 2.00 |
| Vacant Positions | 0.00 | 0.00 |
| Total Teachers Without Credentials and Misassignments | 2.80 | 2.00 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

| Indicator | 2020-21 | 2021-22 |
|--|---------|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 15.2 | 12.1 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0 | 0 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All adopted core curriculum is reported in the table below.

Year and month in which the data were collected: December 2022

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
|-----------------------|--|-----------------------------|--|
| Reading/Language Arts | 2016-2017 McGraw Hill Study Sync 6-8 | Yes | 0 |

| | | | |
|-----------------------------------|--|-----|---|
| Mathematics | 2012-2013 Big Ideas Math 6-8 | Yes | 0 |
| Science | 2022-2023 SAVVAS Elevate, K-6, Houghton-Mifflin Science Dimensions, 7-8 | Yes | 0 |
| History-Social Science | 2019-20 Studies Weekly K-5 2019-20 Discovery Education, Gr. 6: Ancient World History, Gr. 7: Modern History, Gr. 8: World History | Yes | 0 |
| Foreign Language | 1999-00 ¡En español! 7-8 Benchmark Adelante 2 TK-4 | Yes | 0 |
| Health | 2008-09 Princeton Health Press- LifeSkills 3-8 2007-08 Human Kinetics- Fitness For Life 2016 Rights, Respect, and Responsibility 7-8 | Yes | 0 |
| Visual and Performing Arts | 2021-22 The Art of Education, K-8 Theatre- scripts, costumes, props Instrumental Music- band, string, and percussion instruments, musical scores Choral Music- musical scores Visual Arts- various art materials covering a variety of media, art history prints | Yes | 0 |

School Facility Conditions and Planned Improvements

Rancho-Starbuck Intermediate School was built in 1958, and there are 44 classrooms on campus. We believe a safe and clean school is a fundamental necessity of a successful academic environment. Our Maintenance Department is proud to impart solutions and services integral to providing a safe environment conducive to learning. Safety inspections are held annually to ensure the maintenance of an optimal learning environment. The campus is well-manicured and lockers are refurbished yearly. Murals inside and outside of the campus add spirit and beauty to the campus. Front landscaping provides a welcoming appeal. Campus beautification is ongoing because we believe the appearance of our campus is important!

Year and month of the most recent FIT report

11/22/2023

| 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 | 1: Dry rot in fascia - To be addressed through Measure LL re-roofing project 10: Dry rot in fascia - To be addressed through Measure LL re-roofing project 11: Dry rot in fascia - To be addressed through Measure LL re-roofing project |

School Facility Conditions and Planned Improvements

| | | | |
|--|----------|--|--|
| | | | <p>12: Dry rot in fascia - To be addressed through Measure LL re-roofing project</p> <p>13: Dry rot in fascia - To be addressed through Measure LL re-roofing project</p> <p>14: Dry rot in fascia - To be addressed through Measure LL re-roofing project</p> <p>15: Dry rot in fascia - To be addressed through Measure LL re-roofing project</p> <p>16: Dry rot in fascia - To be addressed through Measure LL re-roofing project</p> <p>17: Dry rot in fascia - To be addressed through Measure LL re-roofing project</p> <p>18: Dry rot in fascia - To be addressed through Measure LL re-roofing project</p> <p>19: Dry rot in fascia - To be addressed through Measure LL re-roofing project</p> <p>2: Dry rot in fascia - To be addressed through Measure LL re-roofing project/Roof leaks</p> <p>20: Dry rot in fascia - To be addressed through Measure LL re-roofing project</p> <p>21: Dry rot in fascia - To be addressed through Measure LL re-roofing project</p> <p>22: Dry rot in fascia - To be addressed through Measure LL re-roofing project</p> <p>23: Dry rot in fascia - To be addressed through Measure LL re-roofing project</p> <p>24: Dry rot in fascia - To be addressed through Measure LL re-roofing project</p> <p>25: Dry rot in fascia - To be addressed through Measure LL re-roofing project</p> <p>26: Dry rot in fascia - To be addressed through Measure LL re-roofing project</p> <p>27: Dry rot in fascia - To be addressed through Measure LL re-roofing project</p> <p>3: Dry rot in fascia - To be addressed through Measure LL re-roofing project</p> <p>4: Dry rot in fascia - To be addressed through Measure LL re-roofing project</p> <p>5: Dry rot in fascia - To be addressed through Measure LL re-roofing project</p> <p>6: Dry rot in fascia - To be addressed through Measure LL re-roofing project</p> <p>7: Dry rot in fascia - To be addressed through Measure LL re-roofing project</p> <p>8: Dry rot in fascia - To be addressed through Measure LL re-roofing project</p> <p>9: Dry rot in fascia - To be addressed through Measure LL re-roofing project</p> <p>Teacher Lounge: Roof leaks - To be addressed through Measure LL re-roofing project</p> |
| <p>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</p> | <p>X</p> | | |

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.

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

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

| Subject | School 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 56 | | 56 | | 47 | |
| Mathematics (grades 3-8 and 11) | 32 | | 40 | | 33 | |

2022-23 CAASPP Test Results in ELA by Student Group

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

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

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

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | | | | | |
| Female | | | | | |
| Male | | | | | |
| American Indian or Alaska Native | | | | | |
| Asian | | | | | |
| Black or African American | | | | | |
| Filipino | | | | | |
| Hispanic or Latino | | | | | |
| Native Hawaiian or Pacific Islander | | | | | |
| Two or More Races | | | | | |
| White | | | | | |
| English Learners | | | | | |
| Foster Youth | | | | | |
| Homeless | | | | | |
| Military | | | | | |
| Socioeconomically Disadvantaged | | | | | |
| Students Receiving Migrant Education Services | | | | | |
| Students with Disabilities | | | | | |

2022-23 CAASPP Test Results in Math by Student Group

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

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

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

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | | | | | |
| Female | | | | | |
| Male | | | | | |
| American Indian or Alaska Native | | | | | |
| Asian | | | | | |
| Black or African American | | | | | |
| Filipino | | | | | |
| Hispanic or Latino | | | | | |
| Native Hawaiian or Pacific Islander | | | | | |
| Two or More Races | | | | | |
| White | | | | | |
| English Learners | | | | | |
| Foster Youth | | | | | |
| Homeless | | | | | |
| Military | | | | | |
| Socioeconomically Disadvantaged | | | | | |
| Students Receiving Migrant Education Services | | | | | |
| Students with Disabilities | | | | | |

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. 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 CAAs divided by the total number of students who participated in both assessments.

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 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | 34.97 | | 36.63 | | 29.47 | |

2022-23 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 | | | | | |
| Female | | | | | |
| Male | | | | | |
| American Indian or Alaska Native | | | | | |
| Asian | | | | | |
| Black or African American | | | | | |
| Filipino | | | | | |
| Hispanic or Latino | | | | | |
| Native Hawaiian or Pacific Islander | | | | | |
| Two or More Races | | | | | |
| White | | | | | |
| English Learners | | | | | |
| Foster Youth | | | | | |
| Homeless | | | | | |
| Military | | | | | |
| Socioeconomically Disadvantaged | | | | | |
| Students Receiving Migrant Education Services | | | | | |
| Students with Disabilities | | | | | |

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.

2022-23 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 during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Grade Level | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|-------------|-------------------------------|---|--|--|--------------------------|
| Grade 7 | 93.9 | 93.4 | 95.0 | 92.9 | 95.8 |

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.

2023-24 Opportunities for Parental Involvement

Our parents work closely with Rancho-Starbuck Intermediate School to promote a positive environment and assist with the activities that make Rancho-Starbuck an exciting place to be. Our parent portal keeps parents regularly updated on individual student progress and school wide activities. We believe in the importance of strong parent partnerships on campus, and we are proud of our excellent Parent Teacher Association (PTA). We welcome our families through School Site Council (SSC), PTA, REACH, after school sports, and a variety of other parent involvement opportunities including Junior Achievement and Science Olympiad. Parent University, our 4 parent nights presented on campus each year, helps parents with cyber safety and social media, drugs and vaping education, college entrance, suicide prevention and social-emotional health and general academic and school success. With various constraints impacting the ability for parents to be on campus regularly, many opportunities have been presented using the platform of Zoom to keep parents involved and engagement in their child's education.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

| Indicator | School 2020-21 | School 2021-22 | School 2022-23 | District 2020-21 | District 2021-22 | District 2022-23 | State 2020-21 | State 2021-22 | State 2022-23 |
|-----------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Dropout Rate | | | | | | | 9.4 | 7.8 | |
| Graduation Rate | | | | | | | 83.6 | 87.0 | |

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

| Student Group | Number of Students in Cohort | Number of Cohort Graduates | Cohort Graduation Rate |
|---|------------------------------|----------------------------|------------------------|
| All Students | | | |
| Female | | | |
| Male | | | |
| Non-Binary | | | |
| American Indian or Alaska Native | | | |
| Asian | | | |
| Black or African American | | | |
| Filipino | | | |
| Hispanic or Latino | | | |
| Native Hawaiian or Pacific Islander | | | |
| Two or More Races | | | |
| White | | | |
| English Learners | | | |
| Foster Youth | | | |
| Homeless | | | |
| Socioeconomically Disadvantaged | | | |
| Students Receiving Migrant Education Services | | | |
| Students with Disabilities | | | |

2022-23 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | | | | |
| Female | | | | |
| Male | | | | |
| American Indian or Alaska Native | | | | |
| Asian | | | | |
| Black or African American | | | | |
| Filipino | | | | |
| Hispanic or Latino | | | | |
| Native Hawaiian or Pacific Islander | | | | |
| Two or More Races | | | | |
| White | | | | |
| English Learners | | | | |
| Foster Youth | | | | |
| Homeless | | | | |
| Socioeconomically Disadvantaged | | | | |
| Students Receiving Migrant Education Services | | | | |
| Students with Disabilities | | | | |

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

| Rate | School 2020-21 | School 2021-22 | School 2022-23 | District 2020-21 | District 2021-22 | District 2022-23 | State 2020-21 | State 2021-22 | State 2022-23 |
|-------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Suspensions | | | | | | | | | |
| Expulsions | | | | | | | | | |

2022-23 Suspensions and Expulsions by Student Group

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

2023-24 School Safety Plan

Rancho-Starbuck believes that there must be a safe and orderly school environment for optimum learning to take place. School rules are clearly communicated to both students and parents and students are rewarded for positive behavior. There is a school-wide discipline plan and school rules are fairly and consistently enforced.

The campus is fully fenced to give protection from intruders. All visitors are asked to wear a visitor badge and sign in and out of the school through the use of the Raptor system. Rancho-Starbuck has monthly fire drills, quarterly earthquake drills, lock down drills, and the staff is trained in emergency procedures. We take a proactive approach to safety and include canine drug prevention visits to campus. Catapult is an online platform used internally for an emergency response.

The School Safety Plan is annually reviewed and updated (most recently October 2023) at school site council meetings. The plan is then sent to the Board of Education for approval in March annually. The following implementations endorse the plan: campus emotional, moral and practical assistance such as guidelines for discipline, a strictly enforced dress code, and counseling support for social and emotional wellness. Through a myriad of support services including social/emotional lessons known as our Kindness Campaign, students are given a voice on campus and the opportunity to problem solve and provide suggestions for improvement. Rancho-Starbuck also uses the CoVitality Universal Screener to take a proactive approach to student social-emotional wellness. This, along with an all staff effort to support students and an active parent support system, helps Rancho-Starbuck meet the needs of all students regarding safety and emotional health and wellness.

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.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per 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 | 29 | 8 | 5 | 17 |
| Mathematics | 27 | 8 | 12 | 11 |
| Science | 34 | 1 | 2 | 21 |
| Social Science | 32 | 2 | 3 | 20 |

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 | 29 | 7 | 13 | 9 |
| Mathematics | 26 | 8 | 13 | 10 |
| Science | 32 | 1 | 9 | 14 |
| Social Science | 31 | 2 | 8 | 15 |

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 | | | | |
| Mathematics | | | | |
| Science | | | | |
| Social Science | | | | |

2022-23 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 | |

2022-23 Student Support Services Staff

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

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

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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 | \$6,639 | \$1,157 | \$5,482 | \$87,475 |
| District | N/A | N/A | \$7,837 | |
| Percent Difference - School Site and District | N/A | N/A | -35.4 | -2.7 |
| State | N/A | N/A | \$7,607 | \$88,288 |
| Percent Difference - School Site and State | N/A | N/A | -18.4 | 5.7 |

Fiscal Year 2022-23 Types of Services Funded

Title II funds are designated to improve teacher quality and increase the number of highly qualified teachers. The program focuses on research based strategies to prepare and train highly qualified teachers. Title III funds are designated to ensure that students attain English proficiency and meet the same challenging academic achievement standards required of all students. Funds are used for translation, support services, instructional aides, supplemental books, and conferences. Supplemental dollars also traditionally fund before and after school tutoring/homework help, an Intervention Coordinator to monitor and support struggling students through the FLEX program and credit recovery program, the school Counselor, additional intervention courses in English Language Arts, Mathematics, and English Language Development as well as support for STEAM and AP Computer Science.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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 | | \$54,046 |
| Mid-Range Teacher Salary | | \$84,515 |
| Highest Teacher Salary | | \$110,867 |
| Average Principal Salary (Elementary) | | \$136,841 |
| Average Principal Salary (Middle) | | \$141,477 |
| Average Principal Salary (High) | | \$137,985 |
| Superintendent Salary | | \$217,473 |
| Percent of Budget for Teacher Salaries | 39.3% | 32.43% |
| Percent of Budget for Administrative Salaries | 6.6% | 5.62% |

2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

| Subject | Number of AP Courses Offered |
|--|------------------------------|
| Computer Science | |
| English | |
| Fine and Performing Arts | |
| Foreign Language | |
| Mathematics | |
| Science | |
| Social Science | |
| Total AP Courses Offered Where there are student course enrollments of at least one student. | |

Professional Development

All staff members participate in district-level staff development throughout the year. GATE training, iReady Training, and Integrated ELD Training are an area of focus for the teachers. Professional development on California State Standards and implementation strategies are also on-going. Extensive training on Next Generation Science Standards has resulted in implementation of those standards in an integrated approach. School departments meet regularly to focus on the standards and provide differentiated instruction to our students. Staff members attend various professional development opportunities in their subject area and on overall student motivation at the junior high level. Truama informed teaching education has also been provided for teachers as well as inclusivity training. Rancho-Starbuck is a professional learning community that believes in the importance of staff collaboration. Weekly PLC staff collaboration helps create opportunities for staff to focus on student needs. The focus of staff development is always centered on student success at Rancho-Starbuck.

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

| Subject | 2021-22 | 2022-23 | 2023-24 |
|--|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 14 | 14 | 13 |

**LOWELL JOINT SD
PURCHASE ORDER DETAIL REPORT**

BOARD OF TRUSTEES MEETING 01/08/2024

FROM 11/01/2023 TO 11/30/2023

| <u>PO NUMBER</u> | <u>VENDOR</u> | <u>PO TOTAL</u> | <u>ACCOUNT AMOUNT</u> | <u>ACCOUNT NUMBER</u> | <u>PSEUDO / OBJECT DESCRIPTION</u> |
|------------------|--------------------------------|-----------------|-----------------------|---|--|
| T99A0001 | NIGRO & NIGRO | 25,000.00 | 25,000.00 | 0101-0000-0-5821-0000-7110-012-00000000 | GF-Unrest-Not Applicable / Audit |
| T99F0062 | PEST OPTION INC. | 71.89 | 71.89 | 0101-0000-0-5570-0000-8111-008-00000105 | GF-Unrestricted / Pest Control |
| T99F0063 | PEST OPTION INC. | 138.25 | 138.25 | 0101-0000-0-5570-0000-8111-006-00000105 | GF-Unrestricted / Pest Control |
| T99F0064 | THE HOME DEPOT PRO INSTITUTION | 220.53 | 220.53 | 0101-0000-0-4300-0000-8110-025-00000000 | GF-Unrest-Not Applicable / Materials and |
| T99F0065 | WALTERS WHOLESALE ELECTRIC | 1,127.14 | 1,127.14 | 0101-0000-0-4300-0000-8110-004-00000000 | GF-Unrest-Not Applicable / Materials and |
| T99F0066 | ELITE AIR CONDITIONING INC | 14,450.00 | 14,450.00 | 1414-0000-0-6500-0000-8500-009-00000000 | DM-Unrest-Not Applicable / Equipment |
| T99F0067 | ELITE AIR CONDITIONING INC | 16,850.00 | 16,850.00 | 1414-0000-0-6500-0000-8500-009-00000000 | DM-Unrest-Not Applicable / Equipment |
| T99F0068 | ABES PLUMBING INC. | 9,500.00 | 9,500.00 | 1414-0000-0-5630-0000-8110-004-00000000 | DM-Unrest-Not Applicable / Repairs or |
| T99F0069 | COASTLINE TERMITE & PEST CONTR | 795.00 | 795.00 | 0101-0000-0-5570-0000-8111-015-00000105 | GF-Unrestricted / Pest Control |
| T99F0070 | PLUMBING WHOLESALE OUTLET | 5,584.90 | 5,584.90 | 0101-0000-0-6500-0000-8110-001-00000000 | GF-Unrest-Not Applicable / Equipment |
| T99M0240 | AMERICAN EXPRESS | 62.20 | 8.81 | 0101-0511-0-4300-0000-2700-011-00000108 | ClsAdmnRS-LCAP G1/A8 / Materials and |
| T99M0241 | AMERICAN EXPRESS | 55.11 | 53.39 | 0101-0511-0-4300-1110-1030-011-00000108 | GF-SiteAlloc RS / Materials and Supplies |
| T99M0242 | AMERICAN EXPRESS | 852.44 | 55.11 | 0101-0888-0-4300-1110-1000-009-00000000 | GF-Technology-Not Applicable / Material |
| T99M0243 | AMERICAN EXPRESS | 500.00 | 852.44 | 0101-0511-0-4300-1110-1030-011-00000108 | GF-SiteAlloc RS / Materials and Supplies |
| T99M0244 | AMERICAN EXPRESS | 550.00 | 500.00 | 0101-6266-0-5200-0000-2110-612-00000000 | EdServices / Travel and Conferences |
| T99M0245 | AMERICAN EXPRESS | 246.73 | 550.00 | 0101-6266-0-5200-0000-2110-612-00000000 | EdServices / Travel and Conferences |
| T99M0246 | AMERICAN EXPRESS | 15.00 | 246.73 | 0101-0888-0-4300-1110-1000-012-00000000 | GF-Technology-Not Applicable / Material |
| T99M0247 | AMERICAN EXPRESS | 220.50 | 15.00 | 0101-0000-0-5630-0000-8110-009-00000000 | GF-Unrest-Not Applicable / Repairs or |
| T99M0248 | AMERICAN EXPRESS | 279.63 | 220.50 | 1212-6053-0-5810-0001-1002-600-00000204 | PS/UPK / Licenses/Technology |
| T99M0249 | AMERICAN EXPRESS | 444.23 | 279.63 | 0101-0091-0-4300-1110-1000-001-00000000 | GF-DonEl Portal-Not Applicable / Materia |
| T99M0250 | AMERICAN EXPRESS | 120.00 | 444.23 | 0101-0091-0-4300-1110-1000-001-00000000 | GF-DonEl Portal-Not Applicable / Materia |
| T99M0251 | AMERICAN EXPRESS | 500.00 | 120.00 | 0101-6266-0-5810-0000-2150-612-00000000 | EdEffect/Inst.Support / |
| | | | 500.00 | 0101-6266-0-5200-0000-2110-612-00000000 | EdServices / Travel and Conferences |

**LOWELL JOINT SD
PURCHASE ORDER DETAIL REPORT**

BOARD OF TRUSTEES MEETING 01/08/2024

FROM 11/01/2023 TO 11/30/2023

| <u>PO NUMBER</u> | <u>VENDOR</u> | <u>PO TOTAL</u> | <u>ACCOUNT AMOUNT</u> | <u>ACCOUNT NUMBER</u> | <u>PSEUDO / OBJECT DESCRIPTION</u> |
|------------------|--------------------------------|-----------------|-----------------------|---|---|
| T99M0252 | AMERICAN EXPRESS | 55.11 | 55.11 | 0101-6500-0-4300-5760-1190-012-00000000 | GF-SpEg-Not Applicable / Materials and |
| T99M0253 | AMERICAN EXPRESS | 400.00 | 400.00 | 0101-9564-0-5200-5760-1190-412-00000000 | MedCal/SLP-SE / Travel and Conferences |
| T99M0254 | AMERICAN EXPRESS | 440.00 | 440.00 | 0101-6266-0-5200-0000-2110-612-00000000 | EdServices / Travel and Conferences |
| T99M0255 | AMERICAN EXPRESS | 304.38 | 304.38 | 0101-0000-0-4300-0000-7100-112-00000000 | GF_UNRESTRICTED_SUPT / Materials |
| T99M0256 | AMERICAN EXPRESS | 46.51 | 46.51 | 1212-2600-0-4300-1126-1026-620-00000000 | ELOP/ChildDevFund / Materials and |
| T99M0257 | AMERICAN EXPRESS | 1,000.00 | 1,000.00 | 0101-0000-0-5810-0000-2100-012-00000000 | GF-Unrest-Not Applicable / |
| T99M0258 | AMERICAN EXPRESS | 66.43 | 66.43 | 0101-0094-0-4300-1110-1000-004-00000000 | GF-DonJordan-Not Applicable / Materials |
| T99M0259 | AMERICAN EXPRESS | 3,627.23 | 3,627.23 | 0101-9564-0-5200-5001-3110-412-00000000 | Medi-Cal/SE Counseling / Travel and |
| T99M0260 | AMERICAN EXPRESS | 1,280.01 | 1,280.01 | 0101-0511-0-4300-1110-1030-011-00000108 | GF-SiteAlloc RS / Materials and Supplies |
| T99M0261 | AMERICAN EXPRESS | 48.50 | 48.50 | 0101-0000-0-4300-0000-3140-012-00000000 | DO/Health Services / Materials and Suppli |
| T99N0029 | BERNIER REFRIGERATION GENERATI | 114,872.50 | 114,872.50 | 0101-7032-0-6500-0000-8500-311-00000000 | KIT InfrastrEquip/RS / Equipment |
| T99N0030 | IMAGE APPAREL FOR BUSINESS | 5,200.80 | 5,200.80 | 1313-5310-0-4300-0000-3700-030-00000000 | Nutrition Services / Materials and Supplies |
| T99R0278 | BUENA PARK PLAQUE & TROPHY | 446.09 | 446.09 | 0101-0000-0-4300-0000-7100-112-00000000 | GF_UNRESTRICTED_SUPT / Materials |
| T99R0279 | ANAHEIM ELEMENTARY SCHOOL DIST | 768.99 | 768.99 | 0101-6762-0-5800-1751-1000-612-00000000 | LJYT-ArtMusicBlkGr / |
| T99R0280 | FULLERTON JOINT UNION HS DIST | 1,026.42 | 1,026.42 | 0101-6762-0-5800-1751-1000-612-00000000 | LJYT-ArtMusicBlkGr / |
| T99R0281 | THE LIBRARY STORE INC. | 111.83 | 111.83 | 0101-0059-0-4300-1110-1000-009-00000108 | GF-SiteAllocOL / Materials and Supplies |
| T99R0282 | CDW GOVERNMENT INC. | 440.99 | 440.99 | 0101-0811-0-4300-0000-2420-011-00000107 | RS-TechAllocLib-LG1A7 / Materials and |
| T99R0283 | DATA IMPRESSIONS | 425.17 | 425.17 | 0101-0888-0-4300-1110-1000-011-00000000 | GF-Technology-Not Applicable / Materials |
| T99R0284 | JAMPANA ENTERPRISES LLC DBA CO | 73,000.00 | 14,600.00 | 1212-2600-0-5800-1126-1026-621-00000000 | ELOP-EP / Prof/ConsultingServ&Oper Ex |
| | | | 14,600.00 | 1212-2600-0-5800-1126-1026-624-00000000 | ELOP-Jordan / Prof/ConsultingServ&Oper |
| | | | 14,600.00 | 1212-2600-0-5800-1126-1026-626-00000000 | ELOP-Macy / Prof/ConsultingServ&Oper |
| | | | 14,600.00 | 1212-2600-0-5800-1126-1026-628-00000000 | ELOP-MG / Prof/ConsultingServ&Oper |
| | | | 14,600.00 | 1212-2600-0-5800-1126-1026-629-00000000 | ELOP-Olita / Prof/ConsultingServ&Oper |
| T99R0285 | CDW GOVERNMENT INC. | 11,488.00 | 1,899.11 | 0101-0888-0-5810-1110-1000-001-00000000 | GF-Technology-Not Applicable / |

**LOWELL JOINT SD
PURCHASE ORDER DETAIL REPORT**

BOARD OF TRUSTEES MEETING 01/08/2024

FROM 11/01/2023 TO 11/30/2023

| <u>PO NUMBER</u> | <u>VENDOR</u> | <u>PO TOTAL</u> | <u>ACCOUNT AMOUNT</u> | <u>ACCOUNT NUMBER</u> | <u>PSEUDO / OBJECT DESCRIPTION</u> |
|------------------|--------------------------------|-----------------|-----------------------|--|--|
| T99R0285 | *** CONTINUED *** | | | | |
| T99R0286 | LA HABRA COUNCIL PTA | 450.00 | 450.00 | 0101-0000-04300-0000-7100-112-00000000 | GF_UNRESTRICTED_SUPT / Materials |
| T99R0287 | J&C BOOKS LLC | 198.45 | 198.45 | 0101-6300-04130-1110-1000-012-00000106 | GF-Lottery-Not Applicable / Textbooks |
| T99R0288 | SCHOLASTIC THE TEACHERS STORE | 113.28 | 113.28 | 0101-0059-04300-1110-1000-009-00000108 | GF-SiteAllocOL / Materials and Supplies |
| T99R0289 | LA HABRA COLLABORATIVE | 1,000.00 | 1,000.00 | 0101-9020-05300-0001-1002-012-00000204 | EarlyLit/L-G2A4 / Dues and Memberships |
| T99R0290 | SCHOOL SERVICES OF CALIFORNIA | 1,791.56 | 1,791.56 | 0101-0000-05300-0000-7200-012-00000000 | GF-Unrest-Not Applicable / Dues and |
| T99R0291 | DEPARTMENT OF SOCIAL SERVICES | 242.00 | 242.00 | 1212-6053-05800-0001-1002-615-00000204 | UPK/MB PS / Prof/ConsultingServ&Oper |
| T99R0292 | BEARCOM | 268.97 | 268.97 | 0101-0051-04300-0000-2700-001-00000108 | EPSiteAlloc-SchAdminLG1A8 / Materials |
| T99R0293 | GOVCONNECTION INC. | 1,987.61 | 1,987.61 | 0101-3010-04300-1110-1000-001-00010005 | EP-SPSAG1A5 / Materials and Supplies |
| T99R0294 | NCS PEARSON INC. | 275.63 | 275.63 | 0101-9564-04300-5760-3120-412-00000000 | MedCal/Psych-SE / Materials and Supplies |
| T99R0295 | BUENA PARK PLAQUE & TROPHY | 149.08 | 149.08 | 0101-0000-04300-0000-7100-112-00000000 | GF_UNRESTRICTED_SUPT / Materials |
| T99R0296 | APPLE INC. | 576.20 | 576.20 | 0101-6500-04300-5760-1190-012-00000000 | GF-SpEd-Not Applicable / Materials and |
| T99R0297 | TRINIDAD, GINA | 177.19 | 177.19 | 0101-0000-04300-0000-7100-112-00000000 | GF_UNRESTRICTED_SUPT / Materials |
| T99R0299 | ORANGE COUNTY SANITATION DISTR | 3,089.10 | 3,089.10 | 0101-0000-05530-0000-8200-012-00000105 | Utilities/LCAP G1 A5 / Water |
| T99R0300 | JONATHAN S. MONAT PH.D | 3,000.00 | 3,000.00 | 0101-0000-05820-0000-7110-012-00000000 | GF-Unrest-Not Applicable / Legal, Audit, * |
| T99R0301 | OCDE | 1,500.00 | 1,500.00 | 0101-6266-05800-1714-1080-612-00000501 | EdEffect-GATE/LG5A1-PD / |
| T99R0302 | BUENA PARK PLAQUE & TROPHY | 26.94 | 26.94 | 0101-0000-04300-0000-7100-112-00000000 | GF_UNRESTRICTED_SUPT / Materials |
| T99R0303 | SOUTHERN CALIFORNIA NEWS GROUP | 418.37 | 418.37 | 0101-0000-05910-0000-7200-012-00000000 | GF-Unrest-Not Applicable / |
| T99R0304 | FULLERTON JOINT UNION HS DIST | 3,233.51 | 3,233.51 | 0101-0511-05800-1110-4100-011-00000108 | RS/SchoolSponsorCoCurricular / |

**LOWELL JOINT SD
PURCHASE ORDER DETAIL REPORT**

BOARD OF TRUSTEES MEETING 01/08/2024

FROM 11/01/2023 TO 11/30/2023

| PO NUMBER | VENDOR | PO TOTAL | ACCOUNT AMOUNT | ACCOUNT NUMBER | PSEUDO / OBJECT DESCRIPTION |
|-----------|---|-------------------|----------------|---|--|
| T99R0305 | *** CONTINUED *** | 99.00 | 99.00 | 0101-0059-0-5810-1110-1000-009-00000108 | GF-SiteAllocOL / Licenses/Technology |
| T99R0305 | BREAKOUT INC. | 82.69 | 82.69 | 0101-0094-0-4300-1110-1000-004-00000000 | GF-DonJordan-Not Applicable / Materials |
| T99R0306 | ACTION TROPHY | 6,612.81 | 6,612.81 | 0101-6762-0-5800-1751-1000-612-00000000 | LJYT-ArtMusicBlkGr / |
| T99R0307 | FACILITRON INC | 2,198.39 | 652.68 | 0101-0000-0-4300-0000-2100-012-00000000 | GF-Unrest-Not Applicable / Materials and |
| T99R0308 | TRINIDAD, GINA | | 929.41 | 0101-0000-0-4300-0000-7200-012-00000000 | GF-Unrest-Not Applicable / Materials and |
| | | | 394.70 | 0101-0000-0-4300-0000-7100-112-00000000 | GF_UNRESTRICTED_SUPT / Materials |
| | | | 221.60 | 1212-2600-0-4300-0000-2700-620-00000000 | ELOP/Admin. / Materials and Supplies |
| T99R0309 | ACTION TROPHY | 240.48 | 240.48 | 0101-0094-0-4300-1110-1000-004-00000000 | GF-DonJordan-Not Applicable / Materials |
| T99S0009 | SOUTHWEST SCHOOL SUPPLY | 551.25 | 551.25 | 0101-6500-0-4300-5760-1110-012-00000000 | GF-SpEd-Not Applicable / Materials and |
| T99T0029 | GOVCONNECTION INC. | 6,854.37 | 6,854.37 | 2121-0000-0-4400-0000-8100-115-00000000 | LeaseAgreement/Bond / Non Capitalized |
| T99T0030 | CALIFORNIA IT IN EDUCATION | 120.00 | 120.00 | 0101-0888-0-5300-0000-7200-012-00000000 | GF-Technology-Not Applicable / Dues anc |
| T99T0031 | DELL MARKETING L.P. | 781.32 | 781.32 | 0101-0000-0-4400-0000-7100-112-00000000 | GF_UNRESTRICTED_SUPT / Non |
| T99Z0048 | SPEEDWAY SMOG | 1,000.00 | 1,000.00 | 0101-0000-0-5630-0000-8110-025-00000000 | GF-Unrest-Not Applicable / Repairs or |
| | Fund 01 Total: | 203,084.93 | | | |
| | Fund 12 Total: | 73,730.61 | | | |
| | Fund 13 Total: | 5,200.80 | | | |
| | Fund 14 Total: | 40,800.00 | | | |
| | Fund 21 Total: | 6,854.37 | | | |
| | Total Amount of Purchase Orders: | 329,670.71 | | | |

