

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

REGULAR MEETING OF THE BOARD OF TRUSTEES
January 14, 2019 – 7:30 p.m.

AGENDA

- I. Call to Order 6:30 p.m.
 - 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.
 - B. Closed Session – 6:30 p.m.
 - 1. Advice From Legal Counsel – Existing and Anticipated Litigation (Disclosure of Case Name Would Jeopardize Potential Settlement Negotiations): 1 Case
 - 2. Public Employee Discipline – Dismissal – Release (Government Code §54957): 1 Case
 - 3. Superintendent Evaluation
 - C. Regular Session Approximately 7:30 p.m.
- II. Preliminary Procedural – Board President
 - A. Salute to the Flag
 - 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 III.

E. Acknowledgement of Correspondence to the Board

INFORMATION

F. Approval of Agenda

ACTION

G. Approval of Minutes from the December 10, 2018, Reorganizational Board Meeting

ACTION

III. Topics Not on the Agenda

IV. Reports

INFORMATION

A. Timely Information from Board and Superintendent – Board President

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

V. General – Jim Coombs, Superintendent of Schools

- A. Submission of Williams Litigation Settlement – Quarterly Uniform Complaint Report for Quarter October 1, 2018 – December 31, 2018 ACTION

VI. Business Services – Andrea Reynolds

- A. Presentation of Audit Report for 2017/18 INFORMATION
- B. Approval of Agreement with Blodgett Baylosis Environmental Planning (BBEP) to Provide Environmental Analysis for Maybrook Campus ACTION

VII. Human Resources – Jim Coombs

- A. No Items Except on the Consent Calendar

VIII. Curriculum/Instruction – Sheri McDonald

- A. Approval of the 2017/18 School Accountability Report Cards INFORMATION/
ACTION

IX. 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 Consultant Agreement with James Oxley to Provide Set Design for the Faces of Freedom Theater Production for Lowell Joint School District for the 2018/19 School Year ACTION/
(RATIFICATION)
2. Approval of Consultant Agreement with Carol Hughes to Provide Piano Accompaniment for the Faces of Freedom Theater Production for Lowell Joint School District for the 2018/19 School Year ACTION/
(RATIFICATION)
3. Approval of Consultant Agreement with Tana Carmichael to Provide Costume Design for the Faces of Freedom Theater Production for Lowell Joint School District for the 2018/19 School Year ACTION/
(RATIFICATION)

B. Business Services – Andrea Reynolds

ACTION/
(RATIFICATION)

1. Purchase Order Report 2018/19 #6

ACTION/
(RATIFICATION)

2. Warrant Listing Report 2018/19 #6

ACTION/
(RATIFICATION)

3. Approval of Agreement with Debra Amos, dba Feeding Dreams, to Provide Nutrition Consultant Services

ACTION/
(RATIFICATION)

4. Approval of Agreement with Magic Jump Rentals, Inc. to Provide Inflatables for Rancho Starbuck Intermediate School Boot Camp

ACTION

C. Human Resources – Jim Coombs

1. Employer-Employee Relations/Personnel Report 2018/19 #6 Which Includes Hiring, Resignations, Contract Adjustments, and Retirements for Certificated, Classified, and Confidential Employees

ACTION/
(RATIFICATION)

X. Board Member/Superintendent Comments

INFORMATION

XI. 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 February 4, 2019.

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

MINUTES OF THE REORGANIZATIONAL MEETING OF THE BOARD OF TRUSTEES
December 10, 2018

- | | |
|---|---|
| Call to Order | President Hinz called the meeting to order at 6:30 p.m. at the District Office, 11019 Valley Home Avenue, Whittier |
| Ceremonial Oath of Office For the Board of Trustees Members | Mr. William Hinz, Mrs. Anastasia Shackelford, Mrs. Melissa Salinas, and Ms. Karen Shaw were elected to office of Governing Board Member of the school district and shall be seated at the organizational meeting of the board. Mr. William Hinz, Mrs. Anastasia Shackelford, and Ms. Karen Shaw's term of office ends on December 12, 2022 and the term for Mrs. Melissa Salinas ends on December 14, 2020

Mr. Schambeck administered the Ceremonial Oath of office to Mr. William Hinz, Mrs. Anastasia Shackelford, Mrs. Melissa Salinas, and Ms. Karen Shaw. |
| Recess*** | President Hinz declared a recess at 6:10 p.m. President Hinz reopened the meeting at 6:30 p.m. |
| Topics Not on the Agenda | None. |
| Closed Meeting | President Hinz declared the meeting recessed to closed session at 6:30 p.m. |
| Call to Order | President Hinz reconvened the meeting to open session at 7:35 p.m.

The flag salute was led by Darleene Pullen, CSEA President, Lowell Joint School District.

William A. Hinz, Fred W. Schambeck, Anastasia M. Shackelford, Melissa Salinas, Karen Shaw

Trustees Absent: None.

Jim Coombs, Superintendent of Schools, Sheri McDonald, Assistant Superintendent of Instruction, and Andrea Reynolds, Assistant Superintendent of Administrative Services. |
| Reporting out Action (if any) Taken in Closed Session | None. |
| Introduction / Welcome | President Hinz welcomed guests, the LJEA president, and the CSEA president. |
| Acknowledgement of Correspondence | Mr. Hinz told of a congratulatory letter for Ian Calderon's office that he received. |
| Approval of Agenda | It was moved, seconded, and carried by unanimous vote, (5 – 0) to approve the December 10, 2018, Board agenda. |

- Approval of Minutes It was moved, seconded, and carried by unanimous vote, (5 – 0) to approve the minutes from the November 5, 2018, Regular Board Meeting
- Organization of the Board of Trustees Every December an organization meeting is held to establish the upcoming year.
- Election of a President It was moved, seconded, and carried by unanimous vote, (5-0), for Anastasia Shackelford to serve as President of the Board of Trustees for the 2019 organizational year.
- Election of Vice-President It was moved, seconded, and carried by unanimous vote, (5-0), for Fred Schambeck to serve as Vice-President of the Board of Trustees for the 2019 organizational year.
- Election of Clerk It was moved, seconded, and carried by unanimous vote, (5-0), for William Hinz to serve as Clerk of the Board of Trustees for the 2019 organizational year.
- Mr. Hinz handed the gavel to Mrs. Shackelford. Mrs. Shackelford thanked Mr. Hinz for his service as President to the Board of Trustees for 2018.
- Adoption of Schedule of Regular Meetings of the Board of Trustees of the Lowell Joint School District, 2019 Organizational Year It was moved, seconded, and carried by unanimous vote, (5 – 0), to adopt the schedule of regular meetings of the Board of Trustees for the 2019 organizational year, as attached.
- Election of Member to Serve on the Nominating Committee for the Los Angeles County Committee on School District Organization for One Year It was moved, seconded, and carried by unanimous vote, (5 – 0), for Mr. Fred Schambeck to serve on the Nominating Committee for the Los Angeles County Committee on School District Organization for one year.
- Election of Member to Serve as an Alternate Member on the Nominating Committee for the Los Angeles County Committee on School District Organization for One Year It was moved, seconded, and carried by unanimous vote, (5 – 0), for Mrs. Anastasia Shackelford to serve as an alternate on the Nominating Committee for the Los Angeles County Committee on School District Organization for one year.
- Approval of Certification of Signatures” In accordance with the provisions of Education Code Sections 35143, 42632, and 42633, it was moved, seconded, and carried by unanimous vote, (5 – 0) to approve the “Certification of Signatures.”

Election of Two Members to Serve on the Board of Directors of the Lowell Joint Education Foundation	It was moved, seconded, and carried by unanimous vote, (5 – 0), for Mrs. Melissa Salinas and Ms. Karen Shaw to serve as the two members on the Board of Directors of the Lowell Joint Education Foundation.
Election of Member to Serve as on the Whittier Area School Trustees Association	It was moved, seconded, and carried by a unanimous vote, (5-0), for Mr. William Hinz to serve as a member of the Whittier Area School Trustees Association.
Topics Not on the Agenda	None.
Timely Information From the Board and Superintendent	None.
Recognition of El Portal Elementary School Golden Bell Award	Mr. Coombs shared that El Portal Elementary School was recently awarded the Golden Bell Award for their Quest Program. Quest is a Multi –Tiered System of Support that provides learners with experiences that reach beyond the traditional school setting. The program Utilizes layers of support during the school day to enhance student learning and to promote mastery of learning objectives and student goals. Out of 296 applicants, only 56 programs received this distinctive award. Mr. Coombs congratulated Mrs. Esparza and the El Portal staff for making this program a huge success.
	Mr. Coombs presented Mrs. Esparza with a certificate and the Golden Bell Award.
School Reports	The Board of Trustees shared highlights of each school’s activities for the month of December.
Presentation of First Interim Report 2018/19	Andrea Reynolds, Assistant Superintendent of Administrative Services, presented the First Interim Financial Report. Ms. Reynolds shared that in accordance with Education Code Sections 35035(g), 42130, and 42131 Board approval is required for the District First Interim Report 2018/19 stating whether or not the District will maintain positive cash and fund balances for the current and subsequent two fiscal years. The Interim Report is due to the Los Angeles County Office of Education by December 2018. It was moved, seconded, and carried by unanimous vote (5 – 0), to submit a “Positive Certification” to the Los Angeles County Office of Education, and authorized the Superintendent or designee to execute the necessary documents.
Resolution 2018/19 No. 738 to Establish Building Fund 21	Ms. Reynolds, Assistant Superintendent of Administrative Services explained that on November 6, 2018 the voters of the Lowell Joint School District approved a ballot initiative to issue general obligation bonds to finance needed repairs to school district properties. It is necessary to establish a separate fund to account for these revenues and corresponding expenditures. The Los Angeles County Office of Education requires Board approval in order to establish new fund accounts. It was moved, seconded, and

carried by a unanimous roll call vote (5-0) to adopt Resolution 2018-19 No. 738 to establish building fund 21, as attached, and authorized the Superintendent or designee to execute the necessary documents.

Presentation and Approval
of Single School Plans
Student Achievement

The Principals of each school highlighted their school's Single Plan for Student Achievement (SPSA). The SPSA is linked to the Board's Strategic Goals, the Local Control Accountability Plan (LCAP) and the District's Local Education Agency Plan (LEA Plan).

Dr. McDonald shared that each school has conducted a comprehensive analysis of data and educational, research-based practices to identify focused areas for improvement. The sites' SPSAs describe the specific goals and strategies school staffs will implement. The Single Plans for Student Achievement will be posted on the District's website and available for review in the Curriculum and Instruction Department.

It was moved, seconded, and carried by unanimous vote (5 – 0), to approve the Single Plan for Student Achievement for each school site, and authorized the Superintendent or designee to execute the necessary documents.

Consent Calendar

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

Approval of Amendment
to Consultant Agreement
with Mr. Mark Lopez to
Provide After-School
Coaching Services for the
2018/19 School Year

Approved the amendment to the consultant agreement with Mr. Mark Lopez to provide after-school coaching services for the 2018/19 school year be increased to a not to exceed amount of \$1,400.00 be approved, to be paid from the monies secured by the Lowell Joint Education Foundation donation, and that the Superintendent or designee be authorized to execute the agreement.

Purchase Order Report
2018/19 #5

Approved Purchase Order Report 2018/19 #5, which lists all purchase orders issued October 17, 2018, through November 14, 2018, and authorized the Superintendent or designee to authorize and execute the agreement.

Warrant Listing Report
2018/19 #5

Approved Warrant Listing Report 2018-19 #5, which lists all warrants issued October 25, 2018 through November 26, 2018, and authorized the Superintendent or designee to authorize and execute the agreement.

Approval of the Classified
Management Salary
Schedule Adding the
Contracts and Accounting
Compliance Manager
Effective December 10,
2018

Approved of the Classified Management Salary Schedule adding the Bond Contracts and Accounting Compliance Manager Effective December 10, 2018, and that the Superintendent or designee be authorized to execute the necessary documents.

Approval of Management
Consulting Agreement to
Provide Specialized
Services with School
Facilities Support

Approved the Consulting Agreement to Provide Specialized Services with School Facilities Support and that the Superintendent or designee be authorized to execute the necessary documents.

Approval of Agreement with Cumming Construction Management Inc., to Provide Solar Feasibility Study and Procurement Management

Approved the Agreement the agreement with Cumming Construction Management Inc., to Provide Solar Feasibility Study and Possible Procurement Management not to exceed \$52,500 be approved, and that the Superintendent or designee be authorized to execute the necessary documents.

Approval of Agreement with Zum Services, Inc. to Furnish Field Trip Transportation Services

Approved the agreement with Zum Services, Inc. to Furnish Field Trip Transportation Services December 10, 2018 through June 30, 2019, be approved, and that the Superintendent or designee be authorized to execute the necessary documents.

Approval to Delegate Authority to the Superintendent of Schools, or Designee, to Sign Construction Bid Awards for the Construction Projects and State Eligibility Documents for Modernization Matching Funds for all District Sites

Approved to Delegate Authority to the Superintendent of Schools, or designee, to Sign Construction Bid Awards for Construction Projects and State Eligibility Documents for Modernization Matching Funds for all District Sites be approved, and that the Superintendent or designee be authorized to execute the necessary documents.

Agreement with Terry Tao, Attorney at Law, to Provide Legal Services

Approved the agreement with Terry Tao, Attorney at Law, to Provide Legal Services from December 10, 2018, through June 30, 2021, be approved, and that the Superintendent or designee be authorized to execute the necessary documents.

Resolution 2018/19 EA001 – EA006 for Budget Adjustments

Approved the resolution 2018/19 FI 001-FI 006 (5-0) for Budget Adjustment be approved, and that the Superintendent or designee be authorized to execute the necessary documents.