LOWELL JOINT SD
Consolidated Check Register
 from 11/1/2023 to 11/30/2023

| Check | Payee ID | Payee Name | Reference | Subs Check Date | Cancel Date | Type | Status | Check Amount |
|-------|----------|------------|--------------------------------|------------------|-------------|------|--------|--------------|
| 99 | 00004544 | F9900011 | BEST LAWNMOWER INC. | 109342 | 11/01/2023 | MW | IS | 828.33 |
| 99 | 00004545 | F9900012 | BISHOP CO. | INV-908942 | 11/01/2023 | MW | IS | 79.36 |
| 99 | 00004546 | U9900001 | CITY OF LA HABRA WATER DEPARTM | 0905100423 | 11/01/2023 | MW | IS | 943.41 |
| 99 | 00004547 | E9900084 | JIM COOMBS | MTG-1020-102423 | 11/01/2023 | MW | IS | 87.25 |
| 99 | 00004548 | E9900140 | MARY JO EVANOFF | LAHABRA1028202 | 11/01/2023 | MW | IS | 183.38 |
| 99 | 00004549 | F9900053 | PEST OPTION INC. | 434425 | 11/01/2023 | MW | IS | 180.00 |
| 99 | 00004550 | U9900004 | SOUTHERN CALIFORNIA EDISON | 0922102223 | 11/01/2023 | MW | IS | 14,525.91 |
| 99 | 00004551 | U9900005 | SOUTHERN CALIFORNIA GAS CO | 0919101923 | 11/01/2023 | MW | IS | 330.76 |
| 99 | 00004552 | U9900008 | T-MOBILE | 921102023 | 11/01/2023 | MW | IS | 164.92 |
| 99 | 00004553 | U9900009 | VERIZON WIRELESS-LA | 9947015532 | 11/01/2023 | MW | IS | 612.63 |
| 99 | 00004554 | V9903493 | VERNES PLUMBING | 12462804 | 11/01/2023 | MW | IS | 1,173.75 |
| 99 | 00004555 | F9900011 | BEST LAWNMOWER INC. | 109344 | 11/02/2023 | MW | IS | 607.91 |
| 99 | 00004556 | F9900014 | BUG FLIP | 69042 | 11/02/2023 | MW | IS | 1,750.00 |
| 99 | 00004557 | U9900001 | CITY OF LA HABRA WATER DEPARTM | 0911101123 | 11/02/2023 | MW | IS | 2,644.56 |
| 99 | 00004558 | V9903682 | LIMNEX INC DBA GOGUARDIAN | INV-110348 | 11/02/2023 | MW | IS | 500.00 |
| 99 | 00004559 | V9900129 | NCS PEARSON INC. | 23487309 | 11/02/2023 | MW | IS | 654.94 |
| 99 | 00004560 | U9900006 | SUBURBAN WATER SYSTEMS | 180071578603 | 11/02/2023 | MW | IS | 11,629.33 |
| 99 | 00004561 | F9900059 | THE HOME DEPOT PRO INSTITUTION | 772303285 | 11/02/2023 | MW | IS | 579.91 |
| 99 | 00004562 | V9903521 | YMCA OF ORANGE COUNTY | AUG23ELOPPGRM | 11/02/2023 | MW | IS | 46,574.42 |
| 99 | 00004563 | V9900020 | ATKINSON ANDELSON LOYA RUUD & | 694461-SEPT 2023 | 11/06/2023 | MW | IS | 1,955.00 |
| 99 | 00004564 | V9900028 | BUENA PARK PLAQUE & TROPHY | 28931 | 11/06/2023 | MW | IS | 446.09 |
| 99 | 00004565 | V9900028 | BUENA PARK PLAQUE & TROPHY | 28862 | 11/06/2023 | MW | IS | 11.85 |
| 99 | 00004566 | V9903553 | CA DEPARTMENT OF JUSTICE | 659974 | 11/06/2023 | MW | IS | 416.00 |
| 99 | 00004567 | V9900036 | CDW GOVERNMENT INC. | ML66387 | 11/06/2023 | MW | IS | 731.48 |
| 99 | 00004568 | V9900042 | COMPLETE BUSINESS SYSTEMS | CONTRACT 57955 | 11/06/2023 | MW | IS | 1,980.00 |
| 99 | 00004569 | V9903202 | CURRICULUM ASSOCIATES | 90784596 | 11/06/2023 | MW | IS | 222.09 |
| 99 | 00004570 | V9900052 | DASH MEDICAL GLOVES | INV1296618 | 11/06/2023 | MW | IS | 312.57 |
| 99 | 00004571 | V9903531 | DAVIS, SUMMER | 012 OCT 2023 | 11/06/2023 | MW | IS | 1,512.00 |
| 99 | 00004572 | V9903362 | DELL MARKETING L.P. | 10699432137 | 11/06/2023 | MW | IS | 2,879.09 |
| 99 | 00004573 | V9900056 | DELTA DENTAL OF CALIFORNIA | BE005768858-NOV | 11/06/2023 | MW | IS | 2,506.18 |
| 99 | 00004574 | V9903694 | Educational Software USA LLC | 23F9D86B-0001 | 11/06/2023 | MW | IS | 179.99 |
| 99 | 00004575 | F9900031 | F.M. THOMAS AIR CONDITIONING | 45737 | 11/06/2023 | MW | IS | 771.41 |
| 99 | 00004576 | I9900008 | FRANCHISE CONSULTING | 0001-OCT1623 | 11/06/2023 | MW | IS | 3,420.00 |
| 99 | 00004577 | V9900077 | FULLERTON SCHOOL DISTRICT | 22TI0287 | 11/06/2023 | MW | IS | 549.20 |

LOWELL JOINT SD
Consolidated Check Register
 from 11/1/2023 to 11/30/2023

| Check | Payee ID | Payee Name | Reference | Subs Check Date | Cancel Date | Type | Status | Check Amount |
|-------------|------------|--------------------------------|-----------------|-----------------|-------------|------|--------|--------------|
| 99 00004578 | V9903673 | GOODMAN TREE SERVICE | 100223-OLITA | OH 11/06/2023 | | MW | IS | 8,200.00 |
| 99 00004579 | E9900084 | JIM COOMBS | PD11012023 | OH 11/06/2023 | | MW | IS | 428.16 |
| 99 00004580 | E9900139 | MARY BRIMMAGE | SEP23CONF/TRAV | OH 11/06/2023 | | MW | IS | 41.58 |
| 99 00004581 | V9900154 | READYREFRESH BY NESTLE | 15734879102223 | OH 11/06/2023 | | MW | RV | 15.49 |
| 99 00004582 | V9903669 | ROBOTICS EDUCATION & COMPETITI | 62168509 | OH 11/06/2023 | | MW | IS | 470.00 |
| 99 00004583 | V9903224 | SCHOLASTIC MAGAZINES | M7393620 | OH 11/06/2023 | | MW | IS | 207.07 |
| 99 00004584 | V9900169 | SCHOOL DATEBOOKS | S23-0252584 | OH 11/06/2023 | | MW | IS | 959.53 |
| 99 00004585 | V9900174 | SEESAW LEARNING INC. | 2021-48484 | OH 11/06/2023 | | MW | IS | 6,270.40 |
| 99 00004586 | V9900178 | SOUTHERN CALIFORNIA NEWS GROUP | 0011623789-9/14 | OH 11/06/2023 | | MW | IS | 499.49 |
| 99 00004587 | V9903425 | SPORTS JACKETS UNLIMITED | 5589 | OH 11/06/2023 | | MW | IS | 810.34 |
| 99 00004588 | V9900195 | THINKING MAPS | INV0066890 | OH 11/06/2023 | | MW | IS | 4,382.44 |
| 99 00004589 | I9900011 | TRINIDAD, GINA | T99R0259 | OH 11/06/2023 | | MW | IS | 2,459.88 |
| 99 00004590 | U9900010 | WARE DISPOSAL | 1356520 | OH 11/06/2023 | | MW | IS | 3,892.33 |
| 99 00004591 | V9900209 | WILLIAM V.MACGILL & CO. | IN0848469 | OH 11/06/2023 | | MW | IS | 1,174.18 |
| 99 00004592 | E9900139 | MARY BRIMMAGE | M.BRIMM_OCT23 | OH 11/06/2023 | | MW | IS | 265.80 |
| 99 00004593 | V9903628 | RONICA DIXON | CSPP | OH 11/06/2023 | | MW | IS | 168.55 |
| 99 00004594 | E9900260 | WENDY GAITAN | W.GAITAN REIMB | OH 11/06/2023 | | MW | IS | 24.18 |
| 99 00004595 | R9900019 | DEBORAH NEEDHAM | MEDICAL | OH 11/07/2023 | | MW | IS | 2,414.56 |
| 99 00004596 | V9903568 | LITTLE EARS THERAPY CENTER | 5 | OH 11/07/2023 | | MW | IS | 720.00 |
| 99 00004597 | V9903686 | LUSTER LEARNING INSTITUTE- CAL | 3028 | OH 11/07/2023 | | MW | IS | 572.00 |
| 99 00004598 | V9900134 | OCDE | 94TI1758 | OH 11/07/2023 | | MW | IS | 7,600.00 |
| 99 00004599 | V9903669 | ROBOTICS EDUCATION & COMPETITI | 62146734 | OH 11/08/2023 | | MW | IS | 200.00 |
| 99 00004600 | V9903202 | CURRICULUM ASSOCIATES | 90785062 | OH 11/09/2023 | | MW | IS | 257,838.00 |
| 99 00004601 | V9903699 | LA HABRA COUNCIL PTA | LUNCHEON | OH 11/09/2023 | | MW | IS | 450.00 |
| 99 00004602 | V9903674 | LAW OFFICES OF MICHELLE ORTEGA | 2491 | OH 11/09/2023 | | MW | IS | 12,500.00 |
| 99 00004603 | V9903352 | ACTIVE EDUCATION | 2366 | OH 11/09/2023 | | MW | IS | 8,640.00 |
| 99 00004604 | E9900044 | CHRISTIAN MANGOLD | C.MANGOLD OCT | OH 11/09/2023 | | MW | IS | 81.57 |
| 99 00004605 | V9903520 | JAMPANA ENTERPRISES LLC DBA CO | PS1-24 | OH 11/09/2023 | | MW | IS | 25,410.00 |
| 99 00004606 | VOID.CONTI | VOID - Continued Stub | CONTINUE | OH 11/13/2023 | | VM | VD | 0.00 |
| 99 00004607 | VOID.CONTI | VOID - Continued Stub | CONTINUE | OH 11/13/2023 | | VM | VD | 0.00 |
| 99 00004608 | V9900013 | AMERICAN EXPRESS | VP 1PKROSN | OH 11/13/2023 | | MW | IS | 36,508.05 |
| 99 00004609 | V9900013 | AMERICAN EXPRESS | RESINNDIXON104 | OH 11/13/2023 | | MW | IS | 3,821.14 |
| 99 00004610 | F9900033 | GLASBY MAINTENANCE SUPPLY | 337695 | OH 11/14/2023 | | MW | IS | 10,165.17 |
| 99 00004611 | F9900040 | JAMES HARDWARE COMPANY | 2310-069976 | OH 11/14/2023 | | MW | IS | 132.38 |

LOWELL JOINT SD
Consolidated Check Register
 from 11/1/2023 to 11/30/2023

| Check | Payee ID | Payee Name | Reference | Subs Check Date | Cancel Date | Type | Status | Check Amount |
|-------------|------------|--------------------------------|------------------|-----------------|-------------|------|--------|--------------|
| 99 00004612 | F9900052 | PDQ EQUIPMENT RENTAL | 804815 | OH 11/14/2023 | | MW | IS | 1,078.61 |
| 99 00004613 | F9900053 | PEST OPTION INC. | 435343 | OH 11/14/2023 | | MW | IS | 320.14 |
| 99 00004614 | F9900054 | PLUMBING WHOLESAL OUTLET | S100715123.001 | OH 11/14/2023 | | MW | IS | 1,390.82 |
| 99 00004615 | U9900004 | SOUTHERN CALIFORNIA EDISON | 1004110123 | OH 11/14/2023 | | MW | IS | 14,129.43 |
| 99 00004616 | U9900005 | SOUTHERN CALIFORNIA GAS CO | 0927102623 | OH 11/14/2023 | | MW | IS | 80.07 |
| 99 00004617 | U9900006 | SUBURBAN WATER SYSTEMS | 181003766112 | OH 11/14/2023 | | MW | IS | 3,384.02 |
| 99 00004618 | VOID.CONTI | VOID - Continued Stub | CONTINUE | OH 11/14/2023 | | VM | VD | 0.00 |
| 99 00004619 | F9900059 | THE HOME DEPOT PRO INSTITUTION | 7731906657 | OH 11/14/2023 | | MW | IS | 5,375.23 |
| 99 00004620 | F9900069 | WALTERS WHOLESAL ELECTRIC | S124222876.001 | OH 11/14/2023 | | MW | IS | 1,740.97 |
| 99 00004621 | V9903531 | DAVIS, SUMMER | S.DAVIS OCT2023 | OH 11/14/2023 | | MW | IS | 280.00 |
| 99 00004622 | S9990002 | GALLAGHER PEDIATRIC THERAP | 10958 | OH 11/15/2023 | | MW | IS | 2,656.46 |
| 99 00004623 | V9900095 | JONES SCHOOL SUPPLY COMPANY | 2034860 | OH 11/15/2023 | | MW | IS | 580.52 |
| 99 00004624 | V9903372 | LA HABRA COLLABORATIVE | 10062 | OH 11/15/2023 | | MW | IS | 1,000.00 |
| 99 00004625 | V9900103 | LAKESHORE LEARNING MATERIALS L | 331133100423 | OH 11/15/2023 | | MW | IS | 1,147.29 |
| 99 00004626 | V9900134 | OCDE | 94TI0958 | OH 11/15/2023 | | MW | IS | 599.00 |
| 99 00004627 | E9900225 | SELAH BAUTISTA | CSC CON10/4-10/6 | OH 11/15/2023 | | MW | IS | 410.32 |
| 99 00004628 | V9900212 | WPS | WPS-471898 | OH 11/15/2023 | | MW | IS | 938.46 |
| 99 00004629 | V9903651 | DEPARTMENT OF SOCIAL SERVICES | MAYBROOK LIC | OH 11/15/2023 | | MW | IS | 242.00 |
| 99 00004630 | V9900020 | ATKINSON ANDELSON LOYA RUUD & | 697278-OCT 2023 | OH 11/16/2023 | | MW | IS | 11,186.17 |
| 99 00004631 | V9900045 | COYOTE FFA ALUMNI & SUPPORTERS | 1-9282023 | OH 11/16/2023 | | MW | IS | 115.00 |
| 99 00004632 | V9900057 | Demco Inc | 7382972 | OH 11/16/2023 | | MW | IS | 279.40 |
| 99 00004633 | E9900084 | JIM COOMBS | MTG-WOODS | OH 11/16/2023 | | MW | IS | 72.64 |
| 99 00004634 | E9900084 | JIM COOMBS | MEETINGS114202 | OH 11/16/2023 | | MW | IS | 102.17 |
| 99 00004635 | V9903701 | KRISTEN JOY JAUREGUI | 10252023KJ | OH 11/16/2023 | | MW | IS | 175.36 |
| 99 00004636 | V9900103 | LAKESHORE LEARNING MATERIALS L | 427717102123 | OH 11/16/2023 | | MW | IS | 300.57 |
| 99 00004637 | E9900138 | MARIKATE ELMQUIST | 10252023ME | OH 11/16/2023 | | MW | IS | 138.37 |
| 99 00004638 | V9900129 | NCS PEARSON INC. | 23719823 | OH 11/16/2023 | | MW | IS | 731.90 |
| 99 00004639 | E9900256 | OWEN FISCUS | MILEAGE | OH 11/16/2023 | | MW | IS | 52.16 |
| 99 00004640 | E9900163 | RANDI VASQUEZ | MILEAGE | OH 11/16/2023 | | MW | IS | 65.68 |
| 99 00004641 | V9900159 | RIVERSIDE INSIGHTS | 102304 | OH 11/16/2023 | | MW | IS | 1,418.06 |
| 99 00004642 | E9900189 | SHERYL MCDONALD | OCCGATECON102 | OH 11/16/2023 | | MW | IS | 291.82 |
| 99 00004643 | V9903698 | STUTTERING THERAPY RESOURCES I | 19406 | OH 11/16/2023 | | MW | IS | 176.27 |
| 99 00004644 | V9903257 | TAO ROSSINI APC | 4136 | OH 11/16/2023 | | MW | IS | 1,530.00 |
| 99 00004645 | E9900214 | WHITNEY TAKACS | PANERA10202023 | OH 11/16/2023 | | MW | IS | 327.28 |

LOWELL JOINT SD
Consolidated Check Register
 from 11/1/2023 to 11/30/2023

| Check | Payee ID | Payee Name | Reference | Subs Check Date | Cancel Date | Type | Status | Check Amount |
|-------------|----------|--------------------------------|-----------------|-----------------|-------------|------|--------|--------------|
| 99 00004646 | E9900218 | YUMI YAMAMOTO | 10252023YY | OH 11/16/2023 | | MW | IS | 51.57 |
| 99 00004647 | 19900006 | DEBRA AMOS dba FEEDING DREAMS | 23-10 | OH 11/16/2023 | | MW | IS | 2,175.00 |
| 99 00004648 | V9903665 | SUBWAY | OCT2023 | OH 11/16/2023 | | MW | IS | 4,250.00 |
| 99 00004649 | V9900201 | BSN SPORTS LLC dba US GAMES | 922968032 | OH 11/16/2023 | | MW | IS | 5,384.89 |
| 99 00004650 | V9903282 | GOVCONNECTION INC. | 74409387 | OH 11/16/2023 | | MW | IS | 6,808.19 |
| 99 00004651 | F9900014 | BUG FLIP | 69184 | OH 11/17/2023 | | MW | IS | 165.00 |
| 99 00004652 | F9900015 | CANNINGS HARDWARE LA HABRA | 497459 | OH 11/17/2023 | | MW | IS | 53.01 |
| 99 00004653 | V9903605 | COASTLINE TERMITE & PEST CONTR | 29626 | OH 11/17/2023 | | MW | IS | 795.00 |
| 99 00004654 | F9900023 | DANIELS TIRE SERVICE INC. | 140111456 | OH 11/17/2023 | | MW | IS | 1,809.64 |
| 99 00004655 | F9900038 | ICS SERVICE COMPANY | 38155 | OH 11/17/2023 | | MW | IS | 513.25 |
| 99 00004656 | V9903693 | JONATHAN S. MONAT PH.D | ARBITRATOR- | OH 11/17/2023 | | MW | IS | 3,000.00 |
| 99 00004657 | F9900054 | PLUMBING WHOLESale OUTLET | S100709177.001A | OH 11/17/2023 | | MW | IS | 641.59 |
| 99 00004658 | F9900057 | SOUTHEAST CONSTRUCTION PRODUCT | 2310-0009077 | OH 11/17/2023 | | MW | IS | 64.22 |
| 99 00004659 | U9900004 | SOUTHERN CALIFORNIA EDISON | 1011110823 | OH 11/17/2023 | | MW | IS | 8,317.51 |
| 99 00004660 | U9900005 | SOUTHERN CALIFORNIA GAS CO | 1009110823 | OH 11/17/2023 | | MW | IS | 295.32 |
| 99 00004661 | N9900001 | ACTION SALES | 4760769-00 | OH 11/17/2023 | | MW | IS | 137.71 |
| 99 00004662 | F9900014 | BUG FLIP | OCT2023 | OH 11/17/2023 | | MW | IS | 275.00 |
| 99 00004663 | N9900015 | Continental Sales | OCT2023 | OH 11/17/2023 | | MW | IS | 7,155.00 |
| 99 00004664 | N9900004 | DRIFTWOOD DAIRY | OCT2023 | OH 11/17/2023 | | MW | IS | 12,817.18 |
| 99 00004665 | F9900045 | LADY BUGS ENVIRONMENTAL TERMIT | 151666 | OH 11/17/2023 | | MW | IS | 55.00 |
| 99 00004666 | N9900009 | P & R PAPER SUPPLY COMPANY | OCT2023 | OH 11/17/2023 | | MW | IS | 6,288.29 |
| 99 00004667 | F9900003 | ABES PLUMBING INC. | 21176 | OH 11/17/2023 | | MW | IS | 9,500.00 |
| 99 00004668 | 19900020 | CAMILLE VARGAS | C.VARGAS | OH 11/20/2023 | | MW | IS | 270.00 |
| 99 00004669 | 19900021 | CHRISTINE LOGAN | C.LOGAN | OH 11/20/2023 | | MW | IS | 2,160.00 |
| 99 00004670 | 19900022 | HANNAH MANGOLD | H.MANGOLD | OH 11/20/2023 | | MW | IS | 247.50 |
| 99 00004671 | 19903532 | LOGAN, BRENNEN | B.LOGAN | OH 11/20/2023 | | MW | IS | 2,160.00 |
| 99 00004672 | 19900018 | TANA CARMICHAEL | TANA_LJYT | OH 11/20/2023 | | MW | IS | 1,800.00 |
| 99 00004673 | 19900020 | CAMILLE VARGAS | C.VARGAS | OH 11/20/2023 | | MW | IS | 30.00 |
| 99 00004674 | 19900021 | CHRISTINE LOGAN | C.LOGAN | OH 11/20/2023 | | MW | IS | 240.00 |
| 99 00004675 | 19900022 | HANNAH MANGOLD | H.MANGOLD | OH 11/20/2023 | | MW | IS | 27.50 |
| 99 00004676 | 19903532 | LOGAN, BRENNEN | B.LOGAN | OH 11/20/2023 | | MW | IS | 240.00 |
| 99 00004677 | 19900018 | TANA CARMICHAEL | TANA_LJYT | OH 11/20/2023 | | MW | IS | 200.00 |
| 99 00004678 | V9900009 | AERIES SOFTWARE | CONF23793 | OH 11/22/2023 | | MW | IS | 398.00 |
| 99 00004679 | E9900084 | JIM COOMBS | 11162023 | OH 11/22/2023 | | MW | IS | 183.09 |

LOWELL JOINT SD
Consolidated Check Register
 from 11/1/2023 to 11/30/2023

| Check | Payee ID | Payee Name | Reference | Subs | Check Date | Cancel Date | Type | Status | Check Amount |
|-------------|----------|--------------------------------|---------------|------|------------|-------------|------|--------|--------------|
| 99 00004680 | E9900189 | SHERYL MCDONALD | THKGCOLLB924 | OH | 11/22/2023 | | MW | IS | 97.77 |
| 99 00004681 | V9903261 | SOCIAL THINKING | 291719 | OH | 11/22/2023 | | MW | IS | 481.80 |
| 99 00004682 | B9990010 | ERICKSON-HALL CONSTRUCTION | PAY APP 4 | OH | 11/22/2023 | | MW | IS | 1,531,396.20 |
| 99 00004683 | V9903342 | CALIFORNIA IT IN EDUCATION | 003-0768-5437 | OH | 11/27/2023 | | MW | RV | 620.00 |
| 99 00004684 | V9903254 | J&C BOOKS LLC | I-3126 | OH | 11/27/2023 | | MW | IS | 198.45 |
| 99 00004685 | V9900134 | OCDE | 94TI1871 | OH | 11/27/2023 | | MW | IS | 1,500.00 |
| 99 00004686 | V9900136 | ORANGE COUNTY SANITATION DISTR | 62585 | OH | 11/27/2023 | | MW | IS | 3,089.10 |
| 99 00004687 | V9900154 | READYREFRESH BY NESTLE | 13K0032621385 | OH | 11/27/2023 | | MW | IS | 80.46 |
| 99 00004688 | V9903598 | RED WAVE COMMUNICATIONS & ELEC | REDPAY4 | OH | 11/27/2023 | | MW | IS | 35,509.16 |
| 99 00004689 | F9900014 | BUG FLIP | 69255 | OH | 11/28/2023 | | MW | IS | 490.00 |
| 99 00004690 | F9900019 | CITY OF LA HABRA | LH 23-545 AR | OH | 11/28/2023 | | MW | IS | 2,586.27 |
| 99 00004691 | V9903376 | GoTo Communications Inc. | IN7102407473 | OH | 11/28/2023 | | MW | IS | 9,515.00 |
| 99 00004692 | V9903420 | Granite Telecommunications LLC | 624351371 | OH | 11/28/2023 | | MW | IS | 1,596.31 |
| 99 00004693 | F9900047 | LOWES | 998329-LWLWLA | OH | 11/28/2023 | | MW | IS | 762.59 |
| 99 00004694 | V9903540 | ONE STOP CELLULAR | 2108 | OH | 11/28/2023 | | MW | IS | 42.22 |
| 99 00004695 | F9900052 | PDQ EQUIPMENT RENTAL | 809901 | OH | 11/28/2023 | | MW | IS | 721.39 |
| 99 00004696 | U9900004 | SOUTHERN CALIFORNIA EDISON | 1011110823A | OH | 11/28/2023 | | MW | IS | 1,540.35 |
| 99 00004697 | V9903668 | Speedway Smog | 30012 | OH | 11/28/2023 | | MW | IS | 46.75 |
| 99 00004698 | U9900008 | T-MOBILE | 1004110323 | OH | 11/28/2023 | | MW | IS | 97.00 |
| 99 00004699 | F9900019 | CITY OF LA HABRA | LH 23-545 AR | OH | 11/28/2023 | | MW | IS | 247.84 |
| 99 00004700 | V9900007 | ACTION TROPHY | 93099 | OH | 11/30/2023 | | MW | IS | 81.19 |
| 99 00004701 | V9900129 | NCS PEARSON INC. | 23766149 | OH | 11/30/2023 | | MW | IS | 250.00 |
| 99 00004702 | V9903656 | NETSYNC NETWORK SOLUTIONS | 2026091235 | OH | 11/30/2023 | | MW | IS | 266,440.60 |
| 99 00004703 | V9903552 | SOUTHERN CALIFORNIA SENSORY SC | 1023 | OH | 11/30/2023 | | MW | IS | 821.30 |

Issued: 2,487,666.92
Reversed: 635.49
99 Bank Total: 2,488,302.41

Grand Total: 2,488,302.41

LOWELL JOINT SCHOOL DISTRICT
EMPLOYER-EMPLOYEE RELATIONS/PERSONNEL REPORT 2023/24 #6

January 8, 2024

I. CERTIFICATED EMPLOYEES

A. CHANGE OF STATUS

| NAME | <u>EFFECTIVE DATE</u> | <u>END DATE</u> | SITE | COMMENTS |
|------------------|-----------------------|-----------------|------|---------------------------------|
| Wilkens, Melissa | 12/05/2023 | 01/19/2024 | MG | AB375) FMLA Maternity Leave |
| Okoorian, Naomi | 12/08/2023 | 01/19/2024 | MG | (AB375) FMLA Maternity Leave |
| Jimenez, Yovanna | 01/08/2024 | 01/12/2024 | JO | (AB375) FMLA Baby Bonding Leave |
| Mena-Hill, Lydia | 03/24/2024 | 05/03/2024 | OL | (AB375) FMLA Maternity Leave |

B. 2023/2024 Stipends

| NAME | <u>EFFECTIVE DATE</u> | <u>END DATE</u> | <u>SITE</u> | COMMENTS |
|-----------------|-----------------------|-----------------|-------------|--|
| Sandoval, Cheri | 08/14/2023 | 05/31/2024 | OL | To be paid Master Teacher stipend \$100 for Fall 2023 Term. Check from Los Angeles Pacific University. |

* It is further recommended that these individuals be approved for substitute teaching at the rate of \$200.00 per day and/or \$50.00 an hour rate (not to exceed six hours) as applicable and to include: Professional Development, Saturday School, Site Support Duties, Intervention, and PowerSource, Power Up, ESY

**It is further recommended that the individuals listed in Certificated Salaries for 2023-2024 is approved to instruct in the Intervention Programs. The rate of pay is \$50.00/hour and will be paid from Title I or LCFF Supplemental Grant Funds.

**It is further recommended that individuals listed in Certificated Salaries for 2023-2024 serve as home school teachers, if needed, for the 2023-2024 school year at a rate of \$50.00/hour, not to exceed five hours per week, per student. Mileage will be paid at the IRS Standard Mileage Rate for the 2023-2024 school year.

C. Employment of substitutes effective 07/01/2023 for the 2023-2024 school year @ \$200 per day and \$100.00 per half day rate, \$250.00 long term sub rate, and \$50.00 per hour* (not to exceed six hours) as applicable and to include: professional development, Saturday school, site support duties, Saturday School. Intervention, PowerUp, ESY and Power Source.

| | | | |
|------------------|----------------|----------------|----------------|
| Weston, Kimberly | Rosa, Maddison | Mia Echeverria | Taleen Bakhous |
| Mehta, Kathryn | Laird, John | | |

D. SUBSTITUTE CHANGE OF PAY

| NAME | <u>EFFECTIVE DATE</u> | <u>END DATE</u> | SITE | COMMENT |
|--------------------|-----------------------|-----------------|------|---|
| Stephens, Patricia | 03/24/2024 | 04/05/2024 | DO | To be paid daily rate of \$200 daily rate as RSP Teacher Olita Elementary |
| Vega, Sandy | 04/08/2024 | 05/03/2024 | DO | To be paid Long term daily rate of \$250 daily rate as RSP Teacher Olita Elementary |
| Fitzgerald, Sydney | 01/08/2024 | 05/29/2024 | DO | To be paid Long term rate of \$250 daily rate as Dance and Movement Teacher for the District. |

| | | | | |
|----------------------|------------|------------|----|--|
| Mohler, Megan | 12/05/2023 | 01/19/2024 | DO | To be paid Long term daily rate of \$250 daily rate as Fourth Grade Teacher Meadow Green Elementary |
| Carr, Candice | 01/08/2024 | 01/19/2024 | DO | To be paid daily rate of \$200 daily rate as First grade teacher Meadow Green Elementary |
| Shupe, Violeta | 01/08/2024 | 01/12/2024 | DO | To be paid daily rate of \$200 daily rate as TK DLI teacher Jordan Elementary |
| deBruijn, Lisa | 02/07/2024 | 02/07/2024 | DO | To be paid daily rate of \$200 daily rate as First/Second grade combo teacher El Portal Elementary |
| Mgrdichian, Jennifer | 02/08/2024 | 02/13/2024 | DO | To be paid daily rate of \$200 daily rate as First/Second grade combo teacher El Portal Elementary |
| Allsman, Kathryn | 01/08/2024 | 05/31/2024 | DO | To be paid 200 daily rate for SST coordinator Olita Elementary School. To be paid from Olita Site funds. |

II. CLASSIFIED EMPLOYEES January 8, 2024

A. MONTHLY – GENERAL FUND

| | | | | |
|--------------|----------|----------|----|---|
| Fiscus, Owen | 12/19/23 | CLMG S02 | DO | Promotion: Network & Data Systems Technology Supervisor |
|--------------|----------|----------|----|---|

B. HOURLY – GENERAL FUND

| <u>NAME/ EMPLOYEE ID#</u> | <u>EFFECTIVE DATE</u> | <u>END DATE</u> | <u>RANGE/ STEP</u> | <u>SITE</u> | <u>COMMENTS</u> |
|-------------------------------|---------------------------|---------------------|------------------------|-------------|---|
| Del-Cano, Chrystal | 12/2/23 | | R21/S08 | EP | Step Increase: Day Custodian |
| Douville, Jaime | 12/05/23 | | R14/S02 | EP | Step Increase: Instructional Aide/Early Learning |
| Esparza, Maleena | 12/01/23 | | R14/S02 | EP | Step Increase: Instructional Aide/Early Learning |
| Frye, Cynthia | 11/17/23 | | | MG | Resignation: Noon Duty Aide |
| Hernandez, Fred | 12/05/23 | | R27/S02 | DO | Step Increase: Accounting Technician |
| Mehta, Katie | 01/07/24 | | | OL | Resignation: Instructional Aide SH/MOD |
| Meza Soto, Katie | 12/02/23 | | R15/S05 | OL | Step Increase: Instructional Aide/SE-Mod |
| Pelayo Uribe, Sandra | 12/07/23 | | NDA S01 | DO | New Hire: Noon Duty Aide substitute |
| Ramos, Dominique | 12/18/23 | | R16/S01 | DO | New Hire: Substitute Clerk Typist |
| Salo, Marinna | 12/12/12 | | R17/S01 | DO | New Hire: Substitute DO Receptionist |
| Salo, Marinna | 12/12/12 | | R16/S01 | DO | Additional Assignment: Substitute Clerk Typist |
| Salo, Marinna | 12/12/12 | | R27/S01 | DO | Additional Assignment: Substitute Accounting Technician |
| Soto, Jordan | 01/08/24 | | R14/S01 | DO | New Hire: Instructional Aide substitute |
| Spillane, Bernard Charles | 12/11/23 | | R14/S01 | DO | New Hire: Instructional Aide substitute |

| | | | | |
|---------------------------|----------|---------------|----|---|
| Spillane, Bernard Charles | 12/11/23 | R18/S01 | DO | Additional Assignment: Substitute CDA/Expanded Learning Site Coordinator |
| Villalovos, Mary Jane | 12/01/23 | CONF F/S05 | DO | Step Increase: Asst. to Superintendents Office |
| Watson, Jill | 12/01/23 | R14/S06 | JO | Step Increase: Instructional Aide/RSP |

- Due Process Litigation Through Office of Administrative
- CDE Data Reporting
- Program Placements and Transfers
- Special Day Class Programs
- RSP Guidelines
- Clinic-Based OT Services for Surrounding Districts
- Family & Community Involvement – Saturday Workshops

David Bennett, Assistant Superintendent of Business Services, and Chelle Price, Director of Fiscal Services, spoke about the fiscal services department. They reviewed the business functions, roles, responsibilities, and current projects.