Employer-Employee Relations/Personnel Report 2018/19 #5 Which Includes Hiring, Resignations, Contract Adjustments, and Retirements for Certificated, Classified, and Confidential Employees

Ratified Employer-Employee Relations/Personnel Report 2018/19 #5, as attached, which includes hiring, resignations, contract adjustments, and retirements for certificated, classified, and confidential employees.

Approval of Consultant Agreement with Joshua Escutia to Provide Drumline Instruction at

Approved the consultant agreement with Joshua Escutia to provide drumline instruction during the 2018/19 school year at Rancho-Starbuck Intermediate School, at an amount not to exceed \$500.00, and that the Superintendent or designee be authorized to execute the necessary documents.

Rancho-Starbuck
Intermediate School for
the 2018/19 School Year

Approval of Consultant
Agreement with Dylan
Rockenbach to Provide
Support for Elementary
Band program to each of
the Elementary Schools for
the 2018/19 School Year

Approved the consultant agreement with Dylan Rockenbach to provide support for the Elementary Band Program to each of the elementary schools, at an hourly rate of \$11.00, not to exceed \$1,540.00, 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
2018/19 School Year

Approved the consultant agreement with Angela Hutcherson to provide Art Instruction for the 2018/19 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.

Approval of Consultant
Agreement with Danny
Ramirez to Provide
Drumline Instruction at
Rancho-Starbuck
Intermediate School for the
2018/19 School Year

Approved the consultant agreement with Danny Ramirez to provide drumline instruction during the 2018/19 school year at Rancho-Starbuck Intermediate School, at an amount not to exceed \$1,900.00, and that the Superintendent or designee be authorized to execute the necessary documents.

Approval of Consultant
Agreement with
Matthew Gallegos to
Provide Drumline
Instruction at Rancho-
Starbuck Intermediate
School for the 2018/19
School Year

Approved the consultant agreement with Matthew Gallegos to provide drumline instruction during the 2018/19 school year at Rancho-Starbuck Intermediate School, at an amount not to exceed \$1,900.00, and that the Superintendent or designee be authorized to execute the necessary documents.

Board
Member/Superintendent
Comments

Mr. Coombs thanked the principals for all of their work and their school site presentations.

Mr. Schambeck mentioned Jordan Morrison, an Eagle Scout, and his contribution to Lowell Joint school projects.

Adjournment

President Shackelford declared the meeting adjourned at 8:30 p.m. in accordance with the 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
December 10, 2018

To: President Hinz and Members, Board of Trustees
From: Jim Coombs, Superintendent of Schools
Subject: Agenda Item I-A: Oath of Office, Seated Board Members ACTION

In order to assist Board Members in preparing remarks during this part of the Board meeting, the following suggestions and information are provided:

Mr. William Hinz, Mrs. Anastasia Shackelford, Mrs. Melissa Salinas, and Ms. Karen Shaw are elected to office of Governing Board Member of the school district and shall be seated at the organizational meeting of the board. Mr. William Hinz, Mrs. Anastasia Shackelford, and Ms. Karen Shaw's term of office ends on December 12, 2022 and the term for Mrs. Melissa Salinas ends on December 14, 2020. Mr. Schambeck, as Vice-President, will administer the oath of office.

1. Mr. Schambeck will request that Mr. William Hinz, Mrs. Anastasia Shackelford, Mrs. Melissa Salinas, and Ms. Karen Shaw to stand behind the Board table to administer the oath.
2. In order to facilitate the process of the oath of office, it is suggested that the oath be administered at the same time.

PLEASE RAISE YOUR RIGHT HAND AND REPEAT AFTER ME:

I, _____, DO SOLEMNLY SWEAR (OR AFFIRM) // THAT I WILL SUPPORT AND DEFEND THE CONSTITUTION OF THE UNITED STATES AND THE CONSTITUTION OF THE STATE OF CALIFORNIA // AGAINST ALL ENEMIES, FOREIGN AND DOMESTIC; // THAT I WILL BEAR TRUE FAITH AND ALLEGIANCE // TO THE CONSTITUTION OF THE UNITED STATES AND THE CONSTITUTION OF THE STATE OF CALIFORNIA; // THAT I TAKE THIS OBLIGATION FREELY, // WITHOUT ANY MENTAL RESERVATION OR PURPOSE OF EVASION; // AND THAT I WILL WELL AND FAITHFULLY // DISCHARGE THE DUTIES UPON WHICH I AM ABOUT TO ENTER.

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YOU ARE NOW DULY SWORN AS BOARD MEMBERS FOR THE NEXT FOUR YEARS.

Following the administration of the oath of office, Mr. William Hinz, Mrs. Anastasia Shackelford, Mrs. Melissa Salinas, and Ms. Karen Shaw may be seated

3. Mr. William Hinz, Mrs. Anastasia Shackelford, Mrs. Melissa Salinas, and Ms. Karen Shaw may make any appropriate comments. After conclusion of the comments, President Hinz will continue with recess.



Lowell Joint School District
Tradition of Excellence Since 1906
Home of Scholars and Champions



**SCHEDULE OF REGULAR MEETINGS OF THE BOARD OF TRUSTEES
OF THE LOWELL JOINT SCHOOL DISTRICT
2019 ORGANIZATIONAL YEAR**

Unless otherwise specified, all meetings are held at 7:30 p.m. in the Board Room of the District Office, located at 11019 Valley Home, Whittier, California.

First and Only Regular Meeting in December, 2018 (Organizational Meeting)	Monday, December 10 (2 nd Monday)
First and Only Regular Meeting in January, 2019	Tuesday, January 14 (2 nd Monday)
First and Only Regular Meeting in February, 2019	Monday, February 4
First and Only Regular Meeting in March, 2019	Monday, March 4
First and Only Regular Meeting in April, 2019	Monday, April 1
First and Only Regular Meeting in May, 2019	Monday, May 6
First Regular Meeting in June, 2019	Monday, June 10 (2 nd Monday)
Second Regular Meeting in June, 2019	Thursday, June 24 (4 th Monday)
First and Only Regular Meeting in August, 2019	Monday, August 12 (2 nd Monday)
First and Only Regular Meeting in September, 2019	Monday, September 9 (2 nd Monday)
First and Only Regular Meeting in October, 2019	Monday, October 7
First and Only Regular Meeting in November, 2019	Monday, November 4
First and Only Regular Meeting in December, 2019 (Organizational Meeting)	Monday, December 9 (2 nd Monday)

NOTICE OF CRITERIA AND STANDARDS REVIEW. This interim report was based upon and reviewed using the state-adopted Criteria and Standards. (Pursuant to Education Code (EC) sections 33129 and 42130)

Signed: 
District Superintendent or Designee


Date: 12/10/18

NOTICE OF INTERIM REVIEW. All action shall be taken on this report during a regular or authorized special meeting of the governing board.

To the County Superintendent of Schools:

This interim report and certification of financial condition are hereby filed by the governing board of the school district. (Pursuant to EC Section 42131)

Meeting Date: December 10, 2018

Signed: 
President of the Governing Board

CERTIFICATION OF FINANCIAL CONDITION

POSITIVE CERTIFICATION

As President of the Governing Board of this school district, I certify that based upon current projections this district will meet its financial obligations for the current fiscal year and subsequent two fiscal years.