- Accounting and Finance
- Accounts Payable
- Benefits – Enrollment
- Budget – Revenue and Expenditures Plan
- Payroll
- Purchasing – Site Supplies and Equipment

Carl Erickson, Assistant Superintendent of Administrative Services, reviewed the roles and responsibilities and the current projects of the administrative services department.

- Workers Compensation Process
- Hiring and Recruitment
- Maintenance
- Nutrition Services
- Liability Claims and Coverage (Insurance)
- Classified Staffing & Classified Human Resources
- Facility Maintenance and Grounds
- Risk Management

Alan Mao, Director of Technology, reviewed the roles and responsibilities of the tech services department. He reviewed the district support that tech services provides and their past and current projects.

- AERIES, Clever, Raptor Visitor System, 1:1 Chromebook Deployment, Online Myschoolbucks payment conversion, LACOE to OCDE Network Migration
- Cyber Security Education – All Staff
- Multi- Factor Authentication
- STEAM Innovation Labs, Virtual Reality and E-Sports

RECESS

Mrs. Shackelford declared a recess at 10:32 a.m. Mrs. Shackelford reopened the board study session at 10:40 a.m.

Dr. Sheri McDonald, Assistant Superintendent of Educational Services, reviewed the roles and responsibilities of everyone in the Educational Services department, Early Childhood, and the Preschool district program.

- LCAP / SPSA
- SARCS
- Instructional Materials
- State & Federal Programs
- Early Childhood – Universal Pre-Kindergarten
- Transitional Kindergarten
- Other Programs (First Five Grant)
- Learning Links & Community Partners

Dr. McDonald spoke about Ronica Dixon, Coordinator of Child Development, and the preschool program and the projects that she has been developing. She reviewed the parent programs and the ongoing community collaboration.

Rhonda Overby, Director of Educational Services, reviewed the information on State Testing - CAASP and LPAC, English Learners and our progress and roles in improving student attendance.

Dr. Sheri McDonald reviewed the three TOSAs and the projects and district support that they provide.

- Becky Champion – Educational Technology / STEAM / Curriculum Support
- Barbara Castillo - MTSS / GATE / STEAM
- Holly Brander – Early Literacy / First Five Initiative Support

Mary Brimmage, Coordinator of Expanded Learning, reviewed the roles and responsibilities of the expanded learning opportunities program. She spoke of the current projects that the ELOP LJSJ PowerSource program are involve

- Before / After School ELOP Programs
- Boys & Girls club Childcare
- YMCA OC at All Sites
- Muckenthaler Arts
- Active Ed
- Code Ninjas
- LJ Teacher's Classes
- Additional Classes PowerSource
- Homework Help / Tutoring
- Special Program Structure
- PowerSource Summer
- Disney Musicals in Schools at El Portal
- Lowell Joint Youth Theater

Dr. Sheri McDonald reviewed the Educational Services current projects:

- Early Childhood – Universal Pre-Kindergarten
- Preschool Programs (State Funded and Fee Based)
- Transitional Kindergarten
- First Five Grant
- Learning Links
- La Habra Collaborative
- Quality Start OC

Linda Takacs, Induction Coordinator, reviewed the Leadership Academy and the connection, culture and commitment to the new teachers in the Lowell Joint school district.

- All new teacher to Lowell Joint - 17 in 2023-2024
- 1.5 - August Orientation Days
- 6 – Welcome Home Workshops
- Classroom Observations and Feedback
- Legacy Journal
- Connections and Resources
- Additional Support

Mr. Coombs reviewed the Instructional Programs in Lowell Joint:

- Character and Patriotic Education
- Dual Immersion Language Academy Grades TK – 5th
- Horizons
- PowerSource (Expanded Learning Program)
- Arts For All
 - Instrumental
 - Vocal
 - Dance and Movement
 - Theater
 - Fine Art – Drumline, Lowell Joint Youth Theater, Honors Choir & Band, -
 - Advanced and Honors Dance and Master Art Series
- Intervention Support
- REACH – QUEST – SOAR – FLEX
- IREADY
- C.A.R.E.
- Occupational Therapy Lab
- Summer School
- Boot Camp
- PowerSource
- Pre-AP/IB Honors Academy (Rancho Starbuck)
- Conservatory of Fine Arts (Rancho Starbuck)
- Advance Placement and Computer Science (Rancho Starbuck)
- STEAM Innovations labs – All elementary schools
- Robotics and Programming (Rancho Starbuck)
- E-Sports (Rancho Starbuck)
- Living Classroom – Sustainable Literacy Gardens
- Leadership Academy – Induction
- Virtual Academy and Home School
- Top Gun Academy – PD Instructional Leaders and Future Leaders
- Family Engagement – Literacy University
- Lowell Joint Education Foundation
- Master Facility Plans (2.0 & 3.0)
- Measure LL – In Progress

Board Member/
Superintendent Comments

Mrs. Berg spoke of her being a part of this district for 47 years (parent, teacher, grandparent and board member) and she is impressed with the new programs and leadership that are in place.

Dr. Zegarra gave congratulations on Dashboard results and Rancho Starbuck's increase of 22 points in math and to being above standards in English. His sons have benefited from being in this district and are ready for high school.

Ms. Shaw shared regarding her daughters' social media post about her son's school project and the teacher's support. She is very impressed with all of the departments and the vision that we have.

Mrs. Woods shared that when her family moved here during COVID the transition was very hard. The teachers and community were so amazing. It has been a great experience and she is proud to be a part of this district and looks forward to serving on the Board for a long time.

Mrs. Shackelford she is glad that she was there and to remind herself of the work that has to take place behind the scenes. She is reminded that it takes a village to support our one clientele – the students.

Adjournment

President Shackelford declared the meeting adjourned at 11:40 a.m. in accordance with Government Code Section 54956.9 (a, b, c) and indicated no further public action would be taken

Date Approved:

Clerk/President/Secretary to the Board of Trustees

LOWELL JOINT SCHOOL DISTRICT
February 5, 2024

To: President Shackelford and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Resolution 2023/24 No. 914, Recognizing February 5-9,
2024 as “School Counseling Week” ACTION/
(RESOLUTION)

School Counseling Week will focus public attention on the unique contribution of school counselors. School Counseling Week, sponsored by ASCA, highlights the tremendous impact school counselors can have in helping students achieve school success and plan for a career.

It is recommended that Resolution 2023/24 No. 914, recognizing February 5-9, 2024, as “School Counseling Week” be adopted, and that the Superintendent or designee be authorized to execute the necessary documents.

Superintendent’s Comment:

ADOPTION BY MAJORITY ROLL CALL VOTE.

LOWELL JOINT SCHOOL DISTRICT

RESOLUTION 2023/2024 NO. 914

**A RESOLUTION OF THE BOARD OF TRUSTEES OF
LOWELL JOINT SCHOOL DISTRICT
OF LOS ANGELES AND ORANGE COUNTIES, CALIFORNIA,
RECOGNIZING FEBRUARY 5-9, 2024, AS
“SCHOOL COUNSELING WEEK”**

WHEREAS, school counselors are employed in public and private schools to help students reach their full potential; and

WHEREAS, school counselors are actively committed to helping students explore their abilities, strengths, interests, and talents as these traits relate to career awareness and development; and

WHEREAS, School counselors help parents focus on ways to further the educational, personal and social growth of their children; and

WHEREAS, school counselors work with teachers and other educators to help students explore their potential and set realistic goals for themselves; and

WHEREAS, school counselors seek to identify and utilize community resources that can enhance and complement comprehensive school counseling programs and help students become productive members of society; and

WHEREAS, comprehensive developmental school counseling programs are considered an integral part of the educational process that enables all students to achieve success in school;

NOW, THEREFORE BE IT RESOLVED that we, the Board of Trustees on behalf of the students, parents, and community at large, does hereby recognize February 5-9, 2024, as “School Counseling Week” and that all school counselors in the Lowell Joint School District be commended for the contributions they make to successful student achievement.

APPROVED AND ADOPTED this 5th day of February, 2024, by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

I, Jim Coombs, Secretary to the Board of Trustees of the Lowell Joint School District of Los Angeles and Orange Counties, California, hereby certify that the above and foregoing resolution was duly and regularly adopted by the said Board at a regular meeting thereof held on the 5th day of February, 2024, and passed by a unanimous vote of those present.

IN WITNESS WHEREOF, I have hereunto set my hand and seal the 5th day of February, 2024.

Jim Coombs, Secretary to the Board of Trustees

LOWELL JOINT SCHOOL DISTRICT
February 5, 2024

To: President Shackelford and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Resolution 2023/2024 No. 915 Approving the Application for The California Schools Healthy Air, Plumbing, and Efficiency Program (CalSHAPE) to Provide Funding to Upgrade Heating, Air Conditioning, and Ventilation (HVAC) Systems in Public Schools and Replace Non Compliant Plumbing Fixtures and Appliances that Fail to Meet Water Efficiency Standards

ACTION/
(RESOLUTION)

The California Schools Healthy Air, Plumbing, and Efficiency Program (CalSHAPE) provides funding to upgrade heating, air conditioning, and ventilation (HVAC) systems in public schools and replace non compliant plumbing fixtures and appliances that fail to meet water efficiency standards. The CalSHAPE plumbing program prioritizes investments in facilities in underserved communities and near freeways or industrial facilities. The program provides funding to local educational agencies for the reasonable costs of replacing non compliant plumbing fixtures and appliances that fail to meet water efficiency standards. We will be working with Life Wings & Bottom Line Solutions, BLUS to complete the plumbing tasks. The rebate monies cover the entire cost of BLUS; submitting for the rebate, managing the project, purchasing product, the project labor, and the disposal of the older fixtures.

The district is currently eligible for \$334,285.00 to complete all plumbing upgrades. The grant time period to complete work and receive the funds is 24 months.

It is recommended that Resolution 2023/2024 No. 915 Approving the Application for The California Schools Healthy Air, Plumbing, and Efficiency Program (CalSHAPE) to provide funding to upgrade heating, air conditioning, and ventilation (HVAC) systems in public schools and replace non compliant plumbing fixtures and appliances that fail to meet water efficiency standards, be adopted, and that the Superintendent or designee be authorized to execute the necessary documents.

Superintendent's Comment:

ADOPTION BY MAJORITY ROLL CALL VOTE.

LOWELL JOINT SCHOOL DISTRICT

RESOLUTION 2023/2024 NO. 915

**A RESOLUTION OF THE BOARD OF TRUSTEES OF
LOWELL JOINT SCHOOL DISTRICT
OF LOS ANGELES AND ORANGE COUNTIES, CALIFORNIA,
Approving the Application for The California Schools Healthy Air, Plumbing, and
Efficiency Program (CalSHAPE) to Provide Funding to Upgrade Heating, Air
Conditioning, and Ventilation (HVAC) Systems in Public Schools and Replace Non
Compliant Plumbing Fixtures and Appliances that Fail to Meet Water Efficiency
Standards**

WHEREAS, the California Energy Commission’s California Schools Healthy Air, Plumbing, and Efficiency (CalSHAPE) Program provides grants to local educational agencies (LEA), that includes school districts, charter schools, and regional occupational programs, to fund the assessment, maintenance, and repair of ventilation systems, installation of carbon dioxide monitors, and replacement of noncompliant plumbing fixtures and appliances; and

WHEREAS, CalSHAPE plumbing program prioritizes investments in facilities in underserved communities and near freeways or industrial facilities; and

WHEREAS, the program provides funding to local educational agencies for the reasonable costs of replacing non compliant plumbing fixtures and appliances that fail to meet water efficiency standards; and

WHEREAS, we will be working with Life Wings & Bottom Line Solutions, BLUS to complete the plumbing tasks. The rebate monies cover the entire cost of BLUS; submitting for the rebate, managing the project, purchasing product, the project labor, and the disposal of the older fixtures; and

WHEREAS, district is currently eligible for \$334,285.00 to complete all plumbing upgrades. The grant time period to complete work and receive the funds is 24 months; and

NOW, THEREFORE BE IT RESOLVED that we, the Board of Trustees on behalf of the students, parents, and community at large, does hereby Approve the Application for The California Schools Healthy Air, Plumbing, and Efficiency Program (CalSHAPE) to Provide Funding to Upgrade Heating, Air Conditioning, and Ventilation (HVAC) Systems in Public Schools and Replace Non Compliant Plumbing Fixtures and Appliances that Fail to Meet Water Efficiency Standards.

APPROVED AND ADOPTED this 5th day of February, 2024, by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

I, Jim Coombs, Secretary to the Board of Trustees of the Lowell Joint School District of Los Angeles and Orange Counties, California, hereby certify that the above and foregoing resolution was duly and regularly adopted by the said Board at a regular meeting thereof held on the 5th day of February, 2024, and passed by a unanimous vote of those present.

IN WITNESS WHEREOF, I have hereunto set my hand and seal the 5th day of February, 2024.

Jim Coombs, Secretary to the Board of Trustees

**California Schools Healthy Air, Plumbing, and Efficiency Program
Governing Body Resolution**

RESOLUTION NO. 915

Resolution of

Lowell Joint School District

Name of Local Educational Agency

WHEREAS, the California Energy Commission's California Schools Healthy Air, Plumbing, and Efficiency (CalSHAPE) Program provides grants to local educational agencies (LEA), that includes school districts, charter schools, and regional occupational programs, to fund the assessment, maintenance, and repair of ventilation systems, installation of carbon dioxide monitors, and replacement of noncompliant plumbing fixtures and appliances;

NOW THEREFORE, BE IT RESOLVED, that Board of Trustees of Lowell Joint

Governing Body

authorizes Lowell Joint School District to apply for a

LEA Name

grant from the California Energy Commission to implement a CalSHAPE Program project.

BE IT ALSO RESOLVED, that in compliance with the California Environmental Quality Act (CEQA), Board of Trustees of Lowell Joint School District finds that the activity funded by

Governing Body

the grant is (Please select one)

not a project because The plumbing work proposed does not involve construction, alterations, moving walls, or disturbing the ground in any way.

OR

a project that is exempt under _____ because

OR

a project and _____ document was prepared.

BE IT ALSO RESOLVED, that if recommended for funding by the California Energy Commission, the Board of Trustees Lowell Joint authorizes Lowell Joint School District

Governing Body

LEA Name

to accept a grant up to \$ 334,285.00 and accept all grant agreement

Grant Amount Requested

terms and conditions.



| | |
|--|---|
| RECIPIENT Lowell Joint | AGREEMENT NUMBER 23R5PA1117 |
| ADDRESS Jessica Fernandes 11019 Valley Home Avenue Whittier, CA 90603 | AGREEMENT TERM Ends 24 months after Effective Date The effective date of this Agreement is either the start date or the approval signature date by the California Energy Commission representative below, whichever is later. The California Energy Commission shall be the last party to sign. No work is authorized, nor shall any work begin, until on or after the effective date. |

PROJECT DESCRIPTION

The parties agree to comply with the terms and conditions of the following Exhibits which are by this reference made a part of the agreement.

- Exhibit A – Scope of Work**
- Exhibit B – Budget**
- Exhibit C – Agreement Contacts**
- Exhibit D – Terms and Conditions**

| |
|---|
| REIMBURSABLE AMOUNT \$334,285.00 |
| Total of REIMBURSABLE AMOUNT \$334,285.00 |

The undersigned parties have read the attachments to this agreement and will comply with the standards and requirements contained therein.

| CALIFORNIA ENERGY COMMISSION | | RECIPIENT | |
|---|------|---|------|
| AUTHORIZED SIGNATURE | DATE | AUTHORIZED SIGNATURE | DATE |
| NAME Adrienne Winuk | | NAME Jim Coombs | |
| TITLE Contracts, Grants, and Loans Office Manager | | TITLE Superintendent of Schools | |
| CALIFORNIA ENERGY COMMISSION ADDRESS 1516 9th Street, MS 18, Sacramento, CA 95814 | | Lowell Joint School District 11019 Valley Home Ave., Whittier CA 90603 | |

**EXHIBIT A
Scope of Work**

Lowell Joint 30647660000000

Total Number of Sites 6

Site Name

El Portal Elementary
Meadow Green Elementary
Olita Elementary
Rancho-Starbuck Intermediate
Jordan Elementary
Macy Elementary

CDS Code

30647666020127
30647666020192
30647666020200
30647666020218
30647666020150
30647666020176

El Portal Elementary

Appliance/Fixture

Unit Count

| | |
|-----------------|----|
| Interior Faucet | 14 |
| Toilet | 17 |

Meadow Green Elementary

Appliance/Fixture

Unit Count

| | |
|-----------------|---|
| Interior Faucet | 4 |
| Toilet | 4 |

Olita Elementary

Appliance/Fixture

Unit Count

| | |
|-----------------|----|
| Interior Faucet | 16 |
| Toilet | 14 |

Rancho-Starbuck Intermediate

Appliance/Fixture

Unit Count

| | |
|-----------------|---|
| Interior Faucet | 9 |
| Toilet | 4 |

Jordan Elementary

Appliance/Fixture

Unit Count

| | |
|-----------------|----|
| Interior Faucet | 13 |
|-----------------|----|

Macy Elementary

Appliance/Fixture

Unit Count

| | |
|-----------------|----|
| Interior Faucet | 12 |
|-----------------|----|

**EXHIBIT B
Budget**

Lowell Joint 3064766000000

**Total Requested Amount
\$334,285.00**

| Site Name | Requested Amount |
|------------------------------|-------------------------|
| El Portal Elementary | \$88,705.00 |
| Meadow Green Elementary | \$24,560.00 |
| Olita Elementary | \$89,410.00 |
| Rancho-Starbuck Intermediate | \$43,685.00 |
| Jordan Elementary | \$43,425.00 |
| Macy Elementary | \$44,500.00 |

El Portal Elementary

Appliance/Fixture

Requested Amount

Interior Faucet

\$49,350.00

Toilet

\$39,355.00

Meadow Green Elementary

Appliance/Fixture

Requested Amount

Interior Faucet

\$15,300.00

Toilet

\$9,260.00

Olita Elementary

Appliance/Fixture

Requested Amount

Interior Faucet

\$57,000.00

Toilet

\$32,410.00

Rancho-Starbuck Intermediate

Appliance/Fixture

Requested Amount

Interior Faucet

\$34,425.00

Toilet

\$9,260.00

Jordan Elementary

Appliance/Fixture

Requested Amount

Interior Faucet

\$43,425.00

Macy Elementary

Appliance/Fixture

Requested Amount

Interior Faucet

\$44,500.00

Total Grant Award

\$334,285.00

Initial Payment

\$167,142.50

Final Payment

\$167,142.50

EXHIBIT C Contacts

CalSHAPE Program Staff

California Energy Commission
715 P Street
Sacramento, CA 95814
E-mail: CalSHAPE@energy.ca.gov

Confidential Deliverables/Products

Adrienne Winuk, Manager
California Energy Commission
Contracts, Grants and Loans Office
715 P Street, MS - 18
Sacramento, CA 95814
E-mail: Adrienne.Winuk@energy.ca.gov

Invoices, Progress Reports and Non-Confidential Deliverables to

Mary Hung
California Energy Commission
Accounting Office
714 P Street MS - 2
Sacramento, CA 95813
E-mail: Mary.Hung@energy.ca.gov

EXHIBIT C Contacts

LEA Contact (Primary)

Name Jim Coombe
Address enter address line
City, State, Zip enter city, state, zipcode
E-mail enter email

LEA Contact (Alternate)

Name enter name
Address enter address line
City, State, Zip enter city, state, zipcode
E-mail enter email

LEA Contact (Alternate)

Name enter name
Address enter address line
City, State, Zip enter city, state, zipcode
E-mail enter email

EXHIBIT D

CALIFORNIA SCHOOLS HEALTHY AIR, PLUMBING, AND EFFICIENCY (CALSHAPE) STANDARD GRANT TERMS AND CONDITIONS

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1. **Introduction**

This grant agreement (Agreement) between the California Energy Commission (Energy Commission or Commission) and the Recipient is funded by the School Energy Efficiency Stimulus Program, established by Assembly Bill 841 (Ting, Chapter 372, Statutes of 2020), which in part provides grants to replace noncompliant plumbing fixtures and appliances. This grant program is referred to as the California Schools Healthy Air, Plumbing, and Efficiency (CalSHAPE) Plumbing Program.

This Agreement includes: (1) the Agreement signature page (**form CEC-146**); (2) the scope of work (**Exhibit A**); (3) the budget (**Exhibit B**); (4) a contacts list (**Exhibit C**); (5) these terms and conditions, which are standard requirements for CalSHAPE plumbing program grant awards (**Exhibit D**); (6) any special terms and conditions that the Energy Commission may impose to address the unique circumstances of the funded project, which take precedence in the event of a conflict with any provision of these terms and conditions (**Exhibit E**); (7) all attachments; and (8) all documents incorporated by reference.

All work and expenditure of Commission-reimbursed funds must occur within the Agreement term specified on the CEC-146 form.

2. **Documents Incorporated by Reference**

The documents below are incorporated by reference into this Agreement. These terms and conditions will govern in the event of a conflict with the documents below, with the exception of the documents in subsections (f) and (g) below. Where this Agreement or California laws and regulations are silent or do not apply, the Energy Commission will use the federal cost principles and acquisition regulations listed below as guidance in determining whether reimbursement of claimed costs is allowable. Documents incorporated by reference include:

Funding Documents

- a. The notice of funding availability for the project supported by this Agreement
- b. The Recipient's application submitted in response to the notice of funding availability

Program Guidelines

- c. CalSHAPE Plumbing Program Commission Guidelines, available at <https://www.energy.ca.gov/programs-and-topics/programs/california-schools-healthy-air-plumbing-and-efficiency-program>

Federal Cost Principles (*applicable to state and local governments, Indian tribes, institutions of higher education, and nonprofit organizations*)

- d. 2 Code of Federal Regulations (CFR) Part 200, Subpart E (Sections 200.400 et seq.)

Federal Acquisition Regulations (*applicable to commercial organizations*)

- e. 48 CFR, Ch.1, Subchapter E, Part 31, Subpart 31.2: Contracts with Commercial Organizations (supplemented by 48 CFR, Ch. 9, Subchapter E, Part 931, Subpart 931.2 for Department of Energy grants)

Nondiscrimination

- f. 2 California Code of Regulations, Section 11099 et seq.: Contractor Nondiscrimination and Compliance

General Laws

- g. Any federal, state, or local laws or regulations applicable to the project that are not expressly listed in this Agreement

3. **Standard of Performance**

In performing work under the Agreement, the Recipient, its subcontractors, and their employees are responsible for exercising the degree of skill and care required by customarily accepted good professional practices and procedures for the type of work performed.

4. **Due Diligence**

- a. The Recipient must take timely actions that, taken collectively, move this project to completion.
- b. Energy Commission staff will periodically evaluate the project schedule for completion of Scope of Work tasks. This evaluation may include but not be limited to random checks of project progress at periodic intervals set by the Energy Commission. Recipients subject to a project check must complete a progress report using a template prepared by the Energy Commission to provide information on the project status and expected completion date.
- c. If Energy Commission staff determines that: (1) the Recipient is not diligently completing the tasks in the Scope of Work; or (2) the time remaining in this Agreement is insufficient to complete all project tasks by the Agreement end date, Energy Commission staff may recommend that this Agreement be terminated, and the Commission may terminate this Agreement without prejudice to any of its other remedies.

5. **Products**

- a. **“Products”** are any tangible item specified for delivery to the Energy Commission in the Scope of Work, such as reports and summaries. The Recipient will submit all products identified in the Scope of Work to Energy Commission staff, in the manner and form specified in the Scope of Work.

If Energy Commission staff determines that a product is substandard given its description and intended use as described in this Agreement, Energy Commission staff, without prejudice to any of the Commission’s other remedies, may refuse to authorize payment for the product and any subsequent products that rely on or are based upon the product under this Agreement.

- b. **Failure to Submit Products**

Failure to submit a product required in the Scope of Work may be considered material noncompliance with the Agreement terms. Without prejudice to any other remedies, noncompliance may result in actions such as the withholding of future payments or awards, or the suspension or termination of the Agreement.

- c. **Legal Statements on Products**

All documents that result from work funded by this Agreement and are released to the public must include the following statement to ensure no Commission endorsement of documents:

LEGAL NOTICE

This document was prepared as a result of work sponsored by the California Energy Commission. It does not necessarily represent the views of the Energy Commission, its employees, or the State of California. Neither the Commission, the State of California, nor the Commission's employees, contractors, or subcontractors makes any warranty, express or implied, or assumes any legal liability for the information in this document; nor does any party represent that the use of this information will not infringe upon privately owned rights. This document has not been approved or disapproved by the Commission, nor has the Commission passed upon the accuracy of the information in this document.

6. Amendments

a. Procedure for Requesting Extensions

The Recipient must submit a written request to the CalSHAPE Program for a one-time only extension to the Agreement, not to exceed six-months nor the final program reporting deadline date of June 1, 2026. The request must include:

- A brief summary of the proposed extension; and
- A brief summary of the reason(s) for the extension

b. Approval of Changes

No amendment or variation of this Agreement shall be valid unless made in writing and signed by both of the parties except for the Commission's unilateral termination rights in Section 16 of these terms. No oral understanding or agreement is binding on any of the parties.

7. Contracting and Procurement Procedures

This section provides general requirements for agreements entered into between the Recipient and subcontractors for the performance of this Agreement.

a. Contractor's Obligations to Subcontractors

1) The Recipient is responsible for handling all contractual and administrative issues arising out of or related to any subcontracts it enters into for the performance of this Agreement.

2) Nothing contained in this Agreement or otherwise creates any contractual relation between the Commission and any subcontractors, and no subcontract may relieve the Recipient of its responsibilities under this Agreement. The Recipient agrees to be as fully responsible to the Commission for the acts and omissions of its subcontractors or persons directly or indirectly employed by any of them as it is for the acts and omissions of persons directly employed by the Recipient.

The Recipient's obligation to pay its subcontractors is an independent obligation from the Commission's obligation to make payments to the Recipient. As a result, the Commission has no obligation to pay or enforce the payment of any funds to any subcontractor.

3) The Recipient is responsible for establishing and maintaining contractual agreements with and reimbursing each subcontractor for work performed in accordance with the terms of this Agreement.

b. Flow-Down Provisions

Subcontracts funded in whole or in part by this Agreement must include language conforming to the provisions below, unless the subcontracts are entered into by the University of California (UC) or the U.S. Department of Energy (DOE) national laboratories. UC may use the terms and conditions negotiated by the Energy Commission with UC for its subcontracts. DOE national laboratories may use the terms and conditions negotiated with DOE (please contact the Commission Grants Officer for these terms).

- Standard of Performance (Section 3)
- Legal Statements on Products (included in Section 5, "Products")
- Prevailing Wage (Section 10)
- Recordkeeping, Cost Accounting, and Auditing (Section 11)
- Equipment (Section 14)
- Indemnification (Section 17)
- Intellectual Property (Section 20)
- Access to Sites and Records (included in Section 22, "General Provisions")
- Nondiscrimination (included in Section 23, "Certifications and Compliance")
- Survival of the following sections:
 - Equipment (Section 14)
 - Recordkeeping, Cost Accounting, and Auditing (Section 11)
 - Intellectual Property (Section 20)
 - Access to Sites and Records (included in Section 22, "General Provisions")

Subcontracts funded in whole or in part by this Agreement must also include the following:

- A clear and accurate description of the material, products, or services to be procured.
- A detailed budget and timeline.
- Provisions that allow for administrative, contractual, or legal remedies in instances where subcontractors breach contract terms, in addition to sanctions and penalties as may be appropriate.
- Provisions for termination by the Recipient, including termination procedures and the basis for settlement.
- A statement that further assignments will not be made to any third or subsequent tier subcontractor without additional advance written consent of the Commission.

c. Audits

All subcontracts entered into for the performance of this Agreement are subject to examination and audit by the Energy Commission, Bureau of State Audits, or the California Public Utilities Commission for a period of three (3) years after payment of the Recipient's final invoice under this Agreement.

d. Copies of Subcontracts

The Recipient must provide a copy of its subcontracts upon request by the Energy Commission.

e. Conflicting Subcontract Terms

Prior to the execution of this Agreement, the Recipient will notify the CalSHAPE Program of any known or reasonably foreseeable conflicts between this Agreement and its agreements with any subcontractors (e.g., conflicting intellectual property or payment terms). If the Recipient discovers any such conflicts after the execution of this Agreement, it will notify the CalSHAPE Program of the conflict within fifteen (15) days of discovery. The Energy Commission may, without prejudice to its other remedies, terminate this Agreement if any conflict impairs or diminishes its value.

f. Penalties for Noncompliance

Without limiting the Commission's other remedies, failure to comply with the above requirements may result in the termination of this Agreement.

8. Payment of Funds

a. Timing of Payment

See Chapter 3, Section G, Timing of Payment, of the CalSHAPE Plumbing Commission Guidelines.

Final payment will only be made after the Energy Commission: (1) receives and approves the Recipient's final reporting; and (2) receives and accepts all other required documentation necessary for the Energy Commission to determine the total final amount due to the Recipient, based on actual and allowable Incurred Costs and Paid Costs under this Agreement, up to the total grant award amount.

Without limiting any other rights and remedies available to the Energy Commission, Recipient must return funds to the Energy Commission received under this Agreement if, for example, the Recipient was overpaid in the first payment, did not complete the project, or did not meet other program requirements.

b. Reimbursable Cost Requirements

In addition to any other requirements in this Agreement, the Energy Commission is only obligated to reimburse the Recipient for Incurred and Paid Costs that are (1) incurred during the Agreement Term; (2) invoiced within the required timeframes of this Agreement; (3) made in accordance with the Agreement's Budget; and (4) actual and allowable expenses under this Agreement.

ALL of the items in the Budget are capped amounts (i.e., maximums), and the Recipient can only bill its ACTUAL amount up to capped amounts listed in the Budget. For example, if the Budget includes an employee's hourly rate of \$50/hour but the employee is only paid \$40/hour, the Recipient can only bill for \$40/hour. Under the same example, if the employee earned \$70/hour but the Budget only lists \$50/hour, the Recipient can only bill for \$50. If the actual rates exceed the approved rates in the Budget, the difference may be charged to the agreement as a match share expenditure.

c. Payment Requests

Recipient agrees and acknowledges that time is of the essence in submitting the final payment request. The Commission has a limited period of time, set by law, in which it can reimburse funds under this Agreement. Without prejudice to the Commission's other rights, the Recipient risks not receiving any funds, and relieves the Commission of any duty and liability whatsoever to pay, for any payment requests received after the end of the Agreement.

d. Invoice Approval and Disputes:

Payment is subject to Energy Commission staff's approval. Payments will be made to the Recipient for undisputed invoices. An undisputed invoice is an invoice submitted by the Recipient for work performed, for which project expenditures and products meet all Agreement conditions, and for which additional evidence is not required to determine its validity.

The invoice will be disputed if all products due for the billing period have not been received and approved, if the invoice is inaccurate, or if it does not comply with the terms of this Agreement. If the invoice is disputed, the Recipient will be notified by the CEC.

e. Multiple Non-Energy Commission Funding Sources:

No payment will be made for costs identified in recipient invoices that have been or will be reimbursed by another source, including but not limited to an agreement with another government entity.

"Government Entity" means: (1) a state governmental agency; (2) a state college or university; (3) a local government entity or agency, including those created as a Joint Powers Authority; (4) an auxiliary organization of the California State University or a California community college; (5) the federal government; (6) a foundation organized to support the Board of Governors of the California Community Colleges; and (7) an auxiliary organization of the Student Aid Commission established under California Education Code Section 69522.

f. Reduced funding:

If the Energy Commission does not receive sufficient funds under the Budget Act or from the investor-owned utility administrators of the CalSHAPE program to fully fund the work identified in Exhibit A (Scope of Work), the following will occur:

- 1) If the Energy Commission has received a reduced amount of funds for the work, it may: (1) offer an Agreement amendment to the Recipient to reflect the reduced amount; or (2) cancel this Agreement (with no liability occurring to the State).
- 2) If the Energy Commission has received no funds for the work identified in Exhibit A: (1) this Agreement will be of no force and effect; (2) the State will have no obligation to pay any funds to the Recipient; and (3) the Recipient will have no obligation to perform any work under this Agreement.

g. Allowability of Costs

1) Allowable Costs

The costs for which the Recipient will be reimbursed under this Agreement include all costs, direct and indirect, incurred in the performance of the work identified in the Scope of Work. Costs must be incurred within the Agreement term. Factors to be considered in determining whether an individual item of cost is allowable include: (i) reasonableness of the item, including necessity of the item for the work; (ii) applicable federal cost principles or acquisition regulations incorporated by reference in Section 2 of this Agreement; and (iii) the terms and conditions of this Agreement.