QUALIFIED CERTIFICATION

As President of the Governing Board of this school district, I certify that based upon current projections this district may not meet its financial obligations for the current fiscal year or two subsequent fiscal years.

NEGATIVE CERTIFICATION

As President of the Governing Board of this school district, I certify that based upon current projections this district will be unable to meet its financial obligations for the remainder of the current fiscal year or for the subsequent fiscal year.

Contact person for additional information on the interim report:

Name: Andrea Reynolds

Telephone: 562-943-0211

Title: Asst. Supt. Administrative Services

E-mail: areynolds@ljsd.org

Criteria and Standards Review Summary

The following summary is automatically completed based on data provided in the Criteria and Standards Review form (Form 01CSI). Criteria and standards that are "Not Met," and supplemental information and additional fiscal indicators that are "Yes," may indicate areas of potential concern, which could affect the interim report certification, and should be carefully reviewed.

CRITERIA AND STANDARDS			Met	Not Met
1	Average Daily Attendance	Funded ADA for any of the current or two subsequent fiscal years has not changed by more than two percent since budget adoption.	X	

RESOLUTION 2018/19 No. 738

**RESOLUTION OF THE BOARD OF TRUSTEES OF THE
LOWELL JOINT SCHOOL DISTRICT OF LOS ANGELES AND ORANGE
COUNTIES, CALIFORNIA, TO ESTABLISH BUILDING FUND 21**

WHEREAS, school districts are authorized by Education Code section 15146 to establish a restricted fund known as the Building Fund; and

WHEREAS, Lowell Joint School District community passed a general obligation bond measure on November 6, 2018, to provide monies to finance the construction of school facilities in accordance with applicable public contract codes; and

WHEREAS, the District will begin administering these funds immediately and the District seeks the establishment of Building Fund 21 in order to be compliant with the California Department of Education's Standardized Account Code Structure (SACS); and

WHEREAS, the District seeks the establishment of Building Fund 21 in order to properly account for revenues and expenditures, separate from the General Fund; and

WHEREAS, amounts in this fund are lawfully restricted for the purpose of the fund.

NOW, THEREFORE BE IT RESOLVED that the District shall establish restricted fund 21 named Building Fund for the purpose of receiving, holding, investing, and disbursing funds for the construction project;

BE IT FURTHER RESOLVED, that the Board of Trustees of the Lowell Joint School District hereby expresses its approval for the establishment of Building Fund 21;

BE IT FURTHER RESOLVED that Jim Coombs, Superintendent, is hereby authorized and empowered to execute in the name of Lowell Joint School District all necessary documents to implement and carry out the purposes of this resolution.

PASSED AND ADOPTED by the Board of Trustees of the Lowell Joint School District the 10th day of December 2018.

AYES: Anastasia Shackelford, Fred Schambeck, William Hinz, Melissa Salinas, Karen Shaw

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 of Trustees at a regular meeting thereof held on the 10th day of December, 2018, and passed by a unanimous vote of those present.

IN WITNESS WHEREOF, I have hereunto set my hand and seal this 10th day of December, 2018.



Jim Coombs, Secretary to the Board of Trustees

PURCHASE ORDERS FOR BOARD APPROVAL

December 10, 2018

NO#	VENDOR	DESCRIPTION	AMOUNT
84585	GREAT SCOTT TREE COMPANY	MACY, SERVICE	\$350.00
84586	VIRCO	EL PORTAL-SERVICE	\$315.36
84587	CINTAS FIRE PROTECTION	OLITA, SERVICE	\$135.00
84588	EMCOR SERVICES	EL PORTAL, SERVICE	\$2,334.00
84589	WTI TREMCO	MEADOW GREEN, SERVICE	\$925.00
84590	MOBIL SERVICE CENTER	GROUPS, SERVICE	\$114.45
84591	MAGIC CARPET	MAINTENANCE, STOCK	\$181.83
84592	F.M. THOMAS AIR CONDITIONING	RANCHO, SERVICE	\$10,511.00
84593	CINTAS CORPORATION	MAINTENANCE, SERVICE	\$1,447.11
84594	JACKSON'S AUTO SUPPLY-NAPA	MAINTENANCE, SUPPLIES	\$4.16
84595	NAEIR	MEADOW GREEN-INCENTIVES	\$60.00
84596	PRO-ED ASSESSMENTS	FORMS	\$143.40
84597	PEARSON ASSESSMENTS	FORMS	\$566.43
84598	MACGILL	MEDICAL SUPPLIES	\$23.66
84599	PEARSON ASSESSMENTS	FORMS	\$57.49
84600	WPS PUBLISHING	FORMS	\$133.84
84601	ORIENTAL TRADING	INCENTIVES	\$200.00
84602	SCHOOL LIFE	INCENTIVES	\$100.12
84603	OLIVER AND ANDY'S BOOK COMPANY	MACY-BOOKS	\$255.40
84604	DEMCO	MACY-SUPPLIES	\$163.96
84605	FLORCABULARY	1 YR SUBSCRIPTION	\$2,000.00
84606	APPLE	APP PURCHASE	\$9.84
84607	HOUGHTON MIFFLIN HARCOURT	2ND GR-JOURNEYS VOCABULARY IN CONTEXT CARDS	\$75.81
84608	CULVER-NEWLIN	JORDAN-CLASSROOM FURNITURE	\$1,386.00
84609	SO CAL KINDER CONFERENCE	LECIA GUNSALUS, ANDREA DESMOND-3/1-2/19	\$760.00
84610	CDW-GOVERNMENT	PROJECTOR	\$1,230.00
84611	SAN JOAQUIN COUNTY OFFICE OF ED	EDJOIN.COM-PERSONNEL SUBSCRIPTION	\$458.00
84612	CENTRY SIGNS	JACKETS-TEACHER OF THE YR, CLASS OF THE YEAR	\$105.12
84613	CDW-GOVERNMENT	PROJECTOR BULBS	\$85.00
84614	JW PEPPER	BAND/MATERIALS & SUPPLIES	\$135.00
84615	JW PEPPER	CHOIR/MATERIALS & SUPPLIES	\$15.00
84616	TUXEDO WAREHOUSE	CHOIR/UNIFORMS	\$1,160.00
84617	A&D TRANSPORTATION	AFTER SCHOOL SPORTS TRANSPORTATION	\$350.00
84618	MIND RESEARCH	ST MATH PROGRESS CHARTS	\$78.10
84619	CDW-GOVERNMENT	TECH SUPPLIES	\$20.34
84620	CA SCHOOL NUTRITION ASSOCIATION	NUTRITION SVCS-CONFERENCE-VANESSA WILLIAMS	\$280.00
84621	HEARTLAND SCHOOL SOLUTIONS	SOFTWARE HOSTING RENEWAL 2018/19	\$7,632.00
84622	LOVE TO SNACK	2018/19 OPEN PO	\$15,000.00
84623	MHS	FORMS	\$376.43
84624	FUN AND FUNCTION	VEST	\$43.98
84625	GT DESIGNS	2 WALL DECALS	\$197.10
84626	SCHOOL SERVICES OF CA	REGISTRATION GOVERNERS BUDGET WORKSHOP	\$1,125.00
84627	SCHOOL NURSE SUPPLY	CALAMINE LOTION	\$125.74
84628	OCDE	PBIS TRAINING	\$800.00
84629	GT DESIGNS	STARBUCK PADS	\$360.00
84630	GT DESIGNS	STAFF T SHIRTS	\$140.16
84631	AIRTEK INDOOR AIR SOLUTIONS	CLEANING SERVICE AGREEMENT	\$8,624.00
84632	HP LASERJET	LASERJET INK	\$125.13
84633	BUDDY ALL STARS	SHIRTS	\$501.30
84634	BERNIER REFRIGERATION	2018/19 PO	\$20,000.00
84635	I-SIGHT	SUPPLIES-HARDWARE TV DISPLAY	\$2,979.80
84636	AMAZON	SUPPLIES-SDC CLASSES	\$237.19
84637	SCHOOL LIFE	SUPPLIES	\$72.00
84638	ACCO BRANDS	1 YR WARRANTY-LAMINATOR	\$543.98
84639	CDW-GOVERNMENT	LIGHT BULBS	\$76.24
84640	JW PEPPER	BAND SUPPLIES	\$29.57
84641	ACT ENVIRO	JORDAN-SUPPLIES	\$1,554.00
84642	TURF STAR	GROUPS, SERVICE	\$1,500.00
84643	AUTOZONE	MAINTENANCE, SUPPLIES	\$164.14
84644	GENERAL PROJECTS CONTROL	OLITA, SERVICE	\$17,589.00