2) Unallowable Costs

See Chapter 3, Section H, Ineligible Costs, of the CalSHAPE Plumbing Program Commission Guidelines.

- 3) Except as provided for in this Agreement or applicable California law or regulations, the Recipient will use the federal cost principles and/or acquisition regulations incorporated by reference in Section 2 of this Agreement when determining allowable and unallowable costs. In the event of a conflict, this Agreement takes precedence over the federal cost principles and/or acquisition regulations.

h. Final Invoice for Remaining Funds

See Chapter 4, Section C, Final Documentation and Invoice for Remaining Funds, of the CalSHAPE Plumbing Program Commission Guidelines. The Recipient must submit all invoices electronically by uploading them to the CalSHAPE Online System, which is found at <https://calshape.energy.ca.gov/>.

- i. If the Recipient has not otherwise provided to the Commission documentation showing the Recipient's payment of Incurred Costs, the Recipient shall provide such documentation as soon as possible and not later than three working days from a request from Commission personnel.

j. Certification

The following certification will be included on each payment request form and signed by the Recipient's authorized officer:

The documents included in this request for payment are true and correct to the best of my knowledge and I have authority to submit this request. I certify that reimbursement for these costs has not and will not be received from any other sources, including but not limited to a government entity contract, subcontract, or other procurement method. For projects considered to be a public work, prevailing wages were paid to eligible workers who provided labor for the work covered by this invoice; the Recipient and all subcontractors have complied with prevailing wage laws.

9. **Reserved**

10. **Prevailing Wage**

a. Requirement

Projects funded by the Energy Commission often involve construction, alteration, demolition, installation, repair, or maintenance work over \$1,000. Such projects might be considered "public works" under the California Labor Code (See California Labor Code Section 1720 et seq. and Title 8 California Code of Regulations, Section 16000 et seq.). Public works projects require the payment of prevailing wages. Prevailing wage rates can be significantly higher than non-prevailing wage rates.

b. Determination of Project's Status

Only the California Department of Industrial Relations (DIR) and courts of competent jurisdiction may issue legally binding determinations that a particular project is or is not a public work. If the Recipient is unsure whether the project funded by the Agreement is a “public work” as defined in the California Labor Code, it may wish to seek a timely determination from DIR or an appropriate court. As such processes can be time consuming, it may not be possible to obtain a timely determination before the date for performance of the Agreement.

By accepting this grant, the Recipient is fully responsible for complying with all California public works requirements, including but not limited to payment of prevailing wage. As a material term of this grant, the Recipient must either:

- 1) Timely obtain a legally binding determination from DIR or a court of competent jurisdiction before work begins on the project that the proposed project is not a public work; or
- 2) Assume that the project is a public work and ensure that:
 - Prevailing wages are paid unless and until DIR or a court of competent jurisdiction determines that the project is not a public work;
 - The project budget for labor reflects these prevailing wage requirements; and
 - The project complies with all other requirements of prevailing wage law, including but not limited to keeping accurate payroll records and complying with all working hour requirements and apprenticeship obligations.

California Prevailing Wage law provides for substantial damages and financial penalties for failure to pay prevailing wages when such payment is required.

c. Subcontractors and Flow-down Requirements

The Recipient will ensure that its subcontractors also comply with the public works/prevailing wage requirements above. The Recipient will ensure that all agreements with its subcontractors to perform work related to this Project contain the above terms regarding payment of prevailing wages on public works projects. The Recipient is responsible for any failure of its subcontractors to comply with California prevailing wage and public works laws.

d. Indemnification and Breach

Any failure of the Recipient or its subcontractors to comply with the above requirements will constitute breach of this Agreement which excuses the Commission’s performance of this Agreement at the Commission’s option, and will be at the Recipient’s sole risk. In such a case, the Commission will refuse payment to the Recipient of any amount under this award and the Commission will be released, at its option, from any further performance of this Agreement or any portion thereof. The Recipient will indemnify the Energy Commission and hold it harmless for any and all financial consequences arising out of or resulting from the failure of the Recipient and/or any of its subcontractors to pay prevailing wages or to otherwise comply with the requirements of prevailing wage law.

e. Budget

The Recipient’s budget on public works projects must indicate which job classifications are subject to prevailing wage. For detailed information about prevailing wage and the process to determine if the proposed project is a public work, the Recipient may wish to contact DIR or a qualified labor attorney for guidance.

f. Covered Trades

For public works projects, the Recipient may contact DIR for a list of covered trades and the applicable prevailing wage.

g. Questions

If the Recipient has any questions about this contractual requirement or the wage, record keeping, apprenticeship, or other significant requirements of California prevailing wage law, the Recipient should consult DIR and/or a qualified labor attorney before entering into this Agreement.

h. Certification

The Recipient will certify to the Energy Commission on each payment request form either that: (a) prevailing wages were paid to eligible workers who provided labor for work covered by the payment request and the Recipient and all contractors and subcontractors otherwise complied with all California prevailing wage laws; or (b) the project is not a public work requiring the payment of prevailing wages. In the latter case, the Recipient will provide competent proof of a DIR or court determination that the project is not a public work requiring the payment of prevailing wages.

Prior to the release of any retained funds under this Agreement, the Recipient will submit to the Energy Commission the above-described certificate signed by the Recipient and all contractors and subcontractors performing public works activities on the project. Absent this certificate, the Recipient will have no right to any funds under this Agreement, and Commission will be relieved of any obligation to pay any funds.

11. Recordkeeping, Cost Accounting, and Auditing

a. Cost Accounting

The Recipient will keep separate, complete, and correct accounting of the costs involved in completing the project and any match-funded portion of the project. The Commission or its agent will have the right to examine the Recipient's books of accounts at all reasonable times, to the extent necessary to verify the accuracy of the Recipient's reports.

b. Accounting Procedures

The Recipient's costs will be determined on the basis of its accounting system procedures and practices employed as of the effective date of this Agreement, provided that the Recipient uses generally accepted accounting principles and cost reimbursement practices. The Recipient's cost accounting practices used in accumulating and reporting costs during the performance of this Agreement will be consistent with the practices used in estimating costs for any proposal to which this Agreement relates; provided that such practices are consistent with the other terms of this Agreement and that such costs may be accumulated and reported in greater detail during performance of this Agreement.

The Recipient's accounting system will distinguish between direct and indirect costs. All costs incurred for the same purpose, in like circumstances, are either direct costs only or indirect costs only with respect to costs incurred under this Agreement.

c. Inspections, Assessment, and Studies

If selected, the Recipient must cooperate with and participate in the following:

- 1) An assessment of a funded project's greenhouse gas reductions and energy savings. This may include, but is not limited to, requests from Energy Commission staff or its delegate for data, project and equipment information, and reasonable access to the project site to assist with determining greenhouse gas reductions and energy savings attributable to the funded project. Costs associated with any activities associated with such an assessment will not be funded by a CalSHAPE Program grant.
- 2) A site inspection and verification of installation and operation of new fixtures and appliances. This may include, but is not limited to, providing Energy Commission staff or its delegates reasonable access to the funded project site to inspect and verify installation and operation. Recipient understands that any such inspection and verification by Energy Commission staff or its delegates is not a safety inspection.
- 3) A measurement and evaluation study that will be used to analyze current program performance and improve future program designs. This may include but is not limited to providing Energy Commission staff or its delegates data, project and equipment information, and reasonable access to the funded project site.

d. Audit Rights

The Recipient will maintain books, records, documents, and other evidence, based on the procedures set forth above, sufficient to reflect properly all costs claimed to have been incurred in the performance of this Agreement. The Energy Commission, another state agency, and/or a public accounting firm designated by the Energy Commission may audit the Recipient's accounting records at all reasonable times, with prior notice by the Energy Commission.

It is the intent of the parties that the audits will ordinarily be performed not more frequently than once every twelve (12) months during the performance of the work and once at any time within three (3) years after payment by the Energy Commission of the Recipient's final invoice. However, performance of any such interim audits by the Energy Commission does not preclude further audit. The Energy Commission may audit books, records, documents, and other evidence relevant to the Recipient's royalty payment obligations (see Section 21) for a period of ten (10) years after payment of the Recipient's final invoice.

The Recipient will allow the auditor(s) to access such records during normal business hours, and will allow interviews of any employees who might reasonably have information related to such records. The Recipient will include a similar right of the state to audit records and interview staff in any subcontract related to the performance of this Agreement.

e. Refund to the Energy Commission

If the Energy Commission determines that any invoiced and paid amounts exceed the actual allowable incurred costs, the Recipient will repay the amounts to the Energy Commission within thirty (30) days of request or as otherwise agreed by the Energy Commission and the Recipient. If the Energy Commission does not receive such repayments, it will be entitled to take any actions enforce any remedies available to it, such as withholding further payments to the Recipient and seeking repayment from the Recipient.

f. Audit Cost

The Recipient will bear its cost of participating in any audit (e.g., mailing or travel expenses). The Energy Commission will bear the cost of conducting the audit unless the audit reveals an error detrimental to the Energy Commission that exceeds more than ten percent (10%) or \$5,000 (whichever is greater) of the amount audited. The Recipient will pay the refund as specified in subsection (d), and will reimburse the Energy Commission for reasonable costs and expenses incurred by the Commission in conducting the audit.

g. Match or Cost Share

If the budget includes a match share requirement, the Recipient's commitment of resources, as described in this Agreement, is a required expenditure for receipt of Energy Commission funds. The funds will be released only if the required match percentages are expended. The Recipient must maintain accounting records detailing the expenditure of the match (actual cash and in-kind, non-cash services), and report on match share expenditures on its request for payment.

12. Workers' Compensation Insurance

- a. The Recipient warrants that it carries Worker's Compensation Insurance for all of its employees who will be engaged in the performance of this Agreement, and agrees to furnish to the CalSHAPE Program satisfactory evidence of this insurance upon the CalSHAPE Program's request.
- b. If the Recipient is self-insured for worker's compensation, it warrants that the self-insurance is permissible under the laws of the State of California and agrees to furnish to the CalSHAPE Program satisfactory evidence of the insurance upon the CalSHAPE Program's request.

13. Permits and Clearances

The Recipient is responsible for ensuring that all necessary permits and environmental documents are prepared and that clearances are obtained from the appropriate agencies.

14. Equipment

Title to equipment acquired by the Recipient with grant funds will vest in the Recipient. The Recipient may use the equipment in the project or program for which it was acquired as long as needed, regardless of whether the project or program continues to be supported by grant funds. However, the Recipient may not sell, lease, or encumber the property (i.e., place a legal burden on the property such as a lien) during the Agreement term without Energy Commission Staff's prior written approval.

The Recipient may refer to the applicable federal regulations incorporated by reference in this Agreement for guidance regarding additional equipment requirements.

15. Stop Work

Energy Commission staff may, at any time by written notice to the Recipient, require the Recipient to stop all or any part of the work tasks in this Agreement. Stop work orders may be issued for reasons such as a project exceeding budget, noncompliance with the standard of performance, out of scope work, project delays, and misrepresentations.

- a. Compliance. Upon receipt of a stop work order, the Recipient must immediately take all necessary steps to comply with the order and to stop the incurrence of costs allocable to the Energy Commission.
- b. Canceling a Stop Work Order. The Recipient may resume the work only upon receipt of written instructions from Energy Commission staff.

16. Termination

a. Purpose

Because the Energy Commission is a state entity and provides funding on behalf of all California ratepayers, it must be able to terminate the Agreement upon the default of the Recipient and to proceed with the work required under the Agreement in any manner it deems proper. The Recipient agrees that upon any of the events triggering the termination of the Agreement by the Energy Commission, the Energy Commission has the right to terminate the Agreement, and it would constitute bad faith of the Recipient to interfere with the immediate termination of the Agreement by the Energy Commission.

b. With Cause

The Energy Commission may, for cause, terminate this Agreement upon giving five (5) calendar days advance written notice to the Recipient. In this event, the Recipient will use all reasonable efforts to mitigate its expenses and obligations. The Recipient will relinquish possession of equipment purchased for this Agreement with Energy Commission funds to the Commission, or the Recipient may purchase the equipment as provided by the terms of this Agreement, with approval of the Energy Commission.

The term "for cause" includes but is not limited to the following:

- Partial or complete loss of match funds;
- Reorganization to a business entity unsatisfactory to the Energy Commission;
- Retention or hiring of subcontractors, or replacement or addition of personnel, that fail to perform to the standards and requirements of this Agreement;
- The Recipient's inability to pay its debts as they become due and/or the Recipient's default of an obligation that impacts its ability to perform under this Agreement; or
- Significant change in state or Energy Commission policy such that the work or product being funded would not be supported by the Commission.

c. Without Cause

The Energy Commission may terminate this Agreement without cause upon giving thirty (30) days advance written notice to the Recipient. In this event, the Recipient will use all reasonable efforts to mitigate its expenses and obligations.

17. Indemnification

To the extent allowed under California law, the Recipient will indemnify, defend, and hold harmless the state (including the Energy Commission) and state officers, agents, and employees from any and all claims and losses in connection with the performance of this Agreement.

18. Reserved

19. Reserved

20. Intellectual Property

- a. The Energy Commission makes no claim to intellectual property developed under this Agreement that is not specified for delivery, except as expressly provided herein.

“Intellectual property” means: (a) inventions, technologies, designs, drawings, data, software, formulas, compositions, processes, techniques, works of authorship, trademarks, service marks, and logos that are created, conceived, discovered, made, developed, altered, or reduced to practice with Agreement or match funds during or after the Agreement term; (b) any associated proprietary rights to these items, such as patent and copyright; and (c) any upgrades or revisions to these items.

“Works of authorship” does not include written products created for Agreement reporting and management purposes, such as reports, summaries, lists, letters, agendas, schedules, and invoices.

- b. The Energy Commission owns all products identified in the Scope of Work, with the exception of products that fall within the definition of “intellectual property.”

“Product” means any tangible item specified for delivery to the Energy Commission in the Scope of Work.

- c. Both the Energy Commission and the California Public Utilities Commission have a no-cost, non-exclusive, transferable, irrevocable, royalty-free, worldwide, perpetual license to use, publish, translate, modify, and reproduce intellectual property for governmental purposes, including but not limited to providing data and reports to the California Public Utilities Commission, State legislature, and Utilities and using data for the development of future programs.

- d. Intellectual Property Indemnity

The Recipient may not, in supplying work under this Agreement, knowingly infringe or misappropriate any intellectual property right of a third party, and will take reasonable actions to avoid infringement.

To the extent allowed under California law, the Recipient will defend and indemnify the Energy Commission and the California Public Utilities Commission from and against any claim, lawsuit, or other proceeding, loss, cost, liability, or expense (including court costs and reasonable fees of attorneys and other professionals) to the extent arising out of: (i) any third party claim that a product infringes any patent, copyright, trade secret, or other intellectual property right of any third party; or (ii) any third party claim arising out of the negligent or other tortious acts or omissions by the Recipient or its employees, subcontractors, or agents in connection with or related to the products or the Recipient’s performance under this Agreement.

21. Reserved

22. General Provisions

- a. Governing Law

This Agreement is governed by the laws of the State of California as to interpretation and performance.

b. Independent Capacity

In the performance of this Agreement, the Recipient and its agents, subcontractors, and employees will act in an independent capacity and not as officers, employees, or agents of the State of California.

c. Assignment

This Agreement is not assignable or transferable by the Recipient either in whole or in part without the consent of the Energy Commission in the form of an amendment.

d. Timeliness

Time is of the essence in this Agreement.

e. Severability

If any provision of this Agreement is unenforceable or held to be unenforceable, all other provisions of this Agreement will remain in full force and effect.

f. Waiver

No waiver of any breach of this Agreement constitutes waiver of any other breach. All remedies in this Agreement will be taken and construed as cumulative, meaning in addition to every other remedy provided in the Agreement or by law.

g. Assurances

The Commission reserves the right to seek further written assurances from the Recipient and its team that the work under this Agreement will be performed in accordance with the terms of the Agreement.

h. Change in Business

- 1) The Recipient will promptly notify the Energy Commission of the occurrence of any of the following:
 - a) A change of address.
 - b) A change in business name or ownership.
 - c) The existence of any litigation or other legal proceeding affecting the project or Agreement.
 - d) The occurrence of any casualty or other loss to project personnel, equipment, or third parties.
 - e) Receipt of notice of any claim or potential claim against the Recipient for patent, copyright, trademark, service mark, and/or trade secret infringement that could affect the Energy Commission's rights.
- 2) The Recipient must provide the CalSHAPE Program with written notice of a planned change or reorganization of the type of business entity under which it does business. A change of business entity or name change requires an amendment assigning or novating the Agreement to the changed entity. If the Energy Commission does not seek to amend this Agreement or enter into a new agreement with the changed or new entity for any reason (including that the Commission is not satisfied that the new entity can perform in the same manner as the Recipient), it may terminate this Agreement as provided in the "Termination" section.

i. Access to Sites and Records

Energy Commission and California Public Utilities Commission staff and representatives will have reasonable access to all project sites and to all records related to this Agreement.

j. Prior Dealings, Custom, or Trade Usage

These terms and conditions may not be modified or supplemented by prior dealings, custom, or trade usage.

k. Survival of Terms

Certain provisions will survive the completion or termination date of this Agreement for any reason. The provisions include but are not limited to:

- Legal Statements on Products (included in Section 5, "Products")
- Payment of Funds (Section 8)
- Recordkeeping, Cost Accounting, and Auditing (Section 11)
- Equipment (Section 14)
- Termination (Section 16)
- Indemnification (Section 17)
- Intellectual Property (Section 20)
- Change in Business (see this section)
- Access to Sites and Records (see this section)

23. *Certifications and Compliance*

a. Federal, State, and Local Laws

The Recipient must obtain all required permits and shall comply with all applicable federal, state and local laws, codes, rules, and regulations for all work performed under the Agreement.

b. Nondiscrimination Statement of Compliance

During the performance of this Agreement, the Recipient and its subcontractors will not unlawfully discriminate, harass, or allow harassment against any employee or applicant for employment because of sex, sexual orientation, race, color, ancestry, religious creed, national origin, physical disability (including HIV and AIDS), mental disability, medical condition, age, marital status, or denial of family care leave. The Recipient and its subcontractors will ensure that the evaluation and treatment of their employees and applicants for employment are free from such discrimination and harassment.

The Recipient and its subcontractors will comply with the provisions of the Fair Employment and Housing Act (Government Code Sections 12990 et seq.) and the applicable regulations promulgated thereunder (California Code of Regulations, Title 2, Section 11000 et seq.). The applicable regulations of the Fair Employment and Housing Commission implementing Government Code Section 12990 (a-f), set forth in Chapter 5 of Division 4.1 of Title 2 of the California Code of Regulations, are incorporated into this Agreement by reference and made a part of it as if set forth in full. The Recipient and its subcontractors will give written notice of their obligations under this section to labor organizations with which they have a collective bargaining or other Agreement.

The Recipient will include the nondiscrimination and compliance provisions of this section in all subcontracts to perform work under this Agreement.

c. Drug-Free Workplace Certification

By signing this Agreement, the Recipient certifies under penalty of perjury under the laws of the State of California that it will comply with the requirements of the Drug-Free Workplace Act of 1990 (Government Code Section 8350 et seq.) and will provide a drug-free workplace by taking the following actions:

- 1) Publish a statement notifying employees that unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance is prohibited, and specifying actions to be taken against employees for violations as required by Government Code Section 8355(a).
- 2) Establish a Drug-Free Awareness Program as required by Government Code Section 8355(b) to inform employees about all of the following:
 - The dangers of drug abuse in the workplace;
 - The person's or organization's policy of maintaining a drug-free workplace;
 - Any available counseling, rehabilitation, and employee assistance programs; and
 - Penalties that may be imposed upon employees for drug abuse violations.
- 3) Provide, as required by Government Code Section 8355(c), that every employee who works on the proposed project:
 - Will receive a copy of the company's drug-free policy statement; and
 - Will agree to abide by the terms of the company's statement as a condition of employment on the project.

Failure to comply with these requirements may result in suspension of payments under the Agreement or termination of the Agreement or both, and the Recipient may be ineligible for any future state awards if the Commission determines that any of the following has occurred: (1) the Recipient has made false certification, or (2) violates the certification by failing to carry out the requirements as noted above.

d. National Labor Relations Board Certification (Not applicable to public entities)

The Recipient, by signing this Agreement, swears under penalty of perjury that no more than one final unappealable finding of contempt of court by a federal court has been issued against the Recipient within the immediately preceding two year period because of the Recipient's failure to comply with an order of a federal court that orders the Recipient to comply with an order of the National Labor Relations Board.

e. Child Support Compliance Act (Applicable to California Employers)

For any agreement in excess of \$100,000, the Recipient acknowledges that:

- 1) It recognizes the importance of child and family support obligations and will fully comply with all applicable state and federal laws relating to child and family support enforcement, including but not limited to disclosure of information and compliance with earnings assignment orders, as provided in Chapter 8 (commencing with section 5200) of Part 5 of Division 9 of the Family Code; and

- 2) To the best of its knowledge is fully complying with the earnings assignment orders of all employees and is providing the names of all new employees to the New Hire Registry maintained by the California Employment Development Department.

f. Air or Water Pollution Violation

Under state laws, the Recipient will not be:

- 1) In violation of any order or resolution not subject to review promulgated by the State Air Resources Board or an air pollution control district;
- 2) Subject to a cease and desist order not subject to review issued pursuant to Section 13301 of the Water Code for violation of waste discharge requirements or discharge prohibitions; or
- 3) Finally determined to be in violation of provisions of federal law relating to air or water pollution.

g. Americans With Disabilities Act

By signing this Agreement, the Recipient assures the State that it complies with the Americans with Disabilities Act (ADA) of 1990 (42 U.S.C. Section 12101, et seq.), which prohibits discrimination on the basis of disability, as well as applicable regulations and guidelines issued pursuant to the ADA.

24. Reserved

25. Commission Remedies for Recipient's Non-Compliance

Without limiting any of its other remedies, the Commission may, for Recipient's noncompliance of any Agreement requirement, withhold future payments, demand and be entitled to repayment of past reimbursements, or suspend or terminate this Agreement. The tasks in the Scope of Work are non-severable, and completion of all of them is material to this Agreement. Thus, the Commission, without limiting its other remedies, is entitled to repayment of all funds paid to Recipient if the Recipient does not timely complete all tasks in the Scope of Work.

26. Definitions

- **Agreement Term** means the length of this Agreement, as specified on the Agreement signature page (form CEC-146).
- **Data** means any recorded information that relates to the project funded by the Agreement, whether created or collected before or after the Agreement's effective date.
- **Effective Date** means the date on which this Agreement is signed by the last party required to sign, provided that signature occurs after the Agreement has been approved by the Energy Commission at a business meeting or by the Executive Director or his/her designee.

- **Equipment** means products, objects, machinery, apparatus, implements, or tools that are purchased or constructed with Energy Commission funds for the project, and that have a useful life of at least one year and an acquisition unit cost of at least \$5,000. “Equipment” includes products, objects, machinery, apparatus, implements, or tools that are composed by over thirty percent (30%) of materials purchased for the project. For purposes of determining depreciated value of equipment used in the Agreement, the project will terminate at the end of the normal useful life of the equipment purchased and/or developed with Energy Commission funds. The Energy Commission may determine the normal useful life of the equipment.
- **Intellectual Property** means: (a) inventions, technologies, designs, drawings, data, software, formulas, compositions, processes, techniques, works of authorship, trademarks, service marks, and logos that are created, conceived, discovered, made, developed, altered, or reduced to practice with Agreement or match funds during or after the Agreement term; (b) any associated proprietary rights to these items, such as patent and copyright; and (c) any upgrades or revisions to these items.

“Works of authorship” does not include written products created for Agreement reporting and management purposes, such as reports, summaries, lists, letters, agendas, schedules, and invoices.
- **Invention** means intellectual property that is patentable.
- **Match Funds** means cash or in-kind (i.e., non-cash) contributions provided by the Recipient or a third party for a project funded by the Energy Commission. If this Agreement resulted from a solicitation, refer to the solicitation’s discussion of match funding for guidelines specific to the project.
- **Materials** means the substances used to construct, or as part of, a finished object, commodity, device, article, or product and that does not meet the definition of Equipment.
- **Ownership** means exclusive possession of all rights to property, including the right to use and transfer property.
- **Product** means any tangible item specified for delivery to the Energy Commission in the Scope of Work.
- **Project** means the entire effort undertaken and planned by the Recipient and consisting of the work funded by the Energy Commission. The project may coincide with or extend beyond the Agreement term.
- **State** means the state of California and all California state agencies within it, including but not limited to commissions, boards, offices, and departments.

LOWELL JOINT SCHOOL DISTRICT
February 5, 2024

To: President Shackelford and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Resolution 2023/2024 No. 916 Approving the Application for the Teacher Residency Capacity Grant ACTION/
(RESOLUTION)

The CA Commission on Teacher Credentialing has made available \$25 Million in support of Teacher Residency Capacity Grants.

An LEA can submit an application for up to \$250,000.00 as long as an existing partnership with an IHE (Institution of Higher Education), Commission-approved teacher preparation program exists.

Eligible applicants must have a CD/CDS code issued by the California Department of Education. Applicants should note that there is a statutory eighty percent (80%) match requirement for each grant dollar received. Matching funds may be actual funds and/or an in kind match. An eligible LEA shall partner with any regionally accredited IHE with a Commission Approved teacher preparation program to develop and operate a student-teaching based teacher residency program pathway.

Lowell Joint School District will apply and enter into an MOU agreement with Biola University for a Teacher Residency Capacity Grant with intent to start a teacher residency program in the fall of 2025 to help create a pipeline of talented teachers as needs arise in Lowell Joint School District.

The funding will be used to establish a new teacher residency program that supports the following types of teacher credentialed positions: (a) special education, bilingual education, computer science, science, technology, engineering, mathematics (STEM), and multiple subject credentials.

The funds for the Teacher Residency Capacity Grant, we will be applied for in the Spring of 2025 for an additional Implementation Grant to run the intended Residency Program. The project period upon initial grant award (Estimated March 2024) - through June 30, 2026.

It is recommended that Resolution 2023/2024 No. 916 Approving the Application for the Teacher Residency Capacity Grant be adopted, and that the Superintendent or designee be authorized to execute the necessary documents.

Superintendent's Comment:

ADOPTION BY MAJORITY ROLL CALL VOTE.

LOWELL JOINT SCHOOL DISTRICT

RESOLUTION 2023/2024 NO. 916

**A RESOLUTION OF THE BOARD OF TRUSTEES OF
LOWELL JOINT SCHOOL DISTRICT
OF LOS ANGELES AND ORANGE COUNTIES, CALIFORNIA,
APPROVING THE APPLICATION FOR THE TEACHER RESIDENCY CAPACITY GRANT**

WHEREAS, the CA Commission on Teacher Credentialing has made available \$25 Million in support of Teacher Residency Capacity Grants; and

WHEREAS, an LEA can submit an application for up to \$250,000.00 as long as an existing partnership with an IHE (Institution of Higher Education), Commission-approved teacher preparation program exists; and

WHEREAS, eligible applicants must have a CD/CDS code issued by the California Department of Education. Applicants should note that there is a statutory eighty percent (80%) match requirement for each grant dollar received. Matching funds may be actual funds and/or an in kind match. An eligible LEA shall partner with any regionally accredited IHE with a Commission Approved teacher preparation program to develop and operate a student-teaching based teacher residency program pathway; and

WHEREAS, Lowell Joint School District will apply and enter into an MOU agreement with Biola University for a Teacher Residency Capacity Grant with intent to start a teacher residency program in the fall of 2025 to help create a pipeline of talented teachers as needs arise in Lowell Joint School District; and

WHEREAS, funding will be used to establish a new teacher residency program that supports the following types of teacher credentialed positions: (a) special education, bilingual education, computer science, science, technology, engineering, mathematics (STEM), and multiple subject credentials; and

WHEREAS, funds for the Teacher Residency Capacity Grant, we will be applied for in the Spring of 2025 for an additional Implementation Grant to run the intended Residency Program. The project period upon initial grant award (Estimated March 2024) - through June 30, 2026;

NOW, THEREFORE BE IT RESOLVED that we, the Board of Trustees on behalf of the students, parents, and community at large, hereby approve the application for the teacher residency capacity grant.

APPROVED AND ADOPTED this 5th day of February, 2024, by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

I, Jim Coombs, Secretary to the Board of Trustees of the Lowell Joint School District of Los Angeles and Orange Counties, California, hereby certify that the above and foregoing resolution was duly and regularly adopted by the said Board at a regular meeting thereof held on the 5th day of February, 2024, and passed by a unanimous vote of those present.

IN WITNESS WHEREOF, I have hereunto set my hand and seal the 5th day of February, 2024.

Jim Coombs, Secretary to the Board of Trustees

1. Provide an Overview of the Teacher Residency Partnership to be Developed between the Applicant LEA(s) and the Collaborating IHE(s) (10 points)

Provide an overview of the collaborative partnership to be developed under the Teacher Residency Capacity Grant program. A complete response will address all of the following:

a) The LEA or consortium's rationale for applying for a Teacher Residency Capacity Grant, and RFA Teacher Residency Capacity Grants 10 October 2023

b) The LEA or consortium's intended IHE partner(s) that has a Commission Approved educator preparation program in the targeted credential area and the reasons for selecting the identified IHE(s). This reasoning may include factors such as geographic location, building upon existing partnerships, a description of how the LEA and IHE will reciprocally support each other with existing needs, etc

LEA Rationale (A)

Lowell Joint School District serves children from preschool through grade 8 at our six campuses. As a small district, we recruit often, and focus on having a welcoming environment so that we can retain our teachers and offer the best services to our students. We believe this residency program can enhance our current recruitment efforts by allowing these young teachers in training to get into our Lowell Joint classrooms and see the gem that is Lowell Joint. We also recognize and are struggling with the current and future educator shortages. We are confident that our partnership with Biola University will not only continue to forge a great relationship with our local university but also provide much needed experiences for teachers in training. Our classrooms offer a positive environment with excellent learning results. Our mentor teachers serve as excellent examples of the latest and best practices in the educational field.

At this time Lowell Joint is home to 200 certificated staff including: teachers, aids, behavior specialists, TOSA's and administrators. As we look at our staffing needs we know that we will need multiple special education, STEM teachers and bilingual teachers. We also strive as a district to ensure that our hiring practices are aligned with diversifying our workforce to better meet the needs of our students.

For Lowell, the timing of this Teacher Residency Grant Application is ideal. It will give us the designated time and resources to work with our partners at Biola University over the next year to create a residency program that meets both of our needs. We plan to spend the year identifying the requirements associated with the program for entrance into the residency program, time served in the residency program as well as the expected outcomes of the program. We want to make sure that all of the structures and systems are in place so that successfully placed residents can excel in their program and Lowell Joint continues to strive for excellence through education. We plan to have

Resident Teachers in place for the 2025-26 school year, available for hiring in the fall of 2026 as district needs permit.

Intended Institute of Higher Education (IHE) Partner (B)

We have verified that Biola University is open to partnering with our district on the development and implementation of a Teacher Residency Program. Lowell Joint and Biola have had a strong partnership for more than 15 years. LJSD has served as a placement for TK-8th grade Student Teachers. Over the more recent 7 years, LJSD has been able to expand our partnership with BIOLA by serving as a training ground for almost all (50+ BIOLA students each semester) of their Fieldwork Students who are required to complete 40-60 hours of practicum work with classes that are aligned with their credential program. These fieldwork hours are a part of three different BIOLA courses, each requiring 20 hrs, 40 hrs., and 60 hrs. respectively. LJSD continues to place a large number of actual Student Teachers each semester as they complete the final steps of their credential program. Over the past 7 years LJSD has also been honored to serve as the main site for Speech Language Pathologist (SLP) fieldwork and credential completion hours each year.

We are currently working to partner the BIOLA Performing Arts program (Theater, Choral and Instrumental) with our own Youth Theater, Choral and Instrumental program to help establish bridges from our ARTS for ALL program through our local high and onto the post-secondary program.

Additionally, our Superintendent Jim Coombs serves as a voluntary member of the CTC unit Advisory Board for Biola University.

It is clear from our experiences with students from Biola University that the teacher preparation program is outstanding. This makes entering into a partnership with Biola University for the development and implementation of the Teacher Residency Program ideal. This partnership is ideal for both parties, it gives much needed classroom access to the residents and it provides Lowell Joint with a steady stream of applicants for our teacher positions.

2. Describe the Local Need for Special Education, STEM, Computer Science, TK, Kindergarten, and/or Bilingual Education Teachers OR to Diversify the Teacher Workforce of the LEA(s) to Match the LEA(s) Community's Diversity (10 points)

Describe and provide data to support the local need for planning and implementing a teacher residency program to:

(a) support residents in one of the designated shortage fields including special education, bilingual education, computer science, STEM, TK, or kindergarten and/or

(b) meet local efforts to recruit, develop support systems for, provide outreach and communication strategies to, and retain a diverse teacher workforce that reflects the LEA community's diversity.