84645	NEW HORIZONS CONTRACTING	MACY, SERVICE	\$8,900.00
84646	GRAINGER	JORDAN-SUPPLIES	\$225.00
84647	MOBIL SERVICE CENTER	MAINTENANCE, SERVICE	\$305.09
84648	GRAINGER	RANCHO, SUPPLIES	\$92.48
84649	IMAGE APPAREL	JORDAN-SUPPLIES	\$220.00
84650	EZ LINE PARKING LOT SOLUTIONS	RUSSELL ST-CROSSWALK REPAINTING	\$2,733.07
84651	ATKINSON, ANDELSON, LOYA, RUUD & ROMO	LEGAL SERVICES FOR SEPTEMBER	\$4,857.81
84652	GRANADA MIDDLE SCHOOL	VOLLEYBALL TOURNAMENT REGISTRATION	\$125.00
84653	JT DESIGNS/ GINA TRINIDAD	SHIRTS	\$741.00
84654	MEET THE MASTERS	ART PROGRAM	\$593.50
84655	GT DESIGNS, GINA TRINIDAD	LETTERHEAD	\$102.58
84656	AMERICAN EXPRESS	PURCHASES-OCTOBER 2018	\$7,227.25
84657	SMS TECH SOLUTIONS	ADOBE LICENSE	\$318.00
84658	STORAGE CONTAINERS 4 LESS, INC.	EP-20' USED CONTAINER, DELIVERY- COUTTS CLASSRM	\$4,290.00
84659	HOUGHTON MIFFLIN HARCOURT	READING COUNTS LICENSES	\$165.00
84660	SO CAL CONF FOR TK/KINDER	CONFERENCE REGISTRATION	\$660.00
84661	ACTION TROPHY	INCENTIVES	\$69.28
84662	SOUTHWEST SCHOOL SUPPLY	OLITA-SUPPLIES	\$180.88
84663	SENTRY SIGNS & PRINTING	PRINTERS	\$281.43
84664	CDW-GOVERNMENT	2 PRINTERS	\$230.40
84665	JORDAN -ADRIANA TO PROVIDE VENDOR INF	JORDAN-SUPPLIES	\$350.00
84666	PEARSON ASSESSMENTS	FORMS	\$261.71
84667	LINGUISYSTEMS	FORMS	\$161.33
84668	JONES SCHOOL SUPPLY	PENCILS	\$115.00
			\$139,172.99

Respectfully Submitted,

Jim Coombs

Superintendent of Schools

"B" WARRANTS FOR BOARD APPROVAL ON:
December 10, 2018

"B" WARRANT DOCUMENTS : 530 - 826, 3041 - 3055

734,168.98

THE FOLLOWING "B" WARRANT VOUCHERS ARE INCLUDED IN THE ABOVE SEQUENCE OF NUMBERS SUBMITTED FOR APPROVAL. ANY INTERRUPTIONS IN THE SEQUENCE ARE DUE TO THE VOUCHER BEING HELD FOR AUDIT BY LACOE AND RELEASED AT A LATER DATE. THE 3000s INDICATE A NUTRITION SERVICES PAYABLE.

NO#		AMOUNT
530	CHRISTIAN PENUELAS - FILM/ EDIT INTERVIEW	150.00
593	RACHEL COLEMAN	40.60
608	ILLUMINATE EDUCATION - DATA ASSESSMENT SOFTWARE	18,876.00
630	AAA ELECTRIC MOTOR SALES & SERVICE-MG, SERVICE	262.82
631	A-1 FENCE CO. - MACY, FENCE RENTAL	1,417.00
633	BAUDVILLE-RS, SUPPLIES	189.40
639	TOTAL FUNDS BY HASLER	3,082.11
643	SCHOOL LIFE-JORDAN, STUDENT INCENTIVES	128.39
	EARLY RETIREE REIMBURSEMENTS - NOVEMBER 2018	
656	DAWN AANDAHL	509.70
657	DEBORAH ANDERSEN	923.03
658	JOANNE DAVIS	480.29
659	MARIANNE DOYLE MEDINA	509.70
660	ELIZABETH KANESHIRO	911.93
661	KIM LIKERT	1,152.40
662	SHELLY MARKER	509.70
663	PENNY MAYERCHECK	1,107.78
664	CATHERINE MILWARD	1,107.78
665	DEBRA OPFER	480.29
666	CAROLINE PETERSON	1,152.40
667	RONALD RANDOLPH	631.60
668	GAYLE ROGERS	249.30
669	NANCY ROGERS	1,152.40
670	CARL ROMANO	1,152.40
671	HOLLY WOLFE	480.29
672	IMPERIAL SPRINKLER SUPPLY-JO, SUPPLIES	498.20
673	THE SHERWIN WILLIAMS-RS, SUPPLIES	569.14
674	BARCO PRODUCTS CO-OLITA, SERVICE	1,112.17
675	ACCO BRANDS - OLITA, PART FOR LAMINATOR	558.21
676	BEARCOM - MACY, WALKIE TALKIE	891.98
677	CDW GOVERNMENT - PROJECTOR/ TONER SUPPLIES	794.70
678	DEMO PLUS - MACY, DROP/ PICK UP BIN	600.00
679	DECISION INSITE - MY SCHOOL LOCATOR LICENSE	2,000.00
680	FIRST - MACY, LEAGUE TEAM REGISTRATION	337.69
681	FUN AND FUNCTION - SCOOTER/ VEST SUPPLIES	108.03
682	HOUGHTON MIFFLIN HARCOURT - SPECIAL. ED SUPPLIES	1,248.10
683	AMERICAN FIDELITY ASSURANCE/ EMP. DEDUCTIONS, OCT.	5,465.00
684	CREDIT UNION OF SO. CAL.- VOL. DEDUCTIONS, OCT.	2,887.80

685	SCHOOLS FIRST FEDERAL C.U. - EMP.DEDUCTIONS, OCT.	18,335.00
686	LINDA TAKACS - RS, PURCHASE REIMBURSEMENT	54.11
687	EDUCATIONAL DATA SYSTEMS - CURRICULUM MATERIALS	58.31
688	KRISTA VAN HOOGMOED - PRINCIPALS LUNCH	79.39
689	MONTGOMERY HARDWARE CO. - JO, RESTROOMS	659.18
690	JORDAN PTA - T SHIRTS/ WATER FOR STAFF	462.00
691	INTERQUEST DETECTION CANINES - RS, SEPTEMBER	215.00
692	IMPERIAL BAND INSTRUMENTS - RS, BAND SUPPLIES	330.68
693	CITY OF LA HABRA WATER DEPT. - SEP. - OCT.	622.10
694	SOUTHERN CALIFORNIA GAS - SEPTEMBER - OCTOBER	66.27
695	SOUTHERN CALIFORNIA EDISON - SEP. - OCT.	7,386.19
699	AMERICAN FIDELITY ASSURANCE/ EMP. DEDUCTIONS, OCT.	7,436.92
700	ASSOC. OF CA. SCHOOL ADMIN./EMP. DEDUCTIONS, OCT.	290.03
701	CA. ASSOC. OF SCHOOL PSYCH/ EMP.DEDUCTIONS, OCT.	15.50
702	CALIF. TEACHERS ASSOC./EMPLOYEE DEDUCTIONS, OCT.	12,704.85
703	UNITED WAY OF GREATER L.A./EMP.DEDUCTIONS, OCT.	10.00
704	PACIFIC EDUCATORS, INC./EMP. DEDUCTIONS, OCT.	77.00
705	CALIF. PUBLIC EMPLOYEES RET. SYSTEM/ MED. INS., SEP.	257,338.62
706	CALIF. PUBLIC EMPLOYEES RET. SYSTEM/ MED. INS., SEP.	4,372.65
707	DELTA DENTAL- CERT. RETIREE VOL. PLAN., NOV.	2,094.36
708	CAMERON MILLER - DRUMLINE COMPETITION	1,000.00
709	A&D TRANSPORTATION - BUS TRANSPORTATION, OCT.	350.00
710	CINTAS FIRE PROTECTION - OL, ALARM MONITORING	135.00
711	CAL SCHOOL & SPORT - SWING SEATS AND PARTS	317.71
712	EDUCLINE, LLC. - HANDWRITING PAPER SUPPLIES	35.40
713	GREAT SCOTT TREE SERVICE - MA, TREE REMOVAL	350.00
714	WHITNEY TAKACS - RS, RED RIBBON SUPPLIES	64.78
716	HOUGHTON MIFFLIN HARCOURT - CURRICULUM	75.81
717	VECTOR ENERGY GROUP - M&O, 4TH APPLICATION PMT	117,863.08
718	COD.ED EDUCATION - ADVANCED COMPUTER CLASS	8,000.00
719	A&D TRANSPORTATION - BUS TRANSPORTATION, OCT.	350.00
720	EMCOR SERVICES - MACY, HVAC REPAIR	1,200.00
721	JIVE COMMUNICATIONS - VOIP/ VOICE, NOVEMBER	3,162.79
722	MCI A VERIZON CO. - RS, SEPTEMBER	9.93
723	VERIZON WIRELESS - SEPTEMBER - OCTOBER	1,036.77
724	LA HABRA ROTARY FOUNDATION - D.O., FOUNDATION	160.00
725	O.C. DEPT. OF ED. - EXCESS COST/ TRANSPORTATION	8,770.54
726	ORANGE COUNTY SANITATION DISTRICT - SEWER FEES	2,529.07
728	WALKER ENTERPRISES TUXEDO - RS, CHOIR GOWNS	1,159.60
729	READY REFRESH-DO, SUPPLIES	58.56
730	GT DESIGNS-RS, DESIGN SERVICES	1,296.71
731	SPARKLETTS-RS, SUPPLIES	157.01
732	YUMI YAMAMOTO, JO- PURCHASE REIMBURSEMENTS	121.64
733	ALL AMERICAN SPORTS-RS, REFEREE SVCS	945.00
734	MELISSA OVERTON - CONSULTANT/ GRAPHIC DESIGN	1,530.00
735	KIM BROOKS-EP, PURCHASE REIMBURSEMENT	86.85
736	MARIKATE WISSMAN-JO, PURCHASE REIMBURSEMNT	85.46
737	SCHOOL SERVICES OF CA. - FISCAL BUDGET, SEP.	275.00