Descriptions may include but are not limited to (1) a description of prior efforts to meet local needs; (2) current needs; and (3) the specific needs to be addressed in the proposed Teacher Residency Capacity Grant Program, including:

- a) The number of special education, STEM, bilingual education, computer science, TK and/or kindergarten teachers currently serving on less than a preliminary teaching credential.
- b) Demographic gaps between students and teachers within the LEA.

Component 2: Local Need for Identified Shortage Areas and Diversification of Workforce

Lowell Joint has a strong heritage, a small town family feel and a reputation for excellence. Our recruitment efforts, strong morals and family atmosphere are the reason that we continue to fill all of our positions. However, as we look to our future needs and analyze the difficulties present in hiring currently we recognize that there is a growing need for teachers in the following areas: special education, bilingual, STEM, multiple subjects and diversity amongst our workforce. Our goal is to create a strong Teacher Residency Program that will help us in meeting our needs as we support the teacher residents from Biola. In all areas mentioned it would be beneficial for our resident teachers to be mentored by our experienced teachers during the 2025-26 school year, with the hopes of hiring in the fall of 2026.

Support Resident Teachers in a Designated Shortage Field

In Lowell Joint we need teachers in three key areas: special education, STEM and bilingual education. Research as well as current hiring searches shows that these are the hardest categories to find highly qualified teachers in. All three categories share some distinct similarities:

- They are all in high demand
- All areas lack qualified candidates due to multiple issues: a shortage of people getting bachelors degrees in education, a shortage of people getting degrees in math and science, difficulty of credentialing requirements
- Financial hurdles - the cost of getting credentialed.

In addition to these issues in the area of STEM, those candidates can make almost double the teaching salary with an entry level job in private industry. And those that might entertain becoming teachers that are already bilingual face financial challenges of completing the schooling as well as the logistics of speaking their home language in a predominantly English world. U.S. teacher training programs are largely designed for monolingual, English-dominant teachers.

We believe the Teacher Residency Program can fill many of the gaps created by these tragic realities. We can empower our residents by providing an income for their service. We can inspire them through mentorship and we can retain them with our great atmosphere and supportive environments.

Support Teacher Residents to Diversify Workforce

Hiring in Lowell Joint has always been about maintaining excellence in education. As our demographics change, and we increase in our numbers of free and reduced lunch we recognize the need to find qualified teachers that our students can identify with. To that end here are our demographics:

Classified Staff

| Race/Ethnicity | Percentage | Enrollment Number (3014) |
|---------------------------------|-------------------|---------------------------------|
| Hispanic/Latino | 60% | 2096 = 69% |
| White | 31% | 544 = 18% |
| Black/African American | 2% | 38 = .0126% |
| Asian | 2% | 189 = .0627% |
| Unidentified or 2 or more races | 1.8% | 147 = .0487% |

Certificated Staff

| Race/Ethnicity | Percentage | Enrollment Number |
|---------------------------------|-------------------|--------------------------|
| Hispanic/Latino | 33% | 2096 = 69% |
| White | 61% | 544 = 18% |
| Black/African American | 2% | 38 = .0126% |
| Asian | 2% | 189 = .0627% |
| Unidentified or 2 or more races | 1.8% | 147 = .0487% |

While we recognize that our classified staff are very closely mirroring our student demographics, our certificated staff is not. This is a motivating factor in creating this Teacher Residency Program. Hopefully, the Biola student base can increase the diversity of our workforce.

Past practice has identified two problems we have experienced in creating a more diverse workforce: no diversity in our applicant pool, and a limited number of applicants.

Lowell Joint has a terrific culture, great professional development and competitive salaries for Orange County, we are hopeful that this Residency Program can identify other factors that we can integrate to diversify our workforce. Additionally, we have started to mentor and support our classified staff who have requested to move into the classroom. We believe this Residency Program would make that option much more accessible to our staff as they navigate credentialing while serving in classroom hour requirements.

APPENDIX D HERE

3. Describe the Components of the Capacity Building Process to be Implemented Through the Teacher Residency Capacity Grant Program (20 points)

Describe each of the following:

- a) How the partnership will design, develop the capacity for, and be ready to implement an expanded or new Teacher Residency Program in the applicant LEA or consortium. Applicants may provide a table indicating the range of planning/capacity building activities and the participants from the LEA and the IHE as applicable to each planned capacity building activity in response to this criterion. This design should include activities that will result in a deep partnership and a sustainable model such as: a shared vision, a recruitment strategy that will increase the LEA's resident teacher retention rates, an MOU between the LEA and IHE, a plan for program evaluation, a vision of an effective program completer, a financial model, recruitment/selection plans, etc. Additional information on best practices for teacher residency sustainability can be found in this report published by Bank Street and the Learning Policy Institute.
- b) The plan for creating new or building upon existing structures to recruit, select, and train mentors while maintaining consistency with the Commission's program standards. This plan may include expanding the current process for selecting mentors to support student teachers, borrowing elements from a new teacher induction program, utilizing existing specialist/coach support models, including teachers certified by the National Board for Professional Teaching Standards, etc.
- c) How the teacher residency program would assure that residents have opportunities to work with students in an experienced mentor teacher's classroom.
- d) The plan for designing a cohort model approach within the Teacher Residency Program.
- e) The plan to determine how the existing Commission-approved teacher preparation programs offered by a regionally accredited institution of higher education will be modified to work specifically with the partner LEA(s), or how the new Teacher Residency Program at the IHE will be tailored to work specifically with the partner LEA(s), as applicable. Plans may also include, but are not required to incorporate, strategies to eliminate duplicative coursework for competencies that are met during the residency placement, development of Integrated Undergraduate Teacher Preparation pathways, etc.

Component 3: Description of Components of Capacity Building Process to be Implemented

Key Participants from Lowell Joint School District and IHE (Biola):

Lowell Joint School District:

Superintendent - Jim Coombs, Assistant Superintendent of Curriculum and Instruction - Rhonda Overby, Grant Coordinator - Jessica Fernandes

Biola University:

Professor Liaison - Jenna Canillas, Ph.D., Dean of Education - June Hetzel, Ph.D.

The key to a successful Teacher Residency Program will be a well thought out and expertly communicated plan that involves all of the key players listed above and develops clear details for both educational institutions as well as the candidates. We look forward to working with the Biola University team to develop a plan with the following components:

- Vision Development
 - A vision is essential to provide a clear sense of purpose, direction and values. The vision should serve as our guiding statement during decision making processes, and the creation of our long term goals.
- Recruitment/Selection Strategy for Resident Teachers
 - We will work towards developing a comprehensive recruitment strategy for Resident Teachers. Attracting the right candidates that meet our areas of need: special education, STEM, multiple subject and bilingual educators will be key to creating a constant stream of candidates ready for available positions.
 - Additionally, we would like to develop a program that serves our existing employees that would like to transition to credentialed teaching positions.
- Selection Strategy for Mentor Teachers
 - We would like to work with our Biola partners in creating a rubric that clearly identifies what they are looking for in a mentor teacher. Mentor teachers are a key component in successfully serving our Residents. We want to develop a well-rounded program with a clear set of expectations, incentives, professional development and mentoring that will help us create a great mentor community.
- Memorandum of Understanding
 - A formal MOU will be created between Lowell Joint and Biola University outlining all the details and responsibilities that both entities will share in the Residency Program.
 - Some of the key details will include: Curriculum Development, Selection and Placement, Mentorship, Professional Development and Program Evaluation
- Program Evaluation
 - We want to assess the efficiency, effectiveness and impact of the Residency Program. Part of this planning process will be to create a tool that helps us

analyze the outcomes and provide recommendations for improvement. We will include: resident teachers, mentor teachers, administrators, students and families in our evaluation process.

- The university will play a key role in the development of this tool as it relates to university protocols as well as their expertise in research and evaluation.
- Teacher Resident Outcomes
 - This team will identify the proposed outcomes of the Teacher Residence Program including but not limited to: the skill level of the finished Teacher Resident, short term and long term goals for the Teacher Residents and professional development participation by the Teacher Residents.
- Financial Component
 - Lowell Joint is highly invested in their teachers and as such want to make sure that our Residency Program involves a structured plan that identifies our funding sources to create stability for the costs associated with maintaining the Residency Program after grant funding goes away.
 - Expenses could include: Residency salaries, mentor teacher stipends, program management costs, professional development costs, administrative oversight.

Recruitment of Mentor Teachers

The success of this program as well as Lowell Joint's teacher needs heavily rely on effective recruitment and retention methods of our mentor teachers.

Much of our staff district wide have plenty of years of classroom experience, and hold the appropriate multiple subject credentials. Having created a dual immersion program at Jordan Elementary a few years ago we believe we have the staff members to meet our bilingual needs of mentorship and between our elementary sites, our Junior High and our TOSA's we feel confident that we can meet the demand for STEM mentors.

Retention of these mentor teachers will be heavily based on creating a clear picture of their responsibilities, as well as the benefits of being a mentor teacher. Our plan will work more on the benefits of being a mentor to our residents. Our teaching staff historically does not leave the district, as our pay is competitive with surrounding districts. We will rely heavily on our partners at Biola for the requirements we should be looking for in our mentor teachers.

Effective Match between Resident Teacher and Mentor Teacher

These relationships are vital to the success of the Residency Program. We will utilize the criteria outlined by Biola University and Lowell Joint and conduct interviews for the Resident Teachers and Mentors where they are asked about their strengths, weaknesses, best way to learn, and how they are motivated. Once the interviews have

commenced we will work to place Residents with Mentors that will ensure a strong, positive and productive experience in the Residency Program.

Once the Resident Teachers have been matched they will have boundless opportunities to work with our students in the experienced Mentor Teacher's classroom.

Cohort Model of Support

In the Lowell/Biola Teacher Residency Program we envision two cohorts, the Teacher Residents and the Mentor Teachers. Through our implementation process we plan to create a path of professional development and mentoring opportunities for both cohorts.

We know that our Mentor Teachers would benefit from regular check-ins with the Biola team as well as team time with just the Mentor Teachers together to participate in various forms of professional development, collaborate together on how to effectively work with their Residents and discuss challenges and solutions.

The cohort of Residence Teachers will provide support to one another along their journey. This will include working together to create lesson plans, attend professional developments, discuss classroom management approaches, and work together to discuss, identify and solve potential challenges. This relationship and community is vital as these Residents learn to take what they learned from their classroom experience and apply it to the real world teaching process. Having this group to work with should create a sense of support that would in turn help with the retention of teachers.

Modification of Teacher Preparation Programs of Partnering IHEs

The intention of a Teacher Residency Program is - to KEEP TEACHERS. This grant will allow Biola and Lowell Joint to come to the table and have an honest reflection and conversation about the teacher preparation program and its requirements as they relate to this Residency Program.

The demands of the teacher preparation program as it exists currently are very demanding and timely. We want to ensure that the Teacher Residency Program is expediting the pipeline to the classroom, not adding an additional roadblock. We are hopeful that this Residency Grant will give us the opportunity to work together to develop a list of requirements for the Resident Teachers that will not be so grueling, that they are driven right out of the profession before they even get started.

Some key discussion topics to start the conversation may include:

- Social and Emotional Behavior Practices
- Differentiating Instruction Strategies
- Developing Cultural Competence amongst the Teacher Residents

- Meaningfulness of the program to both Residents and Mentors to avoid attrition

4. Key Program Personnel and Shared Program Governance (15 points)

Provide each of the following:

a) Provide a chart or graphic that identifies the management staff from the LEA and/or the consortium and the IHE(s) who will be responsible for the shared overall management of the Teacher Residency Capacity Grant, including position title, roles and responsibilities, and only the portion of staff member's full time equivalent (FTE) that is being devoted to capacity grant activities.

On this chart, identify (with name, title, and FTE) which staff will be responsible for:

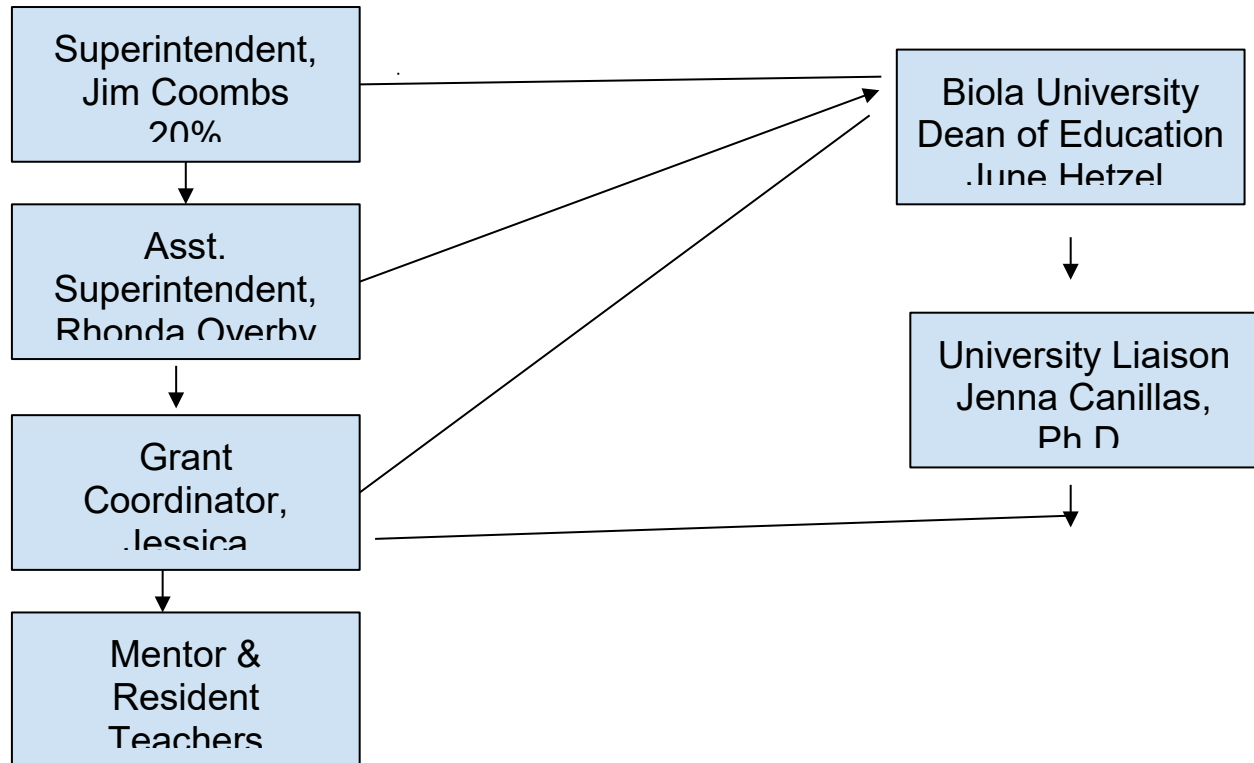
- i. the overall management of the Teacher Residency Capacity Grant,
- ii. the fiscal management of the program, and
- iii. assuring that the Teacher Residency Capacity Grant functions as a consistently shared responsibility between the LEA or consortium and the partner IHE(s).

b) Identify other key staff who may not have direct program administration responsibilities but who will have important roles in implementing the Teacher Residency Capacity Grant Program. For example, these other key staff could include individuals serving within the planned program such as mentor teachers, co-teachers, professional learning community leaders/organizers, and others whose services and contributions are or will be critical to the successful implementation of the planned Teacher Residency program.

c) Describe broad constituent involvement during capacity building. This is encouraged and is a best practice as LEA and IHE partnerships consider the sustainability of a teacher residency program after the grant is completed. Representatives from constituent groups such as IHE program faculty, LEA Human Resources staff, LEA RFA Teacher Residency Capacity Grants 12 October 2023 leadership, LEA site administrators, and LEA union leadership, among others, should participate in designing an innovative and comprehensive staffing plan that includes program completion for residents, hiring of residents, and a plan to retain them. (Per authorizing legislation, see (i)(j) of Appendix A.

**Component 4: Key Program Personnel and Shared Program Governance
Chart/Graphic**

Teacher Residency



Overall Management of and Shared Responsibility for Teacher Residency Capacity Grant

As depicted in the organization chart, Lowell Joint and Biola University have designated key leaders with decision-making authority as the co-leaders of the Teacher Residency Capacity Grant.

Responsibility will be shared in creating the Teacher Residency Program development and eventual implementation. All three people from Lowell Joint have a number of years of experience in the classroom, as well as overseeing and mentoring student teachers, classroom management strategies and integrating curriculum. The management of the Residency Program and day to day operations will currently fall under our Grant Coordinator. During the planning process, we will consider if other people need to be added to the organizational chart of responsibilities.

The Mentor & Resident Teachers will be directly supported by our Assistant Superintendent of Instruction and Curriculum, Rhonda Overby with support when needed by other administrators and mentors.

While the Organizational Chart will support the effective and efficient planning of the Teacher Residency Program, there will be a nonhierarchical approach where it will be expected that the team will work in harmony with effective communication, collaboration and open thinking.

Fiscal Management of Teacher Residency Capacity Grant

The grant funds will be allocated to Lowell Joint School District, and their use will be carefully monitored by the Grant Coordinator and the Asst Superintendent of Business Services. This is the standard practice for grant funds acquired in LJSD. Both of these individuals will work together to put reports together for the LJSD Board about progress and financial expenditures related to the Teacher Residency Program.

Other Key Staff Members' Involvement

Assistant Superintendent of Business Services, David Bennett - As listed above Mr. Bennett will be responsible for overseeing the fiscal management of the Teacher Residency Grant. He will work with our Grant Coordinator, Jessica Fernandes to track the financial expenditures, help with reporting and reports to the LJSD Board.

Administrative Assistant of Business Services, Denise Soto - Denise will serve as secondary support in completing any financial paperwork and accounting related to the Teacher Residency Grant.

Director of Special Education, Kaleo Igarta - Kaleo will work with our Asst. Superintendent of Curriculum and Instruction, Rhonda Overby as it relates to our Special Education Teachers in Residence and our Mentor Teachers selection as it relates to our Special Education Teachers in Residence. Kaleo will also assist with professional development and best practices related to the special needs students in LJSD.

Current Classroom Teachers - The teachers in LJSD are a fantastic resource of knowledge and best practices when it comes to exemplary education practices. They will be involved in the planning of the Teacher Residency program as we ask them to provide various forms of support, and gather ideas for professional development not only for our Mentor Teachers, but also what they think the Resident Teachers need.

Staff Members as Assigned by Biola University - The Deans of Education, as well as the university Liaisons, will also determine which staff members at the university level would be helpful in the planning stages of the Teacher Residency Program.

Broad Constituent Involvement During Capacity Building

A successful Teacher Residency Program can only happen if we involve all stakeholders in the planning and implementation process. Both parties LJSD and Biola University have committed to bringing a diverse range of stakeholders to the table, specifically as it relates to our goal of diversifying our workforce. Stakeholders can involve but are not limited to: administrators, teachers, parents, students, university faculty, and other community members. We will work effectively and efficiently to engage all stakeholders to ensure that our Teacher Residency Program is created from a wealth of knowledge, experience and shared ideas. These relationships will create a collaborative, supportive environment ensuring long term success of our Teacher Residency Program.

APPENDIX E

5. Timelines and Assurances (10 points)

Important Note: Applicants should keep in mind the intent of the authorizing legislation to provide support for capacity building in preparation for implementing a teacher residency pathway within the applicant LEA or consortium as well as for applying for a Teacher Residency Grant in an upcoming Teacher Residency Grant competition.

a) Applicants must provide a statement of assurance that, if funded, they will respond to the Commission's requirements to collect and submit data as required. Data requests include but are not limited to credential areas explored, successes, challenges, lessons learned, and the potential to apply for residency grants.

b) Applicants should indicate the expected timelines for all of the following:

- i. Completion of the planning and capacity building process.
- ii. Readiness to apply for a Teacher Residency grant in upcoming competitions.
- iii. Recruitment of the initial cohort of Residents for the Teacher Residency Program.
- iv. Enrollment of the initial cohort of Residents in the IHE Teacher Residency preparation pathway.
- v. The starting school year for the first cohort of Residents (e.g., 2024-25)

Component 5: Assurance and Timeline Table

Lowell Joint School District and Biola University express our commitment and assurance that if funded for the Teacher Residency Capacity Grant, we will fulfill the Commission's requirements regarding the collection and submission of data as outlined in the grant guidelines.

We understand that the data requests encompass various elements, including but not limited to credential areas explored, successes, challenges, lessons learned, and the serious intention to apply for a Teacher Residency Implementation Grant in the near future. Recognizing the importance of these data points in evaluating the impact and effectiveness of the Teacher Residency Capacity Grant Program, we commit to follow through with these commitments:

- **Timely and Comprehensive Data Submission** - We will provide accurate and comprehensive data on time and in accordance with the Commission’s specified timelines and reporting formats.
- **Credentials** - We will document all credential areas identified through our planning grant.
- **Successes & Challenges** - We will report on both successes and challenges that we encounter during our planning grant. Additionally, we will share potential solutions as we work through any challenges.
- **Intent to Apply for the Teacher Residency Implementation Grant:** LJSD will apply for the implementation grant for the 2025-26 school year. We are hopeful that our Residency Program will be fully developed and ready to roll out by the end of Fall 2025.

Below is a table with our proposed timeline for our Teacher Residency Planning Grant as well as our future application for the Implementation Grant.

| Activity | Expected Timeline |
|--|--|
| Completion and submission of the Teacher Residency Grant Request for Application | February 16, 2024 |
| Announcement of Teacher Residency Grant Awards | March 18, 2024 |
| Initial Meeting with Biola University to begin development of the Teacher Residency Program with LJSD | April 2024 |
| Consistent, regularly scheduled meetings for collaboration, and creation of the Teacher Residency Program between Biola, LJSD and additional stakeholders. | May 2024, August - December 2024, January - March 2025 |
| Apply for Teacher Residency Implementation Grant, and a second round of planning funds | February 2025 |

| | |
|--|-----------------------------|
| Announcement of Implementation Grants | March 2025 |
| Recruitment of Initial Group of Teacher Residents & Training of Mentor Teachers | March-May 2025 |
| Enrollment for teacher residents in the Biola program | March-April 2025 |
| Begin Teacher Residency Program, with residents in classrooms with mentor teachers | August 2025 |
| Ongoing capacity-building for the Teacher Residency Program until the sunseting of the grant funds | August 2025- June 30, 2027. |

Appendix F - Statutory Priority Points

1. Applicant LEA or consortium has a commitment to increasing diversity in the teaching workforce.

Yes No

If “Yes,” provide a link to published statements or policies reflecting the commitment to diversity and/or for addressing demographic gaps between students and teachers.

Lowell Joint is committed to providing a strong academic program of 21st Century Skills with a well-rounded program of diverse and innovative subject offerings. All District Schools emphasize the importance of education, the family, and traditional values. We stress the value of personal integrity, social responsibility, and a respect for our national heritage. The Lowell Joint School District envisions a culture where technology empowers all members of the school community to achieve success and expand learning beyond the walls of the classroom. We ensure that all staff, no matter their demographics or beliefs possess the appropriate knowledge, skills, and attitudes needed to provide high quality services leading to high quality results. We believe that high quality service is achieved when staff is well trained, proactive, responsive, and collaborative. We attract, train, and retain high performing staff that actively engage, collaborate, and support students in effective instruction and the use of current technologies.

Additionally, Lowell Joint is committed to equal opportunity for all individuals in education, District programs and activities shall be free from discrimination based on disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. Lowell Joint shall promote programs that ensure that discriminatory practices are eliminated in all district activities.

Distinct proof of our values, core beliefs, effort to close any achievement gaps demographic or otherwise can be referenced on our district website, in our LCAP and our board policies.

[Website](#)

[LCAP](#)

[Board Policies](#)

2. Applicant LEA or consortium has one or more schools where **fifty percent (50%) or more of the enrolled pupils are eligible for free and reduced-price meals.**

Yes No

If “Yes,” provide the name(s), location(s), and CD/CDS code(s) of the qualifying school(s).

| School | Enrollment | F & R | CDS Code |
|-------------------------------------|-------------|--------------------|----------------|
| El Portal Elementary | 509 | 60.5 | 30647666020127 |
| Jordan Elementary | 468 | 61.5 | 30647666020150 |
| Macy Elementary | 408 | 48.3 | 30647666020176 |
| Meadow Green Elementary | 490 | 58.5 | 30647666020192 |
| Olita Elementary | 416 | 58.2 | 30647666020200 |
| Rancho-Starbuck Intermediate | 738 | 59.4 | 30647666020218 |
| | 3029 | 58% Average | |

3. Applicant LEA or consortium has a school that is located in either a rural location or a **densely populated region.**

Yes No

If “Yes,” provide the name(s), location(s), and CD/CDS code(s) of the qualifying school(s).

All schools are in densely populated areas residing in Whittier (86,459), Unincorporated Whittier (67,631) and La Habra (62,904), CA.

| School | Address |
|-----------------------------|---|
| El Portal Elementary | 200 North Nada Street La Habra, CA 90631-4451 |

| | |
|-------------------------------------|---|
| Jordan Elementary | 10654 Jordan Road Whittier, CA 90603-2931 |
| Macy Elementary | 2301 West Russell Street La Habra, CA 90631-2473 |
| Meadow Green Elementary | 12025 South Grovedale Drive Whittier, CA 90604-3754 |
| Olita Elementary | 950 South Briercliff Drive La Habra, CA 90631-6223 |
| Rancho-Starbuck Intermediate | 16430 Woodbrier Drive Whittier, CA 90604-4021 |

4. Applicant LEA or consortium has a higher percentage than other applicants of **unduplicated pupils** as defined in Section 42238.02.

Indicate the percentage of unduplicated pupils in the applicant LEA or consortium. If multiple schools/districts are involved, then provide the average unduplicated count.

| School | Enrollment | UPP | CDS Code |
|-------------------------------------|-------------------|-------------|-----------------|
| El Portal Elementary | 509 | 307 | 30647666020127 |
| Jordan Elementary | 468 | 291 | 30647666020150 |
| Macy Elementary | 408 | 191 | 30647666020176 |
| Meadow Green Elementary | 490 | 282 | 30647666020192 |
| Olita Elementary | 416 | 245 | 30647666020200 |
| Rancho-Starbuck Intermediate | 738 | 434 | 30647666020218 |
| | 3029 | 1750 | |
| | | | |
| | 57.80% | UPP | |

Component 6: Budgets, Including Matching Funds

Below is our initial plan for the use of the Teacher Residency Grant funds if awarded to LJSD for our collaboration with Biola University. The dedicated amounts in each category are estimates of the actual costs. This preliminary budget is based on the analysis and assessment related to the development of this Residency Program. We are excited about building a teacher pipeline, increasing the diversity in our workforce and continuing to build our professional relationship with Biola University.

[**Appendix G**](#)

LOWELL JOINT SCHOOL DISTRICT
February 5, 2024

To: President Shackelford and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Acceptance of the 2022-23 Annual Financial Audit of the
Lowell Joint School District

ACTION

Nigro & Nigro PC have completed the examination of the financial statements of funds and accounts of the Lowell Joint School District for the 2022-23 fiscal year.

The completion of this audit is in accordance with Education Code section 41020. Copies of this report are filed with the County Superintendent of Schools, County Auditor, State Department of Education, and the Audit Division of the State Department of Finance. By law, the Board of Education must file the audit by December 15 each year.

In accordance with Education Code section 41020.3, contents of this report will be reviewed at the February 5, 2024 Board of Education meeting and a representative of Nigro & Nigro will be available to answer questions regarding the audit.

Superintendent's Comment:

APPROVAL RECOMMENDED.

LOWELL JOINT SCHOOL DISTRICT
February 5, 2024

To: President Shackelford and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Approval of Purchase and Installation Agreement with ICS
Services Co., for Exterior Speakers at the Maybrook
Elementary School Project for Rancho Starbuck
Intermediate School

ACTION/
(RATIFICATION)

Background:

On June 11, 2018, the Lowell Joint School District Board of Trustees approved Resolution 2018-19 No. 724 ordering a School Bond Election. On November 6, 2018, the voters in the Lowell Joint School District passed measure LL. A part of Measure LL includes the repairs and upgrades to District facilities. This expenditure is subject to the purview of the Citizens Bond Oversight Committee.

Current Considerations:

On March 6, 2023 the Board of Trustees approved the Maybrook Elementary Project for Rancho Starbuck Intermediate School. When the project was complete, a need for additional exterior speakers was identified. This agenda items seeks ratification of an agreement with ICS Service Co., for the purchase and installation of 3 additional exterior speakers so students and staff are able to hear announcements and alarms as necessary.

Financial Implications:

Financial Impact: \$3,098.53
Funding Source: Measure LL General Obligation Fund – Fund 21.0

Recommendation:

It is recommended that the Board of Trustees ratify the Purchase and Installation Agreement with ICS Services Co., for Exterior Speakers at the Maybrook Elementary School Project for Rancho Starbuck Intermediate School, not to exceed \$3,098.53, Measure LL (21.0 Bond Fund), and that the Superintendent or designee be authorized to execute the necessary documents.

Superintendent's Comment:

APPROVAL RECOMMENDED.



ICS Service
 PO Box 5255
 Riverside, CA 92517

Phone: 951-683-3637 Fax: 951-683-3034

www.icsservice.net

Invoice

| Date | Invoice # |
|-----------|-----------|
| 1/16/2024 | 38405 |

| |
|--|
| Bill To |
| Lowell Joint School District 11019 Valley Home Ave. Whittier, CA 90603 |

| P.O. No. | Terms | Project |
|----------|--------|------------------|
| | Net 30 | Maybrook Service |

| Quantity | Description | Rate | Amount |
|----------|---|-----------|----------|
| 3 | Lowell Surface-mount Backbox for Vandal-resistant Grille (outdoor) | 54.21667 | 162.65T |
| 3 | Outside Speaker Grill and Transformer 15 Watt Speaker | 290.26333 | 870.79T |
| 1,000 | 1 Pair 22 Solid CM Shielded Speaker Cable | 0.20358 | 203.58T |
| 16 | Labor - Low Voltage | 109.00 | 1,744.00 |
| | 8/31/23-9/01/23 Maybrook - Install 3 exterior speakers on existing building for PA coverage. Pulled speaker cables to locations, installed 3 exterior can, speakers, terminate, cross connect and program new speakers for campus coverage, as requested by District. ICS note: Per Miltos & E&H, to be billed directly to District per estimate 102012. Los Angeles County | | 117.51 |

Thank You for your Business!

Total

\$3,098.53

LOWELL JOINT SCHOOL DISTRICT
February 5, 2024

To: President Shackelford and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Approval of Architectural Services Agreement with
Ghataode Bannon Architects (GBA) to Provide Architectural
and Engineering Services Related to the District's Potential
Construction Projects at El Portal Elementary and Rancho
Starbuck Intermediate Schools

ACTION/
(RATIFICATION)

Background:

The District is in need of architectural and engineering services in preparation for future projects identified in the 2023 Lowell Joint School District Master Facilities Plan approved by the Board of Trustees on October 2, 2023.

Current Considerations:

Ghataode Bannon Architects (GBA) has been working for the District for several years to generate conceptual planning discussions with the Lowell Joint staff members and with the Division of the State Architect (DSA). This agreement for the El Portal Elementary and Rancho Starbuck Intermediate School projects will direct GBA to draw and submit architectural plans to DSA. The submittal of the plans will allow the District to apply for State Facility Program (SFP) matching funds.

The architect fees are calculated on current cost estimates for each project and include reimbursable fees.

Financial Implications

Rancho Starbuck Financial Impact: \$1,349,945.00

El Portal ES Financial Impact: \$863,575.00

Funding Source: Special Reserve Capital Outlay – Fund 40.0

Recommendation:

It is recommended that the Board of Trustees approve the Architectural Services agreement with Ghataode Bannon Architects for architectural and engineering services related to the Rancho Starbuck Intermediate School and El Portal Elementary Schools, effective February 5, 2024, not to exceed \$2,213,520.00, combined, (Special Reserve Capital Outlay Fund 40.0), and that the Superintendent or designee be authorized to execute the necessary documents.

Superintendent's Comment:

APPROVAL RECOMMENDED.

January 19, 2024

David Bennett
 Assistant Superintendent of Business Services
LOWELL JOINT SCHOOL DISTRICT
 11019 Valley Home Avenue
 Whittier, CA 90603

Re: Architectural/Engineering Services
El Portal 2.0 Portables to Permanent Fee Proposal

Dear David,

Ghataode Bannon Architects (GBA) is pleased to submit this proposal to provide architectural and engineering services for the above referenced project. Basic services shall include industry standard practice Schematic Design, Design Development, Construction Documents, Division of the State Architect (DSA) Approval, Bidding, Construction Administration and Project Close-Out/DSA Certification.

The proposed architectural and engineering team includes landscape architect, cost estimator, civil and electrical engineers. The services of a surveyor, soils engineers or food service consultant are not a part of this proposal.

It is proposed the architectural fee for this project be based on a percentage of the Computed Construction Cost. The Computed Construction Cost estimate including 20% escalation for El Portal 2.0 comes from the LJSD Masterplan dated September 11, 2023 and is as follows:

**2.0 PORTABLES TO
 PERMANENT**

| | | | | | |
|------------|------|------------|---------------|------------------|-------------|
| Classrooms | 12 @ | 960 s.f. = | 11,520 s.f. @ | \$573.30 /s.f. = | \$6,604,416 |
| Restrooms | 2 @ | 540 s.f. = | 1,080 s.f. @ | \$780.00 /s.f. = | \$842,400 |
| Subtotal | | | 12,600 s.f. | | |

Site Development

| | | | | |
|-------------------------------|--|---------------|------------------|-------------|
| Expand Northwest Parking Lot | | 22,500 s.f. @ | \$42.00 /s.f. = | \$945,000 |
| Recondition North Parking Lot | | 55,000 s.f. @ | \$24.00 /s.f. = | \$1,320,000 |
| Parking Lot Lighting | | 8 ea. @ | \$3,840 /ea. = | \$30,720 |
| Central Quad Stage and Paving | | 17,800 s.f. @ | \$66.00 /s.f. = | \$1,174,800 |
| Lunch Shelter, 30' x 60' | | 1 ea. @ | \$240,000 /ea. = | \$240,000 |

TOTAL

\$11,157,336

The Computed Construction Cost of \$11,157,336 is a combination of modular building cost and sitework. GBA is proposing an architectural fee based on 4.5% fee on the modular building cost and the sitework per the State Sliding Scale for modernization.

David Bennett
 January 19, 2024
 Page 2

The 2.0 Portables to Permanent Modular Classrooms and Restrooms cost above includes sitework cost whose fee is to be treated as modernization. Typically, building and sitework costs are distributed in an 80% to 20% ratio respectively. Total modular building cost would be 80% of \$7,446,816 or \$5,957,453. Sitework cost within the modular building cost would be the remaining \$1,489,363.

Again, It is proposed the architectural fee for this project be based on 4.5% fee of the modular building cost and the and the sitework per the State Sliding Scale for modernization.

COMPUTED CONSTRUCTION COST

| | | | | |
|----------------------------------|--|--|-------------|-------------|
| Estimated Modular Building Cost | | | | \$5,957,453 |
| Estimated Sitework Modernization | | | | |
| Modular Building Sitework | | | \$1,489,363 | |
| Expand Northwest Parking Lot | | | \$945,000 | |
| Recondition North Parking Lot | | | \$1,320,000 | |
| Parking Lot Lighting | | | \$30,720 | |
| Central Quad Stage and Paving | | | \$1,174,800 | |
| Lunch Shelter, 30' x 60' | | | \$240,000 | |
| | | | Subtotal | \$5,199,883 |

TOTAL ESTIMATED CONSTRUCTION COST **\$11,157,336**

ARCHITECTURAL FEE

| | | | | |
|---------------------------------|---|-------|-------------|------------------|
| Estimated Modular Building Cost | | | \$5,957,450 | |
| \$5,957,453.00 | @ | 4.5% | | \$268,085 |
| Estimated Modernization Cost | | | \$5,199,886 | |
| \$500,000.00 | @ | 12.0% | \$60,000 | |
| \$500,000.00 | @ | 11.5% | \$57,500 | |
| \$1,000,000.00 | @ | 10.0% | \$100,000 | |
| \$3,199,886.00 | @ | 9.0% | \$287,989 | |
| | | | Subtotal | \$505,490 |
| TOTAL ARCHITECTURAL FEE | | | | \$773,575 |

David Bennett
January 19, 2024
Page 3

REIMBURSABLE EXPENSES

GBA shall provide the District with two sets of drawings, plans and specifications at the conclusion of each phase. Plan printing, at the request of the District, beyond the above-mentioned sets is a reimbursable expense. Plan printing for agency submittals is a reimbursable expense. Plan printing for bidding purposes is a reimbursable expense.

GBA shall coordinate acquisition of a geotechnical investigation and topographic survey on behalf of the District. GBA shall make payment on behalf of the District as a reimbursable expense.

Reimbursable expenses shall be billed at cost plus 1.5%. Travel and plan printing for GBA in-house coordination and coordination with consultants is at GBA's expense.

Estimated, not-to-exceed, reimbursable expense amount is **\$90,000**.

We are prepared to begin work immediately upon your authorization. We look forward to the opportunity to serve you. If there are any questions, please feel free to call.

Sincerely,



David Bannon, AIA
:DB

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January 16, 2024

David Bennett
 Assistant Superintendent of Business Services
LOWELL JOINT SCHOOL DISTRICT
 11019 Valley Home Avenue
 Whittier, CA 90603

Re: Architectural/Engineering Services
Rancho Starbuck 2.0 PAC/Gym and Portables to Permanent Fee Proposal

Dear David,

Ghataode Bannon Architects (GBA) is pleased to submit this proposal to provide architectural and engineering services for the above referenced project. Basic services shall include industry standard practice Schematic Design, Design Development, Construction Documents, Division of the State Architect (DSA) Approval, Bidding, Construction Administration and Project Close-Out/DSA Certification.

The proposed architectural and engineering team includes landscape architect, theater consultant, cost estimator, and civil, structural, mechanical, plumbing and electrical engineers. The services of a surveyor, soils engineers or food service consultant are not a part of this proposal.

It is proposed the architectural fee for this project be based on a percentage of the Computed Construction Cost. The Computed Construction Cost estimate including 20% escalation for Rancho Starbuck 2.0 comes from the LJSD Masterplan dated September 11, 2023 and is as follows:

2.0 PORTABLES TO PERMANENT

| | | | | | | | | |
|--------------------|-----|-------------|---|-------------|---|----------------|---|--------------|
| Modular Classrooms | 8 @ | 960 s.f. | = | 7,680 s.f. | @ | \$573.30 /s.f. | = | \$4,402,944 |
| Modular Restrooms | 1 @ | 540 s.f. | = | 540 s.f. | @ | \$780.00 /s.f. | = | \$421,200 |
| PAC/Gymnasium | 1 @ | 18,745 s.f. | = | 18,745 s.f. | @ | \$750.00 /s.f. | = | \$14,058,750 |
| Subtotal | | | | 26,965 s.f. | | | | |

Site Development

| | | | | | | | | |
|-------------------------|--|--|--|-------------|---|---------------|---|------------------|
| Northeast Parking Lot | | | | 40,000 s.f. | @ | \$42.00 /s.f. | = | \$1,680,000 |
| PAC Courtyard Hardscape | | | | 16,000 s.f. | @ | \$42.00 /s.f. | = | <u>\$672,000</u> |

TOTAL

\$21,234,894

The Computed Construction Cost of \$21,234,894 is a combination of new building cost, modular building cost and sitework. GBA is proposing an architectural fee based on the State Sliding Scale for New Construction for the PAC/Gymnasium and sitework cost, and a 4.5% fee on the Modular Classrooms and Restrooms building cost.

David Bennett
 January 16, 2024
 Page 2

The 2.0 Portables to Permanent Modular Classrooms and Modular Restrooms cost above include sitework cost whose fee is to be treated as new construction. Typically, building and sitework costs are distributed in an 80% to 20% ratio respectively. Total modular building cost would be 80% of \$4,824,144 or approximately \$3,860,000. Sitework cost within the modular building cost would be the remaining \$964,144.

Again, It is proposed the architectural fee for this project be based on a percentage of the Computed Construction Cost and the State Sliding Scale for New Construction plus 4.5% of the modular building cost.

COMPUTED CONSTRUCTION COST

Estimated New Construction Cost

| | | |
|---------------------------|--------------|--|
| PAC/Gymnasium | \$14,058,750 | |
| Modular Building Sitework | \$964,144 | |
| Northeast Parking Lot | \$1,680,000 | |
| PAC Courtyard Hardscape | \$672,000 | |
| Subtotal | \$17,374,894 | |

Estimated Modular Building Cost \$3,860,000

TOTAL COMPUTED CONSTRUCTION COST \$21,234,894

ARCHITECTURAL FEE

| | | |
|---------------------------------|--------------|--|
| Estimated New Construction Cost | \$17,374,894 | |
| \$500,000 @ 9.0% | \$45,000 | |
| \$500,000 @ 8.5% | \$42,500 | |
| \$1,000,000 @ 8.0% | \$80,000 | |
| \$4,000,000 @ 7.0% | \$280,000 | |
| \$4,000,000 @ 6.0% | \$240,000 | |
| \$7,374,894 @ 5.0% | \$368,745 | |
| Subtotal | \$1,056,245 | |

Estimated Modular Building Cost \$3,860,000
 \$3,860,000 @ 4.5% \$173,700

TOTAL ARCHITECTURAL FEE \$1,229,945

David Bennett
January 16, 2024
Page 3

REIMBURSABLE EXPENSES

GBA shall provide the District with two sets of drawings, plans and specifications at the conclusion of each phase. Plan printing, at the request of the District, beyond the above-mentioned sets is a reimbursable expense. Plan printing for agency submittals is a reimbursable expense. Plan printing for bidding purposes is a reimbursable expense.

GBA shall coordinate acquisition of a geotechnical investigation and topographic survey on behalf of the District. GBA shall make payment on behalf of the District as a reimbursable expense.

Reimbursable expenses shall be billed at cost plus 1.5%. Travel and plan printing for GBA in-house coordination and coordination with consultants is at GBA's expense.

Estimated, not-to-exceed, reimbursable expense amount is **\$120,000**.

We are prepared to begin work immediately upon your authorization. We look forward to the opportunity to serve you. If there are any questions, please feel free to call.

Sincerely,



David Bannon, AIA
:DB

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LOWELL JOINT SCHOOL DISTRICT
February 5, 2024

To: President Shackelford and Members, Board of Trustees
From: Jim Coombs, Superintendent of Schools
Subject: District Local Control Accountability Plan Mid-Year Update INFORMATION

As part of the Local Control Funding Formula (LCFF), school districts, County Offices of Education, and charter schools are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP), using a template that was adopted by the California State Board of Education (SBE).

The State Board of Education is requiring a new mid-year update to be presented to the Board for the 2023-2024 school year. The update will ultimately be submitted for approval along with the LCAP in June of 2024.

Superintendent's Comment:

INFORMATION ONLY.

LOWELL JOINT SCHOOL DISTRICT
February 5, 2024

To: President Shackelford and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Approval of Memorandum of Understanding (MOU)
Clinical Experiences Agreement Between Lowell Joint
School District and California Baptist University,
effective February 5, 2024 through June 30, 2027

ACTION/
(RATIFICATION)

The purpose of this MOU clinical services agreement is to provide teaching experience and training to students of California Baptist University for the programs selected below in accordance with the terms and conditions of this agreement. California Baptist University desires to use Lowell Joint School District as an opportunity for its students to obtain such experience and training as required by their curriculum.

- Student Teaching/Clinical Practice Agreement
- Teaching Internship Agreement
- School Psychology Practicum/Pre-Internship Fieldwork Agreement (450 hours)
- School Psychology Final Fieldwork/Internship (1200 hours)
- School Counseling Internship and Final Fieldwork Experience Agreement

This MOU will be effective February 1, 2024 through June 30, 2027, unless extended in writing by mutual consent of the parties at no cost to the district.

It is recommended that the Memorandum of Understanding (MOU) Clinical Experiences Agreement Between Lowell Joint School District and California Baptist University, effective February 5, 2024 through June 30, 2027, be approved, and that the Superintendent or designee be authorized to execute the necessary documents.

Superintendent's Comment:

APPROVAL RECOMMENDED.

LOWELL JOINT SCHOOL DISTRICT
February 5, 2024

To: President Shackelford and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Approval of Consultant Agreement Zoe Kinne to be a
Lighting Designer for the Lowell Joint School District
Music Production for the 2023-24 School Year

ACTION/
(RATIFICATION)

Arrangements were made with Zoe Kinne to be a lighting designer for Lowell Joint School District Music Production for the 2023-2024 school year. Zoe Kinne's contract amount is not to exceed \$2000. Funding for this expenditure will be covered by the One Time Art & Music Block Grant funds.

It is recommended that the consultant agreement for Zoe Kinne to be a lighting designer for the Lowell Joint Music Production for the 2023-24 school year, at an amount not to exceed \$2000, to be paid by the One Time Art & Music Block Grant funds, be approved, and that the Superintendent or designee be authorized to execute the necessary documents.

Superintendent's Comment:

APPROVAL RECOMMENDED.

LOWELL JOINT SCHOOL DISTRICT
February 5, 2024

To: President Shackelford and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Approval of Consultant Agreement Tana Carmichael to
be a Costume Designer for the Lowell Joint School
District Music Production for the 2023-24 School Year

ACTION/
(RATIFICATION)

Arrangements were made with Tana Carmichael to be a costume designer for Lowell Joint School District Music Production for the 2023-24 school year. Tana Carmichael's contract amount is not to exceed \$2000. Funding for this expenditure will be covered by the One Time Art & Music Block Grant.

It is recommended that the consultant agreement for Tana Carmichael to be a costume designer for the Lowell Joint School District Music Production during the 2023-24 school year, at an amount not to exceed \$2000, to be paid by the One Time Art & Music Block Grant funds, be approved, and that the Superintendent or designee be authorized to execute the necessary documents.

Superintendent's Comment:

APPROVAL RECOMMENDED.

LOWELL JOINT SCHOOL DISTRICT
February 5, 2024

To: President Shackelford and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Approval of Consultant Agreement Rudy Hernandez to
be a Sound Technician for the Lowell Joint School
District Music Production for the 2023-24 School Year

ACTION/
(RATIFICATION)

Arrangements were made with Rudy Hernandez to be a Sound Technician for Lowell Joint Music Production for the 2023-2024 school year. Rudy Hernandez's contract amount is not to exceed \$2000. Funding for this expenditure will be covered by the One Time Art & Music Block Grant Fund.

It is recommended that the consultant agreement for Rudy Hernandez to be a sound technician for the Lowell Joint School District Music Production during the 2023-24 school year, at an amount not to exceed \$2000, to be paid by the One Time Art & Music Block Grant Fund, be approved, and that the Superintendent or designee be authorized to execute the necessary documents.

Superintendent's Comment:

APPROVAL RECOMMENDED.

LOWELL JOINT SCHOOL DISTRICT
February 5, 2024

To: President Shackelford and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Approval of Consultant Agreement Alfonso Neavez to be a House Manager for the Lowell Joint School District Music Production for the 2023-24 School Year ACTION/
(RATIFICATION)

Arrangements were made with Alfonso Neavez to be a house manager for Lowell Joint School District Music Production for the 2023-2024 school year. Alfonso Neavez's contract amount is not to exceed \$1500. Funding for this expenditure will be covered by the One Time Art & Music Block Grant Fund.

It is recommended that the consultant agreement for Alfonso Neavez to be a house manager for the Lowell Joint Music Production for the 2023-24 school year, at an amount not to exceed \$1500, to be paid by the One Time Art & Music Block Grant Fund, be approved, and that the Superintendent or designee be authorized to execute the necessary documents.

Superintendent's Comment:

APPROVAL RECOMMENDED.

LOWELL JOINT SCHOOL DISTRICT
February 5, 2024

To: President Shackelford and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Approval of Consultant Agreement Madelyn Neavez to be an Assistant Choreographer for the Lowell Joint School District Music Production for the 2023-24 School Year

ACTION/
(RATIFICATION)

Arrangements were made with Madelyn Neavez to be an Assistant Choreographer for Lowell Joint School District Music Production for the 2023-2024 school year. Madelyn Neavez's contract amount is not to exceed \$1,000. Funding for this expenditure will be covered by the One Time Art & Music Block Grant Fund.

It is recommended that the consultant agreement for Madelyn Neavez to be an Assistant Choreographer for the Lowell Joint Music Production for the 2023-24 school year, at an amount not to exceed \$1,000, to be paid by the One Time Art & Music Block Grant Fund, be approved, and that the Superintendent or designee be authorized to execute the necessary documents.

Superintendent's Comment:

APPROVAL RECOMMENDED.

LOWELL JOINT SCHOOL DISTRICT
February 5, 2024

To: President Shackelford and Members, Board of Trustees
From: Jim Coombs, Superintendent of Schools
Subject: Purchase Order Report 2023/2024 #7

ACTION/
(RATIFICATION)

In accordance with the law, Purchase Order Report 2023/2024 #7 is recommended for approval. The report lists all purchase orders issued December 1, 2023 through December 31, 2023.

DB: ds

Superintendent's Comment:

APPROVAL RECOMMENDED.

X-B1-1

LOWELL JOINT SD
PURCHASE ORDER DETAIL REPORT
 BOARD OF TRUSTEES MEETING 02/05/2024

FROM 12/01/2023 TO 12/31/2023

| <u>PO NUMBER</u> | <u>VENDOR</u> | <u>PO TOTAL</u> | <u>ACCOUNT AMOUNT</u> | <u>ACCOUNT NUMBER</u> | <u>OBJECT DESCRIPTION</u> |
|------------------|--------------------------------|-----------------|-----------------------|---|----------------------------|
| P99ER012 | AMERICAN EXPRESS | 263.94 | 263.94 | 1313-5310-0-4300-0000-3700-311-00000000 | Materials and Supplies |
| T99B0013 | ELITE MODULAR LEASING & SALES | 82,600.00 | 82,600.00 | 2121-0000-0-5620-0000-8100-115-00000000 | Lease/Portables |
| T99B0014 | A-TECH CONSULTING INC | 53,441.00 | 53,441.00 | 2121-0000-0-6282-0000-8500-011-00000000 | Consultant/Contractor |
| T99F0071 | EAST WHITTIER GLASS & MIRROR | 330.00 | 330.00 | 0101-0000-0-5630-0000-8110-012-00000000 | Repairs or Maintenance |
| T99F0073 | BRUCE CAMPBELL SAND & GRAVEL | 584.33 | 584.33 | 0101-0000-0-5630-0000-8111-008-00000000 | Repairs or Maintenance |
| T99F0074 | COASTLINE TERMITE & PEST CONTR | 695.00 | 695.00 | 0101-0000-0-5570-0000-8111-008-00000105 | Pest Control |
| T99F0075 | GOODMAN TREE SERVICE | 2,400.00 | 2,400.00 | 0101-0000-0-5630-0000-8111-008-00000000 | Repairs or Maintenance |
| T99F0076 | BACKFLOW TESTING SERVICE | 1,715.00 | 260.00 | 0101-0000-0-5630-0000-8110-004-00000000 | Repairs or Maintenance |
| | | | 65.00 | 0101-0000-0-5630-0000-8110-006-00000000 | Repairs or Maintenance |
| | | | 260.00 | 0101-0000-0-5630-0000-8110-008-00000000 | Repairs or Maintenance |
| | | | 260.00 | 0101-0000-0-5630-0000-8110-009-00000000 | Repairs or Maintenance |
| | | | 675.00 | 0101-0000-0-5630-0000-8110-012-00000000 | Repairs or Maintenance |
| | | | 130.00 | 0101-0000-0-5630-0000-8110-015-00000000 | Repairs or Maintenance |
| | | | 65.00 | 0101-0000-0-5630-0000-8110-025-00000000 | Repairs or Maintenance |
| T99F0078 | ONE STOP CELLULAR | 43.29 | 43.29 | 0101-0000-0-5630-0000-8111-025-00000000 | Repairs or Maintenance |
| T99F0079 | GLASBY MAINTENANCE SUPPLY | 2,934.74 | 2,934.74 | 0101-0000-0-4300-0000-8110-015-00000000 | Materials and Supplies |
| T99F0080 | HOME DEPOT CREDIT SERVICES | 1,114.59 | 1,114.59 | 0101-0000-0-4300-0000-8110-006-00000000 | Materials and Supplies |
| T99F0081 | OPTIONS FOR LEARNING | 1.00 | 1.00 | 2525-0000-0-6200-0000-8100-015-00000000 | Bldg & Improvement of Bldg |
| T99F0082 | F.M. THOMAS AIR CONDITIONING | 2,022.57 | 2,022.57 | 0101-0000-0-5630-0000-8110-025-00000000 | Repairs or Maintenance |
| T99F0083 | F.M. THOMAS AIR CONDITIONING | 365.00 | 365.00 | 0101-0000-0-5630-0000-8110-009-00000000 | Repairs or Maintenance |
| T99F0084 | SENTRY SIGNS & PRINTING | 170.89 | 170.89 | 0101-0000-0-5630-0000-8110-008-00000000 | Repairs or Maintenance |
| T99F0085 | ICS SERVICE COMPANY | 506.92 | 506.92 | 0101-0000-0-5630-0000-8110-009-00000000 | Repairs or Maintenance |
| T99F0086 | THE HOME DEPOT PRO INSTITUTION | 744.32 | 744.32 | 0101-0000-0-4300-0000-8110-008-00000000 | Materials and Supplies |
| T99F0087 | PREFERRED CONSTRUCTION SERVICE | 13,200.00 | 10,450.00 | 0101-0000-0-6282-0000-8500-008-00000000 | Consultant/Contractor |

LOWELL JOINT SD
PURCHASE ORDER DETAIL REPORT
 BOARD OF TRUSTEES MEETING 02/05/2024

FROM 12/01/2023 TO 12/31/2023

| <u>PO NUMBER</u> | <u>VENDOR</u> | <u>PO TOTAL</u> | <u>ACCOUNT AMOUNT</u> | <u>ACCOUNT NUMBER</u> | <u>OBJECT DESCRIPTION</u> |
|------------------|----------------------------|-----------------|-----------------------|---|------------------------------|
| T99F0087 | *** CONTINUED *** | | | | |
| T99F0088 | PQ BIDS INC. | 15,000.00 | 2,750.00 | 0101-0000-0-6282-0000-8500-004-00000000 | Consultant/Contractor |
| T99F0089 | GOODMAN TREE SERVICE | 3,800.00 | 15,000.00 | 0101-0000-0-5880-0000-8500-012-00000000 | Other Charges/Fees |
| T99M0263 | AMERICAN EXPRESS | 352.80 | 3,800.00 | 0101-0000-0-5630-0000-8111-006-00000000 | Repairs or Maintenance |
| T99M0264 | AMERICAN EXPRESS | 1,102.50 | 352.80 | 0101-9564-0-4300-5760-1110-006-00000000 | Materials and Supplies |
| T99M0265 | AMERICAN EXPRESS | 4,815.72 | 1,102.50 | 0101-9564-0-5200-5001-1195-412-00000000 | Travel and Conferences |
| T99M0266 | AMERICAN EXPRESS | 277.43 | 4,815.72 | 0101-6266-0-5800-1110-1080-612-00000000 | Prof/ConsultingServ&Oper Exp |
| T99M0267 | AMERICAN EXPRESS | 567.22 | 277.43 | 0101-6266-0-4300-0000-2150-612-00000000 | Materials and Supplies |
| T99M0270 | AMERICAN EXPRESS | 700.09 | 567.22 | 0101-0058-0-4300-1110-1000-008-00000108 | Materials and Supplies |
| T99M0271 | AMERICAN EXPRESS | 77.99 | 700.09 | 0101-6762-0-4300-1751-1000-612-00000000 | Materials and Supplies |
| T99M0272 | AMERICAN EXPRESS | 35.04 | 77.99 | 0101-0059-0-4300-1110-1000-009-00000108 | Materials and Supplies |
| T99M0273 | AMERICAN EXPRESS | 115.75 | 35.04 | 0101-9564-0-4300-5760-3145-412-00000000 | Materials and Supplies |
| T99M0274 | AMERICAN EXPRESS | 222.32 | 115.75 | 0101-9564-0-4300-5001-1195-412-00000000 | Materials and Supplies |
| T99M0275 | AMERICAN EXPRESS | 66.15 | 222.32 | 1212-0000-0-4300-0001-1002-620-00000204 | Materials and Supplies |
| T99M0276 | AMERICAN EXPRESS | 21.79 | 66.15 | 0101-6503-0-4300-5760-1110-012-00000000 | Materials and Supplies |
| T99M0277 | AMERICAN EXPRESS | 43.11 | 21.79 | 0101-6500-0-4300-5760-1190-012-00000000 | Materials and Supplies |
| T99M0278 | AMERICAN EXPRESS | 240.00 | 43.11 | 0101-0098-0-4300-1110-1000-008-00000108 | Materials and Supplies |
| T99R0310 | BEHAVIOR AND EDUCATION INC | 2,160.00 | 240.00 | 0101-9564-0-5200-5001-1195-412-00000000 | Travel and Conferences |
| T99R0311 | J&C BOOKS LLC | 436.59 | 2,160.00 | 0101-6500-0-5800-5760-1110-012-00000000 | Prof/ConsultingServ&Oper Exp |
| T99R0312 | AMERICAN EXPRESS | 231.14 | 436.59 | 0101-6300-0-4130-1110-1000-012-00000106 | Textbooks |
| T99R0313 | DEAD AND BURIED INC. | 845.55 | 231.14 | 0101-0000-0-4300-0000-2100-012-00000000 | Materials and Supplies |
| T99R0314 | RMH DANCE & PRODUCTIONS | 600.00 | 845.55 | 0101-0056-0-4300-1110-1000-006-00000000 | Materials and Supplies |
| | | | 600.00 | 0101-0058-0-5610-0000-2700-008-00000108 | Rentals & Leases |

LOWELL JOINT SD
PURCHASE ORDER DETAIL REPORT
 BOARD OF TRUSTEES MEETING 02/05/2024

FROM 12/01/2023 TO 12/31/2023

| <u>PO NUMBER</u> | <u>VENDOR</u> | <u>PO TOTAL</u> | <u>ACCOUNT AMOUNT</u> | <u>ACCOUNT NUMBER</u> | <u>OBJECT DESCRIPTION</u> |
|------------------|---|-------------------|-----------------------|--|--|
| T99R0315 | AMERICAN EXPRESS | 89.67 | 89.67 | 0101-0511-0-4300-1110-1030-011-00000108 | Materials and Supplies |
| T99R0316 | SCIENCE ON THE GO | 500.00 | 500.00 | 0101-3010-0-5800-1110-1000-001-00020004 | Prof/ConsultingServ&Oper Exp |
| T99R0317 | EAST WHITTIER GLASS & MIRROR | 988.00 | 988.00 | 0101-0000-0-4300-0000-7100-112-00000000 | Materials and Supplies |
| T99R0318 | LA HABRA CITY SCHOOL DISTRICT | 318.75 | 318.75 | 0101-0511-0-4300-1110-1030-011-00000108 | Materials and Supplies |
| T99R0319 | DATA MAKES THE DIFFERENCE LLC | 169.99 | 169.99 | 0101-6500-0-5810-5760-1110-008-00000000 | Licenses/Technology |
| T99R0320 | NCS PEARSON INC. | 2,620.96 | 300.43 2,320.53 | 0101-9564-0-4300-5760-1190-412-00000000 0101-9564-0-4300-5760-3120-412-00000000 | Materials and Supplies Materials and Supplies |
| T99R0321 | LA HABRA ROTARY CLUB | 295.00 | 295.00 | 0101-0000-0-5300-0000-7100-012-00000000 | Dues and Memberships |
| T99R0322 | COYOTE FFA ALUMNI & SUPPORTERS | 140.00 | 140.00 | 0101-0000-0-4300-0000-7100-112-00000000 | Materials and Supplies |
| T99R0323 | RMH DANCE & PRODUCTIONS | 525.00 | 525.00 | 0101-0094-0-4300-1110-1000-004-00000000 | Materials and Supplies |
| T99R0324 | NCS PEARSON INC. | 55.13 | 55.13 | 0101-9564-0-4300-5760-3120-412-00000000 | Materials and Supplies |
| T99R0325 | NCS PEARSON INC. | 1,212.75 | 1,212.75 | 0101-9564-0-4300-5760-3120-412-00000000 | Materials and Supplies |
| T99R0326 | JONATHAN S. MONAT P.H.D | 3,000.00 | 3,000.00 | 0101-0000-0-5820-0000-7110-012-00000000 | Legal, Audit, & Election Costs |
| T99R0327 | MELARAGNO, ALBERT | 192.94 | 192.94 | 0101-6500-0-5800-5760-1110-412-00000000 | Prof/ConsultingServ&Oper Exp |
| T99S0010 | BEHAVIOR AND EDUCATION INC | 100,000.00 | 100,000.00 | 0101-6502-0-5100-5760-1180-012-00000000 | Subagreement for Serv |
| T99X0017 | SOUTHWEST SCHOOL SUPPLY | 18,843.94 | 10,087.88 8,756.06 | 0101-0058-0-4300-0000-2700-008-00000108 0101-0058-0-4300-1110-1000-008-00000108 | Materials and Supplies Materials and Supplies |
| | Fund 01 Total: | 187,267.65 | | | |
| | Fund 12 Total: | 222.32 | | | |
| | Fund 13 Total: | 263.94 | | | |
| | Fund 21 Total: | 136,041.00 | | | |
| | Fund 25 Total: | 1.00 | | | |
| | Total Amount of Purchase Orders: | 323,795.91 | | | |

LOWELL JOINT SCHOOL DISTRICT
February 5, 2024

To: President Shackelford and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Consolidated Check Register Listing Report
2023/24 #7

ACTION/
(RATIFICATION)

The Consolidated Check Register Listing Report 2023/24 #7 is recommended for approval. The consolidated check register lists all warrants issued December 1 through December 31, 2023.

DB/ds

Superintendent's Comment:

APPROVAL RECOMMENDED.