738	SENTRY SIGNS & PRINTING-SUPT., SUPPLIES	1,662.76
741	FIRST BUS MACHINES-DISTRICT WIDE, SVCS	42,157.50
742	ARIANA CAZARES-RS, SUPPLIES	86.16
743	JESSICA GALLI-RS, SUPPLIES	130.26
744	AMERICAN EXPRESS - CREDIT CARD PURCHASES, OCT.	7,227.25
745	CITY OF LA HABRA WATER DEPT. - SEP. - OCT.	7,125.59
746	SUBURBAN WATER SYSTEMS - SEP. - OCT.	5,563.02
747	SOUTHERN CALIFORNIA GAS - SEP. - OCT.	63.35
748	SOUTHERN CALIFORNIA EDISON - SEP. - OCT.	5,414.27
749	THE PRENTICE SCHOOL - SPEECH SERVICES, AUG- SEP	405.00
750	SPECIAL EDUCATION LAW FIRM - JUNE - SEPTEMBER	6,500.00
751	SOUTHERN CALIFORNIA GAS - SEP. - OCT.	75.90
752	SOUTHERN CALIFORNIA EDISON - SEP. - OCT.	333.69
753	A-1 FENCE CO. - EL PORTAL, FENCE REPAIR	2,481.00
754	BUG FLIP - GENERAL PEST CONTROL	200.00
755	DANIEL'S TIRE - VEHICLE MAINTENANCE	92.50
756	LOWE'S - MAINTENANCE SUPPLIES/ STOCK	201.43
757	SUPPLYWORKS - IRRIGATION/ MAINTENANCE	366.82
758	UNITED REFRIGERATION - MAINTENANCE/ SUPPLIES	608.59
759	ASSOC. OF CA. SCHOOL ADMIN. - EVERY CHILD COUNTS	800.00
761	CDW GOVERNMENT - JO,RS,NUTRITION-SUPPLIES	2,760.31
762	CTL CORPORATION - CHROMEBOOKS	15,157.00
763	EMCOR SERVICES - EL PORTAL, HVAC REPAIR	2,334.00
764	FUN AND FUNCTION - PRESSURE MESH VEST	41.94
765	CALIF. SCHOOL EMPLOYEES ASSOC./EMP. DEDUCTIONS, OCT.	2,549.07
767	APPLE, INC. - APPLICATION/ SPEECH	197.09
768	KAITLYN CAMPBELL - CONFERENCE REIMBURSEMENT	209.80
769	KIM BROOKS - CONFERENCE REIMBURSEMENT	288.08
770	MARIKATE WISSMAN - JO, PURCHASE REIMBURSEMENT	129.88
771	AMY LILES - TSA REFUND FOR OCTOBER PAYROLL	1,450.00
773	RHONDA ESPARZA - EP, PURCHASE REIMBURSEMENT	257.59
775	PROJECT SUPPORT SERVICES-CONTRACT SVCS	281.25
776	SAN JOAQUIN COUNTY OFFICE OF ED. - EDJOIN FEES	458.55
777	WEST INTERACTIVE - SCHOOL MESSENGER RENEWAL	2,739.46
778	SCHOLASTIC, INC.-MACY, SUPPLIES	75.90
780	SCHOOL NURSE SUPPLY-HEALTH SUPPLIES	125.74
781	JACK STRADTMAN - MILEAGE REIMBURSEMENT, OCT.	370.60
787	JIM COOMBS - FLOWERS TEACHER OF THE YEAR	48.68
788	MARY JO EVANOFF - PARTING GIFT BOARD MEMBER	84.87
789	DEMCO-MACY, SUPPLIES	209.08
790	DEBORAH NAPLES - CONFERENCE PARKING REIMB.	15.00
791	MARGARET PALMER - CONFERENCE REIMBURSEMENT	380.24
792	JENNIFER PAINE - CONFERENCE PARKING REIMB.	26.00
794	SOUTHERN CALIFORNIA EDISON - OCTOBER - NOVEMBER	3,600.56
795	SUBURBAN WATER SYSTEMS - OCTOBER - NOVEMBER	4,361.74
796	JONES SCHOOL SUPPLY-MG, SUPPLIES	12.24
797	LAKESHORE LEARNING MATERIALS-JO, SUPPLIES	50.05
798	NCS PEARSON INC.-SPEC ED, SUPPLIES	547.48

799	WILLIAM MCGILL-MAINT, SUPPLIES	34.63
800	IMPERIAL BAND INSTRUMENTS - RS, BAND SUPPLIES	758.53
801	BARNES & NOBLE-RS, SUPPLIES	389.35
802	CATHY KATO - SUPPLIES FOR FLEX CLASS REIMB.	81.61
803	CAMERON MILLER - BAND PERFORMANCE REIMB.	123.00
804	JESSICA GALLI - SUPPLIES FOR FLEX CLASS REIMB.	49.49
805	LINDA TAKACS - AMAZON/ BINDERS REIMBURSEMENT	90.86
806	ERIC CHITTUM - HOME DEPOT SUPPLIES REIMB.	264.02
807	LINDA TAKACS - SCIENCE OLYMPIAD REIMB.	335.00
808	GRANADA ASB-RS, TOURNAMENT FEES	125.00
809	CINTAS FIRE PROTECTION - OL, ALARM MONITORING	1,447.11
811	STORAGE CONTAINERS - CONTAINER SUPPLIES	4,290.00
812	AAA ELECTRIC MOTOR SALES-EP, SUPPLIES	127.06
814	BEST LAWNMOWER, INC.-MAINT, STOCK	809.10
815	CANNINGS HARDWARE LA HABRA-JO,MA, RS, SUPPLIES	91.37
816	IMPERIAL SPRINKLER-GROUNDS, SUPPLIES	138.12
817	GLASBY MAINTENANCE-EP, MG, OL-SUPPLIES	8,386.70
818	JAMES HARDWARE CO.-EP, MG, MAINT-STOCK	174.00
820	PLUMBING WHOLESALE-EP, JO, MA, SUPPLIES	1,355.89
821	SHERWIN-WILLIAMS-EP, RS, SUPPLIES	279.62
822	SHIFFLER EQUIPMENT SALES-RS, SUPPLIES	198.64
823	SOUTHEAST CONSTRUCTION PROD-JO, MA, MG	282.43
825	WALTERS WHOLESALE-EP, JO, MG-SUPPLIES	459.83
826	THE STANDARD INS. CO-NOV 2018	5,195.20
3041	LOVE TO SNACK, LLC	635.04
3042	HEARTLAND SCHOOL SOLUTIONS - SUBSCRIPTION	7,632.00
3043	CA. SCHOOL NUTRITION ASSOC. - ANNUAL REGISTRATION	280.00
3044	SOUTHWEST SCHOOL SUPPLY - NUTRITION SERVICES	97.52
3045	BUG FLIP - NUTRITION SERVICES, PEST CONTROL	180.00
3046	LADY BUGS ENVIRONMENTAL - PEST CONTROL	55.00
3047	BERNIER REFRIGERATION GENERATIONS - SERVICE	981.93
3049	LOVE TO SNACK, LLC-NUTRITION SVCS, SUPPLIES	997.92
3050	P&R PAPER SUPPLY-NUTRITION SVCS, SUPPLIES	3,740.46
3051	GOLD STAR FOODS-NUTRITION SVCS, SUPPLIES	32,934.26
3052	SO CAL PIZZA CO.-NUTRITION SVCS, SUPPLIES	6,942.00
3053	VALPRO, INC. -NUTRITION SVCS, SUPPLIES	7,701.26
3054	DRIFTWOOD DAIRY - FOOD/ NUTRITION SERVICES, OCT.	8,762.88
3055	CHRISTINA DAVIS-NUTRITION SVCS, REIBURSEMENT	21.66



Budget Adjustment Summary K-12/ROPs/JPA's

PERIOD AFFECTED:	
<input type="checkbox"/> Adopted Budget	
<input checked="" type="checkbox"/> First Interim	
<input type="checkbox"/> Second Interim	
<input type="checkbox"/> Third Interim	
<input type="checkbox"/> Unaudited Actuals	

Submit one (1) certified original of this form.