X-B2-1

LOWELL JOINT SD
Consolidated Check Register
 from 12/1/2023 to 12/31/2023

| Check | Payee ID | Payee Name | Reference | Subs | Check Date | Cancel Date | Type | Status | Check Amount |
|-------------|----------|--------------------------------|----------------|------|------------|-------------|------|--------|--------------|
| 99 00004704 | V9900009 | AERIES SOFTWARE | CONF-23794 | OH | 12/01/2023 | | MW | IS | 199.00 |
| 99 00004705 | U9900001 | CITY OF LA HABRA WATER DEPARTM | 101111223 | OH | 12/01/2023 | | MW | IS | 3,258.92 |
| 99 00004706 | U9900002 | FRONTIER | 1110120923 | OH | 12/01/2023 | | MW | IS | 32.55 |
| 99 00004707 | U9900003 | MCI A VERIZON COMPANY | 409108526 | OH | 12/01/2023 | | MW | IS | 11.15 |
| 99 00004708 | U9900004 | SOUTHERN CALIFORNIA EDISON | 1019111923 | OH | 12/01/2023 | | MW | IS | 5,659.00 |
| 99 00004709 | U9900005 | SOUTHERN CALIFORNIA GAS CO | 1019112023 | OH | 12/01/2023 | | MW | IS | 890.14 |
| 99 00004710 | U9900008 | T-MOBILE | 1021112023 | OH | 12/01/2023 | | MW | IS | 164.92 |
| 99 00004711 | V9903434 | LITERACY RESOURCES LLC | 623297 | OH | 12/01/2023 | | MW | IS | 874.80 |
| 99 00004712 | V9903521 | YMCA OF ORANGE COUNTY | OCT23ELOPPGRM | OH | 12/01/2023 | | MW | IS | 57,154.66 |
| 99 00004713 | N9900007 | GOLD STAR FOODS | OCT2023 | OH | 12/01/2023 | | MW | IS | 48,310.80 |
| 99 00004714 | N9900013 | SOUTHERN CALIFORNIA PIZZA | OCT2023 | OH | 12/01/2023 | | MW | IS | 11,525.80 |
| 99 00004715 | R9900016 | ANDREA DESMOND | DEC 2023 | OH | 12/04/2023 | | MW | IS | 603.64 |
| 99 00004716 | F9900011 | BEST LAWNMOWER INC. | 109487 | OH | 12/04/2023 | | MW | IS | 282.45 |
| 99 00004717 | R9900001 | BRENT ALLSMAN | DEC 2023 | OH | 12/04/2023 | | MW | IS | 603.64 |
| 99 00004718 | V9900028 | BUENA PARK PLAQUE & TROPHY | 29304 | OH | 12/04/2023 | | MW | IS | 176.71 |
| 99 00004719 | V9903553 | CA DEPARTMENT OF JUSTICE | 693307-OCT | OH | 12/04/2023 | | MW | IS | 224.00 |
| 99 00004720 | R9903247 | CAROLYN KANE | DEC 2023 | OH | 12/04/2023 | | MW | IS | 1,358.28 |
| 99 00004721 | R9900019 | DEBORAH NEEDHAM | DEC 2023 | OH | 12/04/2023 | | MW | IS | 603.64 |
| 99 00004722 | R9900014 | EDDY VEGA | DEC 2023 | OH | 12/04/2023 | | MW | IS | 603.64 |
| 99 00004723 | R9900007 | GAYLE ROGERS | DEC 2023 | OH | 12/04/2023 | | MW | IS | 269.02 |
| 99 00004724 | R9900018 | GRACIA HAWORTH | DEC 2023 | OH | 12/04/2023 | | MW | IS | 1,358.28 |
| 99 00004725 | F9900039 | IMPERIAL SPRINKLER SUPPLY | 0013065418-001 | OH | 12/04/2023 | | MW | IS | 2,281.54 |
| 99 00004726 | R9900015 | KATHRYN ALLSMAN | DEC 2023 | OH | 12/04/2023 | | MW | IS | 603.64 |
| 99 00004727 | R9900013 | MARGARET DUMADAG | DEC 2023 | OH | 12/04/2023 | | MW | IS | 603.64 |
| 99 00004728 | F9900052 | PDQ EQUIPMENT RENTAL | 809541 | OH | 12/04/2023 | | MW | IS | 110.20 |
| 99 00004729 | R9900010 | PENNY MAYERCHECK | DEC 2023 | OH | 12/04/2023 | | MW | IS | 1,358.28 |
| 99 00004730 | F9900053 | PEST OPTION INC. | 437900 | OH | 12/04/2023 | | MW | IS | 962.06 |
| 99 00004731 | F9900054 | PLUMBING WHOLESAL OUTLET | S100722576-001 | OH | 12/04/2023 | | MW | IS | 5,584.90 |
| 99 00004732 | R9900017 | REBECCA SMITH | DEC 2023 | OH | 12/04/2023 | | MW | IS | 603.64 |
| 99 00004733 | R9900011 | RONALD RANDOLPH | DEC 2023 | OH | 12/04/2023 | | MW | IS | 689.04 |
| 99 00004734 | I9900011 | TRINIDAD, GINA | 11062023 | OH | 12/04/2023 | | MW | IS | 175.17 |
| 99 00004735 | U9900009 | VERIZON WIRELESS-LA | 9949455141 | OH | 12/04/2023 | | MW | IS | 612.63 |
| 99 00004736 | U9900010 | WARE DISPOSAL | 1375685 | OH | 12/04/2023 | | MW | IS | 4,314.07 |
| 99 00004737 | V9900009 | AERIES SOFTWARE | CONF-23791 | OH | 12/05/2023 | | MW | IS | 199.00 |

LOWELL JOINT SD
Consolidated Check Register
 from 12/1/2023 to 12/31/2023

| Check | Payee ID | Payee Name | Reference | Subs | Check Date | Cancel Date | Type | Status | Check Amount |
|-------|----------|------------|--------------------------------|------|------------|-------------|------|--------|--------------|
| 99 | 00004738 | V9900036 | CDW GOVERNMENT INC. | OH | 12/05/2023 | | MW | IS | 427.76 |
| 99 | 00004739 | V9903531 | DAVIS, SUMMER | OH | 12/05/2023 | | MW | IS | 1,512.00 |
| 99 | 00004740 | V9903362 | DELL MARKETING L.P. | OH | 12/05/2023 | | MW | IS | 781.33 |
| 99 | 00004741 | V9903702 | TWAMLEY, SHANE | OH | 12/05/2023 | | MW | IS | 15,500.00 |
| 99 | 00004742 | I9900006 | DEBRA AMOS dba FEEDING DREAMS | OH | 12/05/2023 | | MW | IS | 1,350.00 |
| 99 | 00004743 | V9903697 | ALAN HAN | OH | 12/07/2023 | | MW | IS | 500.00 |
| 99 | 00004744 | V9903421 | ARAIZA, ISABEL | OH | 12/07/2023 | | MW | IS | 500.00 |
| 99 | 00004745 | V9900053 | DATA IMPRESSIONS | OH | 12/07/2023 | | MW | IS | 425.17 |
| 99 | 00004746 | V9903362 | DELL MARKETING L.P. | OH | 12/07/2023 | | MW | IS | 780.79 |
| 99 | 00004747 | V9900076 | FULLERTON JOINT UNION HS DIST | OH | 12/07/2023 | | MW | IS | 3,233.51 |
| 99 | 00004748 | V9900077 | FULLERTON SCHOOL DISTRICT | OH | 12/07/2023 | | MW | IS | 1,877.00 |
| 99 | 00004749 | V9903376 | GoTo Communications Inc. | OH | 12/07/2023 | | MW | IS | 4,810.85 |
| 99 | 00004750 | V9900088 | IMPERIAL BAND INSTRUMENTS | OH | 12/07/2023 | | MW | IS | 1,308.01 |
| 99 | 00004751 | V9903279 | LOPEZ, ALEJANDRO | OH | 12/07/2023 | | MW | IS | 500.00 |
| 99 | 00004752 | I9900010 | MIARES, EDWARD | OH | 12/07/2023 | | MW | IS | 1,000.00 |
| 99 | 00004753 | V9903628 | RONICA DIXON | OH | 12/07/2023 | | MW | IS | 172.44 |
| 99 | 00004754 | F9900013 | BRUCE CAMPBELL SAND & GRAVEL | OH | 12/08/2023 | | MW | IS | 584.33 |
| 99 | 00004755 | F9900027 | EAST WHITTIER GLASS & MIRROR | OH | 12/08/2023 | | MW | IS | 330.00 |
| 99 | 00004756 | V9903434 | LITERACY RESOURCES LLC | OH | 12/08/2023 | | MW | IS | 704.16 |
| 99 | 00004757 | V9900134 | OCDE | OH | 12/08/2023 | | MW | IS | 277.21 |
| 99 | 00004758 | F9900054 | PLUMBING WHOLESAL OUTLET | OH | 12/08/2023 | | MW | IS | 135.72 |
| 99 | 00004759 | V9903657 | REFRIGERATION SUPPLIES DISTRIB | OH | 12/08/2023 | | MW | IS | 431.00 |
| 99 | 00004760 | V9900172 | SCHOOL SERVICES OF CALIFORNIA | OH | 12/08/2023 | | MW | IS | 375.00 |
| 99 | 00004761 | U9900004 | SOUTHERN CALIFORNIA EDISON | OH | 12/08/2023 | | MW | IS | 4,314.82 |
| 99 | 00004762 | U9900006 | SUBURBAN WATER SYSTEMS | OH | 12/08/2023 | | MW | IS | 10,591.29 |
| 99 | 00004763 | V9903493 | VERNES PLUMBING | OH | 12/08/2023 | | MW | IS | 475.00 |
| 99 | 00004764 | V9903703 | Yi Liu | OH | 12/08/2023 | | MW | IS | 288.00 |
| 99 | 00004765 | V9900015 | APPLE INC. | OH | 12/11/2023 | | MW | IS | 931.90 |
| 99 | 00004766 | V9900024 | BEARCOM | OH | 12/11/2023 | | MW | IS | 264.09 |
| 99 | 00004767 | S9990001 | BEHAVIOR AND EDUCATION INC | OH | 12/11/2023 | | MW | IS | 2,160.00 |
| 99 | 00004768 | V9903347 | BREAKOUT INC. | OH | 12/11/2023 | | MW | IS | 99.00 |
| 99 | 00004769 | V9903582 | FACILITRON INC | OH | 12/11/2023 | | MW | IS | 1,328.94 |
| 99 | 00004770 | S9990002 | GALLAGHER PEDIATRIC THERAP | OH | 12/11/2023 | | MW | IS | 2,093.71 |
| 99 | 00004771 | V9903266 | SPIRIT HERO | OH | 12/11/2023 | | MW | IS | 493.92 |

LOWELL JOINT SD
Consolidated Check Register
 from 12/1/2023 to 12/31/2023

| Check | Payee ID | Payee Name | Reference | Subs | Check Date | Cancel Date | Type | Status | Check Amount |
|-------------|-----------|--------------------------------|------------------|------|------------|-------------|------|--------|--------------|
| 99 00004772 | U9900010 | WARE DISPOSAL | 1356513 | OH | 12/11/2023 | | MW | IS | 3,986.93 |
| 99 00004773 | V9900013 | AMERICAN EXPRESS | WW2784583 | OH | 12/13/2023 | | MW | IS | 8,300.75 |
| 99 00004774 | V9900013 | AMERICAN EXPRESS | 80132350213 | OH | 12/13/2023 | | MW | IS | 110.00 |
| 99 00004775 | E9900004 | ALAN MAO | 10032023 | OH | 12/14/2023 | | MW | IS | 29.46 |
| 99 00004776 | E9900034 | CARIN CHRISTERSON | 11162023 | OH | 12/14/2023 | | MW | IS | 78.00 |
| 99 00004777 | V99003316 | NAPA AUTO PARTS | 446543 | OH | 12/14/2023 | | MW | IS | 67.16 |
| 99 00004778 | E9900256 | OWEN FISCUS | MILEAGE-NOV23 | OH | 12/14/2023 | | MW | IS | 49.09 |
| 99 00004779 | F9900052 | PDQ EQUIPMENT RENTAL | 811658 | OH | 12/14/2023 | | MW | IS | 1,125.73 |
| 99 00004780 | U9900004 | SOUTHERN CALIFORNIA EDISON | 1102120423 | OH | 12/14/2023 | | MW | IS | 10,660.73 |
| 99 00004781 | U9900005 | SOUTHERN CALIFORNIA GAS CO | 1026112823 | OH | 12/14/2023 | | MW | IS | 285.09 |
| 99 00004782 | V9900180 | SPARKLETT'S | 15734879 111923 | OH | 12/14/2023 | | MW | IS | 221.32 |
| 99 00004783 | U9900006 | SUBURBAN WATER SYSTEMS | 181003799871 | OH | 12/14/2023 | | MW | IS | 6,809.32 |
| 99 00004784 | F9900008 | BACKFLOW TESTING SERVICE | 13530 | OH | 12/15/2023 | | MW | IS | 1,715.00 |
| 99 00004785 | F9900014 | BUG FLP | 69261 | OH | 12/15/2023 | | MW | IS | 225.00 |
| 99 00004786 | I9900020 | CAMILLE VARGAS | C.VARGAS NOV | OH | 12/15/2023 | | MW | IS | 45.00 |
| 99 00004787 | F9900015 | CANNINGS HARDWARE LA HABRA | 497892 | OH | 12/15/2023 | | MW | IS | 334.32 |
| 99 00004788 | F9900019 | CITY OF LA HABRA | LH-23-545AR | OH | 12/15/2023 | | MW | IS | 1,560.17 |
| 99 00004789 | V9903605 | COASTLINE TERMITE & PEST CONTR | 29667 | OH | 12/15/2023 | | MW | IS | 695.00 |
| 99 00004790 | V9903547 | CRISIS PREVENTION INSTITUTE | NAIN-036995 | OH | 12/15/2023 | | MW | IS | 200.00 |
| 99 00004791 | V9900056 | DELTA DENTAL OF CALIFORNIA | BE005824757DEC2 | OH | 12/15/2023 | | MW | IS | 2,506.18 |
| 99 00004792 | V9903673 | GOODMAN TREE SERVICE | 12052023 | OH | 12/15/2023 | | MW | IS | 2,400.00 |
| 99 00004793 | F9900035 | HOME DEPOT CREDIT SERVICES | 778951798 | OH | 12/15/2023 | | MW | IS | 1,114.59 |
| 99 00004794 | F9900038 | ICS SERVICE COMPANY | 38270 | OH | 12/15/2023 | | MW | IS | 2,588.62 |
| 99 00004795 | F9900040 | JAMES HARDWARE COMPANY | 2311073202 | OH | 12/15/2023 | | MW | IS | 113.56 |
| 99 00004796 | I9903532 | LOGAN, BRENNEN | B.LOGAN NOV 23 | OH | 12/15/2023 | | MW | IS | 123.75 |
| 99 00004797 | V9903540 | ONE STOP CELLULAR | 2111 | OH | 12/15/2023 | | MW | IS | 43.29 |
| 99 00004798 | V9900161 | RMH DANCE & PRODUCTIONS | 120523 | OH | 12/15/2023 | | MW | IS | 600.00 |
| 99 00004799 | V9903704 | SCIENCE ON THE GO | 784 | OH | 12/15/2023 | | MW | IS | 500.00 |
| 99 00004800 | F9900057 | SOUTHEAST CONSTRUCTION PRODUCT | 2311-017472 | OH | 12/15/2023 | | MW | IS | 279.48 |
| 99 00004801 | U9900004 | SOUTHERN CALIFORNIA EDISON | 1107120723 | OH | 12/15/2023 | | MW | IS | 2,956.56 |
| 99 00004802 | I9900020 | CAMILLE VARGAS | C.VARGAS NOV | OH | 12/15/2023 | | MW | IS | 5.00 |
| 99 00004803 | V9903531 | DAVIS, SUMMER | S.DAVIS NOV 2023 | OH | 12/15/2023 | | MW | IS | 501.55 |
| 99 00004804 | I9903532 | LOGAN, BRENNEN | B.LOGAN NOV 23 | OH | 12/15/2023 | | MW | IS | 13.75 |
| 99 00004805 | F9900019 | CITY OF LA HABRA | LH-23-545AR | OH | 12/15/2023 | | MW | IS | 85.80 |

LOWELL JOINT SD
Consolidated Check Register
 from 12/1/2023 to 12/31/2023

| Check | Payee ID | Payee Name | Reference | Subs | Check Date | Cancel Date | Type | Status | Check Amount |
|-------|----------|--------------------------------|-----------------------|------|------------|-------------|------|--------|--------------|
| 99 | 00004806 | ELITE AIR CONDITIONING INC | 9597 | OH | 12/15/2023 | | MW | IS | 31,300.00 |
| 99 | 00004807 | GHATAODE BANNON ARCHITECTS | 5619 | OH | 12/15/2023 | | MW | IS | 53,240.60 |
| 99 | 00004808 | HAUFFE COMPANY | 489 | OH | 12/15/2023 | | MW | IS | 19,712.00 |
| 99 | 00004809 | HAULAWAY STORAGE CONTAINERS | 002163337 | OH | 12/15/2023 | | MW | IS | 582.40 |
| 99 | 00004810 | RMA GROUP | 88387 | OH | 12/15/2023 | | MW | IS | 4,291.25 |
| 99 | 00004811 | ALISON GARDNER | STAPLES812023 | OH | 12/18/2023 | | MW | IS | 27.05 |
| 99 | 00004812 | RHONDA OVERBY | THNGCOLLB924 | OH | 12/18/2023 | | MW | IS | 135.71 |
| 99 | 00004813 | VOID.CONTI | VOID - Continued Stub | OH | 12/18/2023 | | VM | VD | 0.00 |
| 99 | 00004814 | THE HOME DEPOT PRO INSTITUTION | 776810046 | OH | 12/18/2023 | | MW | IS | 4,031.65 |
| 99 | 00004815 | ALISON GARDNER | 12112023 | OH | 12/19/2023 | | MW | IS | 149.49 |
| 99 | 00004816 | ALLIANCE OF SCHOOLS FOR COOPER | 6896WC | OH | 12/19/2023 | | MW | IS | 107,428.00 |
| 99 | 00004817 | CALIFORNIA IT IN EDUCATION | 0003-0768-5437 | OH | 12/19/2023 | | MW | IS | 120.00 |
| 99 | 00004818 | CAMERON MILLER | 12062023 | OH | 12/19/2023 | | MW | IS | 288.97 |
| 99 | 00004819 | DANIELS TIRE SERVICE INC. | 140112140 | OH | 12/19/2023 | | MW | IS | 372.81 |
| 99 | 00004820 | DFA-ACTUARIES LLC | 202311171346 | OH | 12/19/2023 | | MW | IS | 500.00 |
| 99 | 00004821 | Dominguez, Martin | 12112023 | OH | 12/19/2023 | | MW | IS | 276.74 |
| 99 | 00004822 | F.M. THOMAS AIR CONDITIONING | 46062 | OH | 12/19/2023 | | MW | IS | 2,387.57 |
| 99 | 00004823 | GLASBY MAINTENANCE SUPPLY | 338403 | OH | 12/19/2023 | | MW | IS | 12,202.84 |
| 99 | 00004824 | GOPHER | IN330313 | OH | 12/19/2023 | | MW | IS | 291.01 |
| 99 | 00004825 | iPRINT TECHNOLOGIES | 1089129 | OH | 12/19/2023 | | MW | IS | 81.60 |
| 99 | 00004826 | JULIE MAYHEW | 12122023 | OH | 12/19/2023 | | MW | IS | 42.67 |
| 99 | 00004827 | LA HABRA CITY SCHOOL DISTRICT | LJSD-2311 | OH | 12/19/2023 | | MW | IS | 318.75 |
| 99 | 00004828 | PDQ EQUIPMENT RENTAL | 810193 | OH | 12/19/2023 | | MW | IS | 1,528.88 |
| 99 | 00004829 | SCHOOL SERVICES OF CALIFORNIA | 0140112-IN | OH | 12/19/2023 | | MW | IS | 375.00 |
| 99 | 00004830 | SENTRY SIGNS & PRINTING | 4787 | OH | 12/19/2023 | | MW | IS | 170.89 |
| 99 | 00004831 | SOUTHERN CALIFORNIA NEWS GROUP | 0000577816 | OH | 12/19/2023 | | MW | IS | 418.37 |
| 99 | 00004832 | VOID.CONTI | VOID - Continued Stub | OH | 12/19/2023 | | VM | VD | 0.00 |
| 99 | 00004833 | SOUTHWEST SCHOOL SUPPLY | 6000226135 | OH | 12/19/2023 | | MW | IS | 5,477.16 |
| 99 | 00004834 | UNUM LIFE INSURANCE COMPANY | 010103312024 | OH | 12/19/2023 | | MW | IS | 539.52 |
| 99 | 00004835 | WHITNEY TAKACS | 12112023 | OH | 12/19/2023 | | MW | IS | 93.83 |
| 99 | 00004836 | BUG FLIP | NOV2023 | OH | 12/19/2023 | | MW | IS | 180.00 |
| 99 | 00004837 | Continental Sales | NOV2023 | OH | 12/19/2023 | | MW | IS | 3,795.05 |
| 99 | 00004838 | GOLD STAR FOODS | NOV2023 | OH | 12/19/2023 | | MW | IS | 28,069.67 |
| 99 | 00004839 | KWIPPED INC | R3886-P19580 | OH | 12/19/2023 | | MW | IS | 3,081.49 |

LOWELL JOINT SD
Consolidated Check Register
 from 12/1/2023 to 12/31/2023

| Check | Payee ID | Payee Name | Reference | Subs | Check Date | Cancel Date | Type | Status | Check Amount |
|-------|----------|---------------------------------|----------------|------|------------|-------------|------|--------|--------------|
| 99 | 00004840 | LADY BUGS ENVIRONMENTAL TERMIT | 151983 | OH | 12/19/2023 | | MW | IS | 55.00 |
| 99 | 00004841 | P & R PAPER SUPPLY COMPANY | NOV2023 | OH | 12/19/2023 | | MW | IS | 4,642.86 |
| 99 | 00004842 | SOUTHERN CALIFORNIA PIZZA | NOV2023 | OH | 12/19/2023 | | MW | IS | 9,572.85 |
| 99 | 00004843 | SUBWAY | NOV2023 | OH | 12/19/2023 | | MW | IS | 3,412.50 |
| 99 | 00004844 | APPLIED BEST PRACTICES | 28891 | OH | 12/19/2023 | | MW | IS | 647.00 |
| 99 | 00004845 | ELITE MODULAR LEASING & SALES | 9019301164 | OH | 12/19/2023 | | MW | IS | 234,929.46 |
| 99 | 00004846 | ERICKSON-HALL CONSTRUCTION | PAY_APP #5 | OH | 12/19/2023 | | MW | IS | 1,253,864.15 |
| 99 | 00004847 | HAUFFE COMPANY | 493 | OH | 12/19/2023 | | MW | IS | 17,920.00 |
| 99 | 00004848 | OPTIONS FOR LEARNING | 9751S430 | OH | 12/19/2023 | | MW | IS | 1.00 |
| 99 | 00004849 | Granite Telecommunications LLC | 627277811 | OH | 12/20/2023 | | MW | IS | 3,196.15 |
| 99 | 00004850 | ICS SERVICE COMPANY | 37837 | OH | 12/20/2023 | | MW | IS | 506.93 |
| 99 | 00004851 | VOID CONTIVoid - Continued Stub | CONTINUE | OH | 12/20/2023 | | VM | VD | 0.00 |
| 99 | 00004852 | SOUTHWEST SCHOOL SUPPLY | 6000219774 | OH | 12/20/2023 | | MW | IS | 3,139.44 |
| 99 | 00004853 | THE HOME DEPOT PRO INSTITUTION | 774159198 | OH | 12/20/2023 | | MW | IS | 744.32 |
| 99 | 00004854 | ALAN HAN | 12142023 | OH | 12/21/2023 | | MW | IS | 500.00 |
| 99 | 00004855 | ARAIZA, ISABEL | 12152023 | OH | 12/21/2023 | | MW | IS | 500.00 |
| 99 | 00004856 | LOPEZ, ALEJANDRO | 12142023 | OH | 12/21/2023 | | MW | IS | 500.00 |
| 99 | 00004857 | LOWES | 990563-MBNKFA | OH | 12/21/2023 | | MW | IS | 9.83 |
| 99 | 00004858 | MIJARES, EDWARD | 12142023 | OH | 12/21/2023 | | MW | IS | 1,000.00 |
| 99 | 00004859 | NIGRO & NIGRO | 19153 | OH | 12/22/2023 | | MW | IS | 20,100.00 |
| 99 | 00004860 | ARAMARK | 25736766 | OH | 12/27/2023 | | MW | IS | 50.68 |
| 99 | 00004861 | ATKINSON ANDELSON LOYA RUUD & | 700149-NOV2023 | OH | 12/27/2023 | | MW | IS | 4,741.25 |
| 99 | 00004862 | AMANDA MALM | 12072023 | OH | 12/28/2023 | | MW | IS | 27.06 |
| 99 | 00004863 | BARBARA CASTILLO | 12122023 | OH | 12/28/2023 | | MW | IS | 190.65 |
| 99 | 00004864 | CDW GOVERNMENT INC. | ZR00417813 | OH | 12/28/2023 | | MW | IS | 11,488.00 |
| 99 | 00004865 | DAVIS, SUMMER | 014 | OH | 12/28/2023 | | MW | IS | 1,512.00 |
| 99 | 00004866 | ERIC CHITTUM | 12132023 | OH | 12/28/2023 | | MW | IS | 25.59 |
| 99 | 00004867 | J&C BOOKS LLC | I-3132 | OH | 12/28/2023 | | MW | IS | 436.59 |
| 99 | 00004868 | JIM COOMBS | 12112023 | OH | 12/28/2023 | | MW | IS | 437.60 |
| 99 | 00004869 | JUDY ROHRBACH | 11062023 | OH | 12/28/2023 | | MW | IS | 77.24 |
| 99 | 00004870 | OCDE | 94TI21800 | OH | 12/28/2023 | | MW | IS | 150.00 |
| 99 | 00004871 | PEST OPTION INC. | 437227B | OH | 12/28/2023 | | MW | IS | 62.41 |
| 99 | 00004872 | QUADIENT FINANCE USA INC. | NOV 2023 STMT | OH | 12/28/2023 | | MW | IS | 1,500.00 |
| 99 | 00004873 | REHABMART | 82011 | OH | 12/28/2023 | | MW | IS | 1,416.97 |

LOWELL JOINT SD
Consolidated Check Register
 from 12/1/2023 to 12/31/2023

| Check | Payee ID | Payee Name | Reference | Subs | Check Date | Cancel Date | Type | Status | Check Amount |
|-------------|----------|--------------------------------|----------------|------|------------|-------------|------|--------|--------------|
| 99 00004874 | U9900004 | SOUTHERN CALIFORNIA EDISON | 1109121123EP2 | OH | 12/28/2023 | | MW | IS | 4,407.73 |
| 99 00004875 | U9900005 | SOUTHERN CALIFORNIA GAS CO | 1116121523 | OH | 12/28/2023 | | MW | IS | 630.04 |
| 99 00004876 | V9900179 | SOUTHWEST SCHOOL SUPPLY | 6000222268 | OH | 12/28/2023 | | MW | IS | 1,828.24 |
| 99 00004877 | U9900008 | T-MOBILE | 1104120323 | OH | 12/28/2023 | | MW | IS | 118.99 |
| 99 00004878 | V9900195 | THINKING MAPS | INV0067701 | OH | 12/28/2023 | | MW | IS | 2,200.00 |
| 99 00004879 | V9903702 | TWAMLEY, SHANE | 12302023 | OH | 12/28/2023 | | MW | IS | 3,000.00 |
| 99 00004880 | V9903493 | VERNES PLUMBING | 12463487 | OH | 12/28/2023 | | MW | IS | 200.00 |
| 99 00004881 | F9900069 | WALTERS WHOLESale ELECTRIC | S124404685.001 | OH | 12/28/2023 | | MW | IS | 345.13 |
| 99 00004882 | V9900010 | ALLIANCE OF SCHOOLS FOR COOPER | OCT23VSR | OH | 12/29/2023 | | MW | IS | 6,034.29 |
| 99 00004883 | V9900010 | ALLIANCE OF SCHOOLS FOR COOPER | NOV23VSR | OH | 12/29/2023 | | MW | IS | 6,071.74 |
| 99 00004884 | V9900010 | ALLIANCE OF SCHOOLS FOR COOPER | DEC23VSR | OH | 12/29/2023 | | MW | IS | 6,045.18 |
| 99 00004885 | V9900010 | ALLIANCE OF SCHOOLS FOR COOPER | OCT23DDR | OH | 12/29/2023 | | MW | IS | 29,283.59 |
| 99 00004886 | V9900010 | ALLIANCE OF SCHOOLS FOR COOPER | NOV23DDR | OH | 12/29/2023 | | MW | IS | 29,465.06 |
| 99 00004887 | V9900010 | ALLIANCE OF SCHOOLS FOR COOPER | DEC23DDR | OH | 12/29/2023 | | MW | IS | 29,334.62 |
| 99 00004888 | V9900010 | ALLIANCE OF SCHOOLS FOR COOPER | OCT23VLIFBU | OH | 12/29/2023 | | MW | IS | 1,266.05 |
| 99 00004889 | V9900010 | ALLIANCE OF SCHOOLS FOR COOPER | NOV23VLIFBU | OH | 12/29/2023 | | MW | IS | 1,265.62 |
| 99 00004890 | V9900010 | ALLIANCE OF SCHOOLS FOR COOPER | DEC23VLIFBU | OH | 12/29/2023 | | MW | IS | 1,279.90 |
| 99 00004891 | R9900016 | ANDREA DESMOND | JAN 2024 | OH | 12/29/2023 | | MW | IS | 628.28 |
| 99 00004892 | R9900001 | BRENT ALLSMAN | JAN 2024 | OH | 12/29/2023 | | MW | IS | 708.41 |
| 99 00004893 | V9903553 | CA DEPARTMENT OF JUSTICE | 699977 | OH | 12/29/2023 | | MW | IS | 480.00 |
| 99 00004894 | R9903247 | CAROLYN KANE | JAN 2024 | OH | 12/29/2023 | | MW | IS | 1,573.82 |
| 99 00004895 | V9900045 | COYOTE FFA ALUMNI & SUPPORTERS | 2 | OH | 12/29/2023 | | MW | IS | 140.00 |
| 99 00004896 | R9900019 | DEBORAH NEEDHAM | JAN 2024 | OH | 12/29/2023 | | MW | IS | 708.41 |
| 99 00004897 | R9900014 | EDDY VEGA | JAN 2024 | OH | 12/29/2023 | | MW | IS | 708.41 |
| 99 00004898 | U9900002 | FRONTIER | 12102023 | OH | 12/29/2023 | | MW | IS | 32.46 |
| 99 00004899 | R9900007 | GAYLE ROGERS | JAN 2024 | OH | 12/29/2023 | | MW | IS | 291.15 |
| 99 00004900 | R9900018 | GRACIA HAWORTH | JAN 2024 | OH | 12/29/2023 | | MW | IS | 1,573.82 |
| 99 00004901 | V9903303 | iPRINT TECHNOLOGIES | 1093351 | OH | 12/29/2023 | | MW | IS | 212.81 |
| 99 00004902 | R9900015 | KATHRYN ALLSMAN | JAN 2024 | OH | 12/29/2023 | | MW | IS | 708.41 |
| 99 00004903 | V9900101 | LA HABRA ROTARY CLUB | 2583 | OH | 12/29/2023 | | MW | IS | 295.00 |
| 99 00004904 | V9900104 | LEADER SERVICES | CDS 6533 | OH | 12/29/2023 | | MW | IS | 116.03 |
| 99 00004905 | R9900013 | MARGARET DUMADAG | JAN 2024 | OH | 12/29/2023 | | MW | IS | 708.41 |
| 99 00004906 | V9903326 | MELARAGNO, ALBERT | 11182023 | OH | 12/29/2023 | | MW | IS | 175.00 |
| 99 00004907 | E9900148 | MICHELLE MCNEFF | 12112023 | OH | 12/29/2023 | | MW | IS | 45.94 |

LOWELL JOINT SD
Consolidated Check Register
 from 12/1/2023 to 12/31/2023

| Check | Payee ID | Payee Name | Reference | Subs | Check Date | Cancel Date | Type | Status | Check Amount |
|-------------|----------|--------------------------------|---------------|------|------------|-------------|------|--------|--------------|
| 99 00004908 | R9900010 | PENNY MAYERCHECK | JAN 2024 | OH | 12/29/2023 | | MW | IS | 1,573.82 |
| 99 00004909 | F9900055 | PQ BIDS INC. | LOWELLJOINTSD | OH | 12/29/2023 | | MW | IS | 15,000.00 |
| 99 00004910 | R9900017 | REBECCA SMITH | JAN 2024 | OH | 12/29/2023 | | MW | IS | 708.41 |
| 99 00004911 | V9900161 | RMH DANCE & PRODUCTIONS | 120823LJSD | OH | 12/29/2023 | | MW | IS | 525.00 |
| 99 00004912 | R9900011 | RONALD RANDOLPH | JAN 2024 | OH | 12/29/2023 | | MW | IS | 739.30 |
| 99 00004913 | U9900005 | SOUTHERN CALIFORNIA GAS CO | 1117121823 | OH | 12/29/2023 | | MW | IS | 750.97 |
| 99 00004914 | I9900011 | TRINIDAD, GINA | 1221223 | OH | 12/29/2023 | | MW | IS | 1,993.81 |
| 99 00004915 | V9900010 | ALLIANCE OF SCHOOLS FOR COOPER | OCT23VSA | OH | 12/29/2023 | | MW | IS | 241.70 |
| 99 00004916 | V9900010 | ALLIANCE OF SCHOOLS FOR COOPER | NOV23VSA | OH | 12/29/2023 | | MW | IS | 265.87 |
| 99 00004917 | V9900010 | ALLIANCE OF SCHOOLS FOR COOPER | DEC23VSA | OH | 12/29/2023 | | MW | IS | 265.87 |
| 99 00004918 | V9900010 | ALLIANCE OF SCHOOLS FOR COOPER | OCT23DDA | OH | 12/29/2023 | | MW | IS | 1,162.50 |
| 99 00004919 | V9900010 | ALLIANCE OF SCHOOLS FOR COOPER | NOV23DDA | OH | 12/29/2023 | | MW | IS | 1,278.75 |
| 99 00004920 | V9900010 | ALLIANCE OF SCHOOLS FOR COOPER | DEC23DDA | OH | 12/29/2023 | | MW | IS | 1,278.75 |
| 99 00004921 | V9900010 | ALLIANCE OF SCHOOLS FOR COOPER | OCT23VLIFBU | OH | 12/29/2023 | | MW | IS | 58.83 |
| 99 00004922 | V9900010 | ALLIANCE OF SCHOOLS FOR COOPER | NOV23VLIFBU | OH | 12/29/2023 | | MW | IS | 58.83 |
| 99 00004923 | V9900010 | ALLIANCE OF SCHOOLS FOR COOPER | DEC23VLIFBU | OH | 12/29/2023 | | MW | IS | 58.83 |
| 99 00004924 | I9900011 | TRINIDAD, GINA | 1221223 | OH | 12/29/2023 | | MW | IS | 221.19 |
| 99 00004925 | V9900010 | ALLIANCE OF SCHOOLS FOR COOPER | OCT23VSA | OH | 12/29/2023 | | MW | IS | 265.87 |
| 99 00004926 | V9900010 | ALLIANCE OF SCHOOLS FOR COOPER | NOV23VSA | OH | 12/29/2023 | | MW | IS | 265.87 |
| 99 00004927 | V9900010 | ALLIANCE OF SCHOOLS FOR COOPER | DEC23VSA | OH | 12/29/2023 | | MW | IS | 290.04 |
| 99 00004928 | V9900010 | ALLIANCE OF SCHOOLS FOR COOPER | OCT23DDA | OH | 12/29/2023 | | MW | IS | 1,278.75 |
| 99 00004929 | V9900010 | ALLIANCE OF SCHOOLS FOR COOPER | NOV23DDA | OH | 12/29/2023 | | MW | IS | 1,278.75 |
| 99 00004930 | V9900010 | ALLIANCE OF SCHOOLS FOR COOPER | DEC23DDA | OH | 12/29/2023 | | MW | IS | 1,395.00 |
| 99 00004931 | V9900010 | ALLIANCE OF SCHOOLS FOR COOPER | OCT23VLIFBU | OH | 12/29/2023 | | MW | IS | 54.96 |
| 99 00004932 | V9900010 | ALLIANCE OF SCHOOLS FOR COOPER | NOV23VLIFBU | OH | 12/29/2023 | | MW | IS | 54.96 |
| 99 00004933 | V9900010 | ALLIANCE OF SCHOOLS FOR COOPER | DEC23VLIFBU | OH | 12/29/2023 | | MW | IS | 59.72 |
| 99 00004934 | V9900010 | ALLIANCE OF SCHOOLS FOR COOPER | OCT23VSR | OH | 12/29/2023 | | MW | IS | 37.45 |
| 99 00004935 | V9900010 | ALLIANCE OF SCHOOLS FOR COOPER | NOV23VSR | OH | 12/29/2023 | | MW | IS | 37.45 |
| 99 00004936 | V9900010 | ALLIANCE OF SCHOOLS FOR COOPER | DEC23VSR | OH | 12/29/2023 | | MW | IS | 37.45 |
| 99 00004937 | V9900010 | ALLIANCE OF SCHOOLS FOR COOPER | OCT23DDR | OH | 12/29/2023 | | MW | IS | 181.47 |
| 99 00004938 | V9900010 | ALLIANCE OF SCHOOLS FOR COOPER | NOV23DDR | OH | 12/29/2023 | | MW | IS | 181.47 |
| 99 00004939 | V9900010 | ALLIANCE OF SCHOOLS FOR COOPER | DEC23DDR | OH | 12/29/2023 | | MW | IS | 181.47 |
| 99 00004940 | V9900010 | ALLIANCE OF SCHOOLS FOR COOPER | OCT23VLIFBU | OH | 12/29/2023 | | MW | IS | 4.76 |
| 99 00004941 | V9900010 | ALLIANCE OF SCHOOLS FOR COOPER | NOV23VLIFBU | OH | 12/29/2023 | | MW | IS | 4.76 |

LOWELL JOINT SD
Consolidated Check Register
 from 12/1/2023 to 12/31/2023

| Check | Payee ID | Payee Name | Reference | Subs Check Date | Cancel Date | Type | Status | Check Amount |
|-------------|----------|--------------------------------|-------------|-----------------|-------------|------|--------|--------------|
| 99 00004942 | V9900010 | ALLIANCE OF SCHOOLS FOR COOPER | DEC23VLIFBU | OH 12/29/2023 | | MW | IS | 4.76 |
| 99 00004943 | V9900010 | ALLIANCE OF SCHOOLS FOR COOPER | OCT23VSA | OH 12/29/2023 | | MW | IS | 24.17 |
| 99 00004944 | V9900010 | ALLIANCE OF SCHOOLS FOR COOPER | NOV23VSA | OH 12/29/2023 | | MW | IS | 24.17 |
| 99 00004945 | V9900010 | ALLIANCE OF SCHOOLS FOR COOPER | DEC23VSA | OH 12/29/2023 | | MW | IS | 24.17 |
| 99 00004946 | V9900010 | ALLIANCE OF SCHOOLS FOR COOPER | OCT23DDA | OH 12/29/2023 | | MW | IS | 116.25 |
| 99 00004947 | V9900010 | ALLIANCE OF SCHOOLS FOR COOPER | NOV23DDA | OH 12/29/2023 | | MW | IS | 116.25 |
| 99 00004948 | V9900010 | ALLIANCE OF SCHOOLS FOR COOPER | DEC23DDA | OH 12/29/2023 | | MW | IS | 116.25 |
| 99 00004949 | V9900010 | ALLIANCE OF SCHOOLS FOR COOPER | OCT23VLIFAD | OH 12/29/2023 | | MW | IS | 8.65 |
| 99 00004950 | V9900010 | ALLIANCE OF SCHOOLS FOR COOPER | NOV23VLIFAD | OH 12/29/2023 | | MW | IS | 8.65 |
| 99 00004951 | V9900010 | ALLIANCE OF SCHOOLS FOR COOPER | DEC23VLIFAD | OH 12/29/2023 | | MW | IS | 8.65 |

Issued: 2,286,145.64
99 Bank Total: 2,286,145.64

Grand Total: 2,286,145.64

LOWELL JOINT SCHOOL DISTRICT
February 5, 2024

To: President Shackelford and Members, Board of Trustees
From: Jim Coombs, Superintendent of Schools
Subject: Approval for Disposal/Sale of Surplus District Personal Property ACTION

Background

Board Policy 3270 and Education Code Section 17545 et seq., provide the framework for school districts to dispose of personal property such as furniture, equipment, computers, library books (not textbooks), etc. Determination of obsolescence and disposal of textbooks and instructional materials is handled separately and is addressed in Education Code Section 60500 et seq.

Education Code Section 17546 provides that if the governing board, by a unanimous vote of those members present, finds that the property, whether one or more items, does not exceed in value the sum of two thousand five hundred dollars (\$2,500), the items may be sold at private sale without advertising. If the Board of Trustees finds that the property is of insufficient value to defray the costs of arranging a sale, the property may be either donated to a charitable organization deemed appropriate by the Board, or it may be disposed of in the local public dump. In the case of electronic and computer equipment, such equipment will be disposed of via an e-waste recycler.

Current Considerations

Attached is a list of items located at District sites that are obsolete and/or not worth repairing and are recommended for disposal in accordance with Education Code Section 17546 as outlined above. Because the items have an individual value of less than \$2,500, District staff members will be able to sell/dispose of these items without conducting a formal public auction. Once declared obsolete by the Board of Trustees, these items will be removed from the District's inventory record and sold/disposed of properly.

Recommendation

It is recommended that the Board of Trustees approve the sale/disposal of surplus district personal property identified on the attached list, and authorize District staff members to dispose of the obsolete items in accordance with Education Code Section 17546.

DB: ds

Superintendent's Comment:

ADOPTION BY MAJORITY ROLL CALL VOTE.

District Property Declared Surplus

January, 2024

| District ID# | Quantity | Item Description | Model Number | Serial Number |
|--------------|----------|------------------------------------|---------------------|-------------------|
| N/A | | Classroom Desks | N/A | N/A |
| N/A | | Classroom Chairs | N/A | N/A |
| 21000079 | 1 | JORDAN PORTABLE ROOM 5A | N/A | N/A |
| 21000077 | 1 | JORDAN PORTABLE CLASSROOM 22 | N/A | N/A |
| 21000080 | 1 | JORDAN TRAILER B | N/A | N/A |
| 21000081 | 1 | JORDAN TRAILER A | N/A | N/A |
| 21000136 | 1 | JORDAN PORTABLE CLASSROOM 23 | N/A | N/A |
| 21000070 | 1 | MEADOW GREEN ADMINISTRATION | N/A | N/A |
| 21000114 | 1 | MAYBROOK PORTABLE CLASSROOM 22 | N/A | N/A |
| 21000009 | 1 | MAYBROOK PORTABLE CLASSROOMS 81-85 | N/A | N/A |
| 21000011 | 1 | MAYBROOK PORTABLE CLASSROOMS 04,41 | N/A | N/A |
| 21000012 | 1 | MAYBROOK PORTABLE CLASSROOMS 42-43 | N/A | N/A |
| 21000013 | 1 | MAYBROOK PORTABLE CLASSROOM 51-52 | N/A | N/A |
| 21000014 | 1 | MAYBROOK PORTABLE CLASSROOM 53-61 | N/A | N/A |
| 21000015 | 1 | MAYBROOK PORTABLE CLASSROOMS 62-63 | N/A | N/A |
| 21000016 | 1 | MAYBROOK PORTABLE PRESCHOOL C-D | N/A | N/A |
| 21000017 | 1 | MAYBROOK PORTABLE PRESCHOOL A-B | N/A | N/A |
| 21000018 | 1 | MAYBROOK PORTABLE RESTROOM | N/A | N/A |
| 00437 | 1 | VERING WALK IN FREEZER | 8x10 | N/A |
| 01514 | 1 | GBC ELECTRIC COLLATOR | 204299 | N/A |
| 21300014 | 1 | PICK UP | TOYOTA 19868202 | JT4RN50R8G015918 |
| 21300015 | 1 | PICK UP | TOYOTA 19868202 | JT4RN50RXG015961 |
| 21200010 | 1 | VAN | TOYOTA 1987 | JT4YR28V5H5045311 |
| 21300016 | 1 | PANEL VAN | TOYOTA 19875562 | JT4YR28V5H5045311 |
| 00733 | 1 | PHOTOCOPIER | GESTETNER CP5325 | 870036 |
| 01033 | 1 | PHOTOCOPIER | KYOCERA MITA DC5690 | JS37000241 |
| 01505 | 1 | PRESS PRINTING | HAMADA 665CDC | N/A |
| 00467 | 1 | CPU W/MONITOR | IBM 55SX | N/A |
| 00627 | 1 | CPU W/MONITOR | APPLE CT610 | N/A |
| 01034 | 1 | PHOTOCOPIER | GESTETNER 5325 | 870538 |

District Property Declared Surplus

January, 2024

| District ID# | Quantity | Item Description | Model Number | Serial Number |
|--------------|----------|-------------------------|---------------------|-------------------|
| 00555 | 1 | PHOTOCOPIER | KYOCERA MITA DC6090 | N/A |
| 00910 | 1 | PHOTOCOPIER | KYOCERA MITA DC4056 | 019298H |
| 01424 | 1 | PHOTOCOPIER | KYOCERA MITA DC6090 | N/A |
| 21200001 | 1 | PICKUP | TOYOTA 1994 | 4TARN81P4RZ194264 |
| 21300001 | 1 | PICK UP | TOYOTA 1994 | 4TARN81P4RZ194264 |
| 00008 | 1 | OVEN CONVECTION | GARLAND | N/A |
| 00373 | 1 | CPU W/MONITOR | IBM PS1 | N/A |
| 00722 | 1 | MIXER FOOD FLOOR | HOBART H-600 | 1531116 |
| 00723 | 1 | FREEZER WALKIN | KOLPAK 8X6 | 01G1625 |
| 00911 | 1 | PHOTOCOPIER | GESTETNER 5327 | 001086 |
| 00912 | 1 | PHOTOCOPIER | GESTETNER 5327 | 870530 |
| 01052 | 1 | REFRIGERATOR 1 DOOR | VERIG | N/A |
| 01054 | 1 | DISHWASHER COMMERCIAL | HOBART | N/A |
| 01055 | 1 | REFRIGERATOR 3 DOOR | HOBART OF1 | 321053660 |
| 01058 | 1 | OVEN STACKING - DOUBLE | WOLF AIR FLOW | N/A |
| 01426 | 1 | PHOTOCOPIER | GESTETNER CP5327 | N/A |
| 01452 | 1 | PHOTOCOPIER | GESTETNER CP5325 | 870527 |
| 01500 | 1 | PHOTOCOPIER | GESTETNER CP5327 | 870526 |
| 01508 | 1 | COLLATOR VERITCAL | MAXXUM 43 | N/A |
| 01022 | 1 | PHOTOCOPIER | KYOCERA MITA DC4090 | PM37022480 |
| 01507 | 1 | COMMERICAL PAPER CUTTER | TRIUMPH 485095 | 48509259 |
| 01304 | 1 | PHOTOCOPIER | KYOCERA MITA DC2360 | QI37023120 |
| 21200081 | 1 | ROUTER | CISCO 4700M | N/A |
| 21200083 | 1 | FIREWALL | CISCO PIX | 6006530 |
| 21300008 | 1 | TRANSPORT VAN | FORD | 1FDKE30XVHA1517 |
| 21300012 | 1 | PICK UP | TOYOTA 1997 | 4TANL42N7VZ303286 |
| 00005 | 1 | REFRIGERATOR 2 DOOR | HOBART | N/A |
| 00006 | 1 | REFRIGERATOR 1 DOOR | HOBART | N/A |
| 00445 | 1 | OVEN CONVECTION | BLODGETT DBL STCK | N/A |
| 00446 | 1 | OVEN CONVECTION | BLODGETT DBL STCK | 0501EA047T |

District Property Declared Surplus

January, 2024

| District ID# | Quantity | Item Description | Model Number | Serial Number |
|--------------|----------|-------------------------------------|-------------------------|-------------------|
| 00557 | 1 | PHOTOCOPIER | CANON NP4050 | N/A |
| 01301 | 1 | SERVER COMPUTER | COMPAQ PROML350 | N/A |
| 00444 | 1 | REFRIGERATOR 3 DOOR | TRAUSLEN RDT332 | T180550101 |
| 00521 | 1 | DISHWASHER COMMERCIAL | HOBART | N/A |
| 00715 | 1 | KETTLE STEAM FLOOR | GROEN AH/1-40 | 124304 |
| 00716 | 1 | KETTLE STEAM FLOOR | GROEN AH/1-40 | N/A |
| 01425 | 1 | PHOTOCOPIER | SAVIN 3350 | 873125 |
| 01459 | 1 | PHOTOCOPIER | KYOCERA MITA KM6230 | XY37005281 |
| 01484 | 1 | PHOTOCOPIER | KYOCERA MITA KM6230 | XY37005296 |
| 01502 | 1 | PHOTOCOPIER | KYOCERA MITA KM1810 | N/A |
| 21200052 | 1 LOT | TELEPHONE SYSTEM | MERIDIAN 1 OPTI 11C PBX | N/A |
| 21300024 | 1 | PICK UP | TOYOTA 1999 | 4TANL42N9XZ481610 |
| 21300029 | 1 | PICK UP | TOYOTA 2000 | 4TAVL52N3YZ594007 |
| 00338 | 1 | PHOTOCOPIER | KYOCERA MITA PSAI3030 | NM37054039 |
| 00551 | 1 | PHOTOCOPIER | KYOCERA MITA DC4090 | PM37022454 |
| 00731 | 1 | PHOTOCOPIER | TOSHIBA DP8070 | RH010989 |
| 00732 | 1 | PHOTOCOPIER | TOSHIBA DP8070 | RH011056 |
| 01430 | 1 | PHOTOCOPIER | KYOCERA MITA KM4230 | N/A |
| 21300031 | 1 | PICK UP | TOYOTA 2000 | 5TENL42N5YZ705644 |
| 21300033 | 1 | PICK UP | TOYOTA 2001 | 5TENL42N01Z743661 |
| 21200094 | 1 | SERVER | COMPAQ PROLIANT ML350 | N/A |
| 21300035 | 1 | PICK UP | TOYOTA 2001 | 5TEVL52N51Z874249 |
| 01678 | 1 | ROUTER | CISCO 3845 | SFTX0917A2Q9 |
| N/A | 1 | Food Service Oven (Meadow Green) | 115A | N/A |
| N/A | 1 | Food Service Oven (Jordan) | Blodgett DFG100 | 082008RA049S |
| N/A | 1 | Food Service Oven (Meadow Green) | Blodgett DFG100 | 082008RA051S |
| N/A | 1 LOT | Food Service POS System (All Sites) | Various | N/A |
| N/A | 1 LOT | Computers (EP, DO, & MG) | Apple | N/A |
| N/A | 372 | Student Desks | N/A | N/A |
| N/A | 384 | Student Chairs | N/A | N/A |

| NAME | EFFECTIVE DATE | END DATE | SITE | COMMENT |
|----------------------|----------------|------------|------|---|
| Montemayor, Kathleen | 01/08/2024 | 05/29/2024 | DO | To be paid daily rate of \$250 daily rate as Virtual Academy Teacher at Macy Elementary |
| Mohler, Megan | 01/16/2024 | 02/13/2024 | DO | To be paid Long term daily rate of \$250 daily rate as Fourth Grade Teacher Meadow Green Elementary |
| Carr, Candice | 01/22/2024 | 05/24/2024 | DO | To be paid daily rate of \$250 daily rate as First grade teacher Meadow Green Elementary |
| Shupe, Violeta | 01/08/2024 | 03/04/2024 | DO | To be paid daily rate of \$200 daily rate as TK DLI teacher Jordan Elementary |

Classified Job Description:

- Psychologist Intern Job Description
- Counselor Job Description

II. CLASSIFIED EMPLOYEES February 5, 2024

A. MONTHLY – GENERAL FUND

B. HOURLY – GENERAL FUND

| <u>NAME/ EMPLOYEE ID#</u> | <u>EFFECTIVE DATE</u> | <u>END DATE</u> | <u>RANGE/ STEP</u> | <u>SITE</u> | <u>COMMENTS</u> |
|-------------------------------|---------------------------|---------------------|------------------------|-------------|--|
| Astorga, Jessica | 1/12/24 | | | DO | Additional Assignment: Substitute Instructional Assistant |
| Cardenas, Robert | 1/17/24 | | R28/S05 | M&O | Step Increase: Maintenance General |
| Castro, Jenny | 1/6/24 | | R16/S05 | EP | Step Increase: Instructional Assistant |
| Chavez, Alora | 2/22/24 | | R20/S02 | OL | Step Increase: Library Media Tech. |
| DeCarrillo, Imelda | 1/9/24 | | | DO | New Hire: Substitute Instructional Assistant |
| Dixon, Ronica | 2/1/24 | | CL MNGT/S07 | DO | Step Increase: Child Devp. Servs. Coordinator |
| Espinoza, Sergio | 1/6/24 | | | RS | Longevity: 10 years Nutrition Services warehouse delivery driver |
| Evanoff, Mary Jo | 2/13/24 | | CONF R Z/S05 | DO | Step Increase: Executive Assistant to Superintendent |
| Heard, Tayler | 1/9/24 | | | DO | New Hire: Substitute Instructional Assistant |
| Hutcherson, Janel | 1/9/24 | | R23/S04 | M&O | Step Increase: M&O Secretary |
| Lozano, Melissa | 2/11/24 | | R30/03 | DO | Step Increase: SLPA |
| Mao, Alan | 1/22/24 | | CL MNGT/S03 | DO | Step Increase: Director of Technology |
| McGill, Loretta | 1/24/24 | | R20/S03 | EP | Step Increase: Library Media Technician |
| Muravez, Alicia | 1/14/24 | | R14/S08 | OL | Step Increase: Satellite Cafeteria Worker |
| Ocegueda, Magee | 1/11/24 | | | DO | New Hire: Substitute Clerk Typist |

| | | | | |
|---------------------|---------|----------------|----|---|
| Ocegueda, Magee | 1/11/24 | | DO | Additional Assignment: Substitute Instructional Assistant |
| Ocegueda, Magee | 1/11/24 | | DO | Additional Assignment: Substitute Health Technician |
| Ocegueda, Magee | 1/11/24 | | DO | Additional Assignment: Substitute DO Receptionist |
| Ramirez, Adrianna | 1/9/24 | R16/S03 | EP | Step Increase: Clerk Typist |
| Schreihart, Jeffrey | 1/10/24 | | MA | Termination: Probation Site Supervisor |
| Weissman, Catherine | 2/3/24 | CL MNGT/S05 | DO | Step Increase: Bond Contracts & Accounting Compliance Manager |



Lowell Joint School District

A Tradition of Excellence Since 1906

"Home of Scholars and Champions"



School Psychologist Paid Internship Opportunity – Please Post

Look for the EdJoin Posting January 11 – April 1, 2024 (until filled)

School Psychology graduate students who are interested in fulfilling their internship hours in the Lowell Joint School District are encouraged to apply online through Edjoin to participate in our 2024-2025 Internship Opportunities. As part of the selection process, candidates will be screened and interviewed. Our innovative programs provide the opportunity for leadership, practical application, consultation, and assessment skills necessary to be a highly effective School Counselor. The intern school psychologist position supports the school programs in the areas of academics, career, and social/emotional development.

As a psychologist intern in the Lowell Joint School District you will learn to:

- Work effectively with all students to ensure their success
- Network & collaborate with parents, teachers, and administrators to Develop and refine your skills adhering to the National Association of School Psychologist (NASP) standards
- Be a part of the Multi-Tiered System of Supports and provide social, emotional and behavioral interventions for all students
- Participate in all district professional development opportunities
- Administer essential psycho-educational assessments
- Participate in Student Success Team ("SST") meetings and interventions
- Deliver short-term, school-based counseling services to general education students
- Deliver school-based counseling services per the student's IEP and assist in short-term counseling services for non special education students
- Plan, organize, and develop Individual Educational Plan (IEP) meetings for students with social-emotional needs.
- Administer, plan and organize mental health assessments and services for students with significant social/emotional needs.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Under the direction of the Director of Special Education and the direct supervision of a fully credentialed and experienced school psychologist (minimum of two years working under a Pupil Personnel Services Credential), the School Psychologist Intern's responsibilities will include, but not be limited to, the following duties:
- Conducting and interpreting initial and triennial psycho-educational evaluations

- Consulting and collaborating with Special Education teams in the development and implementation of Individual Education Plans
- Counseling (individual, group, class, and/or crisis with pupils and parents)
- Developing and implementing prevention and intervention programs for individuals and groups of pupils, including participating in the student study team process
- Carrying out other duties related to the scope, function and role of psychologist as directed by the director or school psychologist.
- Under the direction of the school psychologist, deliver school-based counseling services per the students IEP, and assist in the implementation of school-based counseling for general education students.
- Under the direction of the school psychologist and/or program specialist, administer mental health assessments and participate in the delivery of Educationally Related Mental Health Services (ERMHS) per the students IEP. Under the direction of the school psychologist/SST coordinator, plan, organize, and coordinate SST meetings in alignment with the District's policy and procedures.
- Under the direction of the school psychologist, deliver short-term school-based services to general education students.

PROFESSIONAL DEVELOPMENT:

- School psychologist interns will have the opportunity to participate in the following professional development opportunities.
- Attend monthly meetings with the school psychologist department to hear about the recent updates in special education.
- Attend monthly meetings with fellow interns to discuss cases
- Optional educational experiences with a local feeder high school.
- Attend SELPA trainings on topics such as special education law, behavior management, and Alternative Dispute Resolution.

ESSENTIAL REQUIREMENTS:

- 5 days/week required, approximately 40 hours/week Hours are flexible, but a typical school day is 8:30-3:00.
- Assigned hours are flexible to work within the university schedule.
- At least 2 days of orientation and preparation prior to the start of the school year.
- School Year officially begins August 12, 2024 and ends May 30, 2025
- Paid internship is \$20,000, which is paid in 10 equal increments.



Lowell Joint School District

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Counselor Paid Internship Opportunity – Please Post

Look for the EdJoin Posting January 11 – April 1, 2024 (until filled)

Counselor graduate students who are interested in fulfilling their internship hours in the Lowell Joint School District are encouraged to apply online through Edjoin to participate in our 2024-2025 Internship Opportunities. As part of the selection process, candidates will be screened and interviewed. Our innovative programs provide the opportunity for leadership, practical application, consultation, and assessment skills necessary to be a highly effective School Counselor. The intern school counselor position supports the school programs in the areas of academics, career, and social/emotional development. Counseling interns enhance the learning process for all students to facilitate school achievement and to prepare them to be responsible and productive members of society.

As a counseling intern in the Lowell Joint School District you will learn to:

- Work effectively with all students to ensure their success
- Network & collaborate with parents, teachers, and administrators to develop and refine your skills adhering to the ASCA (American School Counselor Association) standards
- Be a part of the Multi-Tiered System of Supports and provide social, emotional and behavioral interventions for all students
- Participate in all district professional development opportunities
- Participate in Student Success Team (SST) meetings and interventions
- Deliver short-term, school-based counseling services to general education students
- Deliver school-based counseling services per the student's IEP and assist in short-term counseling services for non special education students
- Prepare and deliver classroom lessons
- Lead student groups in social-emotional, academic, career lessons

ESSENTIAL DUTIES AND RESPONSIBILITIES:

Under the direction of the Intern Program Director and fully credentialed and experienced school counselor with a Pupil Personnel Services Credential, the School Counselor Intern's responsibilities will include, but not be limited to, the following duties:

- Social-Emotional screeners and data interpretation
- Counseling (individual, group, class, and/or crisis with pupils and parents)
- Developing and implementing prevention and intervention programs for individuals and groups of pupils, including participating in the student study team process

- Carrying out other duties related to the scope, function and role of school counselor as directed by the Intern Program Director.
- Under the direction of the Intern Program Director, deliver school-based counseling services.

PROFESSIONAL DEVELOPMENT:

School counselor interns will have the opportunity to participate in the following professional development opportunities:

- Attend biweekly meetings with the school counseling department
- Attend monthly meetings with fellow interns to discuss cases
- Optional educational experiences with a local feeder high school
- Attend professional development opportunities

ESSENTIAL REQUIREMENTS:

- 4 days/week required, approximately 32 hours/week
- Assigned days/times are flexible according to university class schedule
- At least 2 days of orientation and preparation prior to the start of the school year
- School year officially begins in early August and is completed at the end of May
- Paid internship is \$16,000, which is paid in 10 equal increments

LOWELL JOINT SCHOOL DISTRICT
February 5, 2024

To: President Shackelford and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Approval of Agreement #16064 with Inside the Outdoors, Orange County Department of Education, to Provide a field trip to Crystal Cove for the 5th Grade Students of Macy Elementary School ACTION

Arrangements have been made with Inside the Outdoors, Orange County Department of Education to provide a field trip to Crystal Cove for the 5th Grade Students of Macy Elementary School on April 5, 2024 per Agreement #16064. They will be participating in the program, Investigating Ecosystems. The cost for this field trip will be funded by Macy PTA at a cost of \$13.25 per student, not to exceed \$2,625.00 (70 students).

It is recommended that Agreement #16064 with Inside the Outdoors, Orange County Department of Education to provide a field trip to Crystal Cove for the 5th Grade Students of Macy Elementary School, be approved and that the Superintendent or designee be authorized to execute the necessary documents.

Superintendent's Comment:

APPROVAL RECOMMENDED.

LOWELL JOINT SCHOOL DISTRICT
February 5, 2024

To: President Shackelford and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Approval of Ratified Amendment to Agreement with Active Education to provide services for Expanded Learning Opportunities Program during the 2023/24 School Year ACTION
(RATIFICATION)

Arrangements were made with Active Education to work in partnership with Lowell Joint School District on all 5 elementary school sites, to provide educational enrichment services during the 2023/24 school year. This is ratifying an amendment to the current contract to include added hours for minimum day release times for \$8,500 for our Expanded Learning Opportunity Program services. Active Education has become a crucial partner on these days as they provide extra staff to cover additional hours during Parent Teacher Conferences, etc. when PowerSource teachers are unavailable due to conferencing with parents. These hours are needed in order to keep our required 9 hour ELOP day and the learning opportunities are not to exceed \$86,260 to be paid by the ELO-P funds.

Active Education “provides a structured activity program, which encompasses fun and healthy activities with an emphasis on social and emotional learning and PBIS best practices. Our curriculum has been designed using evidence-based research and data in alignment with CASEL’s core competency framework. Our programs provide character development to students through a combination of activities and monthly character education focuses.”

It is recommended that the Ratified Amendment to the Agreement with “Active Education” to provide services during the 2023/24 school year at an amount not to exceed \$86,260 be approved and that the Superintendent or designee be authorized to execute the necessary documents.

Superintendent’s Comment:

APPROVAL RECOMMENDED.

LOWELL JOINT SCHOOL DISTRICT
February 5, 2024

To: President Shackelford and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Approval of Ratified Amendment to Agreement with JAMPANA ENTERPRISES LLC “Code Ninjas” to provide services for Expanded Learning Opportunities Program during the 2023/24 School Year ACTION/
(RATIFICATION)

Arrangements were made with Code Ninjas to work in partnership with Lowell Joint School District on all 5 elementary school sites, to provide educational enrichment services during the 2023/24 school year. This is ratifying an amendment to the current contract to include an added 1st-2nd grade “Junior Coders” class at each site for the two of our sessions this year for \$3,500, in order to provide Expanded Learning Opportunity Program services to 1st and 2nd grade students. These learning opportunities are not to exceed \$76,500 to be paid by the ELO-P funds.

The Code Ninjas “Junior Coders” class is where 1st and 2nd graders “learn the basics of programming using Code.org curriculum. Expect fun challenges and problem solving!” This complements the 3rd-6th grade “Code Ninjas” in which students “learn concepts like sequencing, conditionals, loops and programming while building their favorite games using MakeCode.” The 3rd- 6th grade class was created with Rancho’s computer classes in mind to help students experience a foundation that will help them achieve AP credit in their future.

It is recommended that the Ratified Amendment to the Agreement with “Code Ninjas” to provide services during the 2023/24 school year at an amount not to exceed \$76,500 be approved and that the Superintendent or designee be authorized to execute the necessary documents.

Superintendent’s Comment:

APPROVAL RECOMMENDED.

LOWELL JOINT SCHOOL DISTRICT
February 5, 2024

To: President Shackelford and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Approval of Consultant Agreement with RMH PRODUCTIONS to provide Lighting & Sound Services for Expanded Learning Opportunities Program for the 2023-24 School Year ACTION

PowerSource Expanded Learning Opportunities Program

Arrangements have been made with **RMH Dance & Productions** to provide audio and lighting services for the El Portal Elementary School's Disney Musicals in Schools Nemo production on March 7-9, 2024, at a cost not to exceed \$7000.00. Funding for this expenditure will be covered by the 6762-Arts, Music, and Instructional Materials Discretionary One Time Block Grant and Fund 12 ELOP funds.

It is recommended that the consultant agreement with **RMH Dance & Productions** to provide audio and lighting services for El Portal Elementary School's Disney Musicals in Schools Nemo production on March 7-9, 2024 at a cost not to exceed \$7000.00 be approved and that the Superintendent or designee be authorized to execute the necessary documents.

Superintendent's Comment:

APPROVAL RECOMMENDED.

LOWELL JOINT SCHOOL DISTRICT
February 5, 2024

To: President Shackelford and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Approval of Consultant Agreement with RON GUTTERMAN to provide Dance and Theatre Workshop Classes for Expanded Learning Opportunities Program for the 2023-24 School Year ACTION

PowerSource Expanded Learning Opportunities Program

Arrangements were made with **RON GUTTERMAN** to provide substitute staff support for Lowell Joint Youth Theatre PowerSource class & productions for the 2023-24 school year. These PowerSource classes are currently in production at Meadow Green and Macy Elementary and this position is necessary in case of staff absence in or to keep classes in required state expanded learning ratio. **RON GUTTERMAN'S** contract amount is \$25.00 per hour, not to exceed \$1,500.00. Funding for this expenditure will be covered by the 6762-Arts, Music, and Instructional Materials Discretionary One Time Block Grant and Fund 12 ELOP funds.

It is recommended that the consultant agreement for **RON GUTTERMAN** to be Dance and Theatre Workshop Class Substitute Teacher(s) for PowerSource Expanded Learning for Lowell Joint School District during the 2023-24 school year, at an amount not to exceed \$1,500.00, to be paid by the 6762-Arts, Music, and Instructional Materials Discretionary One Time Block Grant and Fund 12 ELOP funds, be approved and that the Superintendent or designee be authorized to execute the necessary documents.

Superintendent's Comment:

APPROVAL RECOMMENDED.

LOWELL JOINT SCHOOL DISTRICT
February 5, 2024

To: President Shackelford and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Approval of Consultant Agreement with ZOE KINNE to provide Lighting & Sound Technician Support for Expanded Learning Opportunities Program for the 2023-24 School Year ACTION

PowerSource Expanded Learning Opportunities Program

Arrangements were made with **ZOE KINNE** to provide sound & lighting technician support for Lowell Joint Youth Theatre productions for the 2023-24 school year. These productions will be for Macy and Meadow Green Elementary School and their productions of Lion King. **ZOE KINNE'S** contract amount is \$25.00 per hour, not to exceed \$1,500.00. Funding for this expenditure will be covered by the 6762-Arts, Music, and Instructional Materials Discretionary One Time Block Grant and Fund 12 ELOP funds.

It is recommended that the consultant agreement for **ZOE KINNE** to provide sound & lighting technician support for the PowerSource Expanded Learning for Lowell Joint School District during the 2023-24 school year, at an amount not to exceed \$1,500.00, to be paid by the 6762-Arts, Music, and Instructional Materials Discretionary One Time Block Grant and Fund 12 ELOP funds, be approved and that the Superintendent or designee be authorized to execute the necessary documents.

Superintendent's Comment:

APPROVAL RECOMMENDED.