DISTRICT NUMBER 64766	GL JOURNAL ID NUMBER FI005	FUND NUMBER 25.0
FISCAL YEAR 2018-19	FUND NAME Capital Facilities	<input type="checkbox"/> UNRESTRICTED <input checked="" type="checkbox"/> RESTRICTED

DATE OF SUMMARY 12/05/2018	NAME OF SCHOOL DISTRICT Lowell Joint School District
-------------------------------	---

A. Revenues/Other Financing Sources	Object Code	Specific Object Code	Specific Resource Code	Budget Adjustment Increase (Decrease)
1. LCFF Sources	8010-8099			\$ 0.00
2. Federal Revenue	8100-8299			0.00
3. Other State Revenue	8300-8599			0.00
4. Other Local Revenue	8600-8799			0.00
5. Interfund Transfers In	8900-8929			0.00
6. All Other Financing Sources	8930-8979			0.00
7. Contributions	8980-8999			0.00
8. Total Revenues/Other Financing Sources				\$ 0.00

B. Expenditures/Other Financing Uses	Object Code	Resource Code (Optional)	Budget Adjustment Increase (Decrease)
1. Certificated Personnel Salaries	1000-1999		\$ 0.00
2. Classified Personnel Salaries	2000-2999		0.00
3. Employee Benefits	3000-3999		0.00
4. Books and Supplies	4000-4999		27,000.00
5. Services and Other Operating Expenditures	5000-5999		16,000.00
6. Capital Outlay	6000-6999		(25,000.00)
7. Tuition	7100-7199		0.00
8. Interagency Transfers Out	7200-7299		0.00
9. Transfers of Indirect Costs	7300-7399		0.00
10. Debt Service	7430-7439		0.00
11. Interfund Transfers Out	7600-7629		0.00
12. All Other Financing Uses	7630-7699		0.00
13. Total Expenditures/Other Financing Uses			\$ 18,000.00

C. Subtotal A8 - B13 [This amount will Increase (Decrease) Ending Fund Balance]	\$	(18,000.00)
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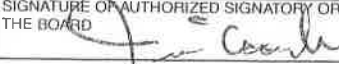
NOTES: Line A5 - Interfund Transfers In and Line B11 - Interfund Transfers Out must equal.
Line A7 - Contributions must net to zero at the total fund level.
If Section C is not zero, you must complete Section D on Page 2.

D. Components of Ending Fund Balance	Object Code	Resource Code	Revision Increase (Decrease)
1. Nonspendable Amounts			
Revolving Cash	9711		\$
Stores	9712		
Prepaid Expenditures	9713		
All Others	9719		
	Total Nonspendable Amounts		0.00
2. Restricted Amounts			
Restricted	9740		\$
	Total Restricted Amounts		0.00
3. Committed Amounts			
Stabilization Arrangements	9750		\$
Other Commitments	9760		(18,000.00)
	Total Committed Amounts		(18,000.00)
4. Assigned Amounts			
Other Assignments	9780		\$
	Total Assigned Amounts		0.00
5. Unassigned/Unappropriated Amounts			
Reserve for Economic Uncertainties	9789		\$
Unassigned/Unappropriated/Unrestricted Net Position	9790		
	Total Unassigned/Unappropriated Amounts		0.00
6. Total Components of Ending Fund Balance (Must Equal the Total in Section C)			\$ (18,000.00)

E. Narrative Explanation for this Revision - Must be Completed

2018-19 First Interim Adjustment based on projections for remainder of fiscal year.

F. School District Certification - Must be Completed

NAME OF SCHOOL DISTRICT CONTACT PERSON Andrea Reynolds		TELEPHONE NUMBER OF CONTACT PERSON (562) 943-0211	EMAIL ADDRESS OF CONTACT PERSON areynolds@ljsd.org
DATE OF BOARD APPROVAL 12/10/2018	SIGNATURE OF AUTHORIZED SIGNATORY OR DESIGNEE OF THE BOARD 	PRINT NAME AND TITLE Jim Coombs, Superintendent	DATE SIGNED 12/10/2018

Submit one (1) certified original of this form to:

Los Angeles County Office of Education
Business Advisory Services
9300 Imperial Highway
Downey, CA 90242-2890

Approved:

Debra Duardo, M.S.W., Ed.D.
Los Angeles County
Superintendent

SIGNATURE OF LOS ANGELES COUNTY SUPERINTENDENT OF SCHOOLS DEPUTY

DATE SIGNED



Budget Adjustment Summary K-12/ROPs/JPA's

PERIOD AFFECTED:	
<input type="checkbox"/> Adopted Budget	
<input checked="" type="checkbox"/> First Interim	
<input type="checkbox"/> Second Interim	
<input type="checkbox"/> Third Interim	
<input type="checkbox"/> Unaudited Actuals	

Submit one (1) certified original of this form.

DISTRICT NUMBER 64766	GL JOURNAL ID NUMBER FI005	FUND NUMBER 21.0
FISCAL YEAR 2018-19	FUND NAME Building Fund	<input type="checkbox"/> UNRESTRICTED <input checked="" type="checkbox"/> RESTRICTED

DATE OF SUMMARY 12/05/2018	NAME OF SCHOOL DISTRICT Lowell Joint School District
-------------------------------	---

A. Revenues/Other Financing Sources	Object Code	Specific Object Code	Specific Resource Code	Budget Adjustment Increase (Decrease)
1. LCFF Sources	8010-8099			\$ 0.00
2. Federal Revenue	8100-8299			0.00
3. Other State Revenue	8300-8599			0.00
4. Other Local Revenue	8600-8799			0.00
5. Interfund Transfers In	8900-8929			0.00
6. All Other Financing Sources	8930-8979			10,000,000.00
7. Contributions	8980-8999			
8. Total Revenues/Other Financing Sources				\$ 10,000,000.00

B. Expenditures/Other Financing Uses	Object Code	Resource Code (Optional)	Budget Adjustment Increase (Decrease)
1. Certificated Personnel Salaries	1000-1999		\$ 0.00
2. Classified Personnel Salaries	2000-2999		60,000.00
3. Employee Benefits	3000-3999		38,451.00
4. Books and Supplies	4000-4999		0.00
5. Services and Other Operating Expenditures	5000-5999		400,000.00
6. Capital Outlay	6000-6999		9,501,549.00
7. Tuition	7100-7199		0.00
8. Interagency Transfers Out	7200-7299		0.00
9. Transfers of Indirect Costs	7300-7399		0.00
10. Debt Service	7430-7439		0.00
11. Interfund Transfers Out	7600-7629		0.00
12. All Other Financing Uses	7630-7699		0.00
13. Total Expenditures/Other Financing Uses			\$ 10,000,000.00

C. Subtotal A8 - B13 [This amount will Increase (Decrease) Ending Fund Balance]	\$ 0.00
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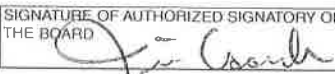
NOTES: Line A5 - Interfund Transfers In and Line B11 - Interfund Transfers Out must equal.
 Line A7 - Contributions must net to zero at the total fund level.
 If Section C is not zero, you must complete Section D on Page 2.

D. Components of Ending Fund Balance	Object Code	Resource Code	Revision Increase (Decrease)
1. Nonspendable Amounts Revolving Cash	9711		\$
Stores	9712		
Prepaid Expenditures	9713		
All Others	9719		
Total Nonspendable Amounts			0.00
2. Restricted Amounts Restricted	9740		\$
Total Restricted Amounts			0.00
3. Committed Amounts Stabilization Arrangements	9750		\$
Other Commitments	9760		
Total Committed Amounts			0.00
4. Assigned Amounts Other Assignments	9780		\$
Total Assigned Amounts			0.00
5. Unassigned/Unappropriated Amounts Reserve for Economic Uncertainties	9789		\$
Unassigned/Unappropriated/Unrestricted Net Position	9790		
Total Unassigned/Unappropriated Amounts			0.00
6. Total Components of Ending Fund Balance (Must Equal the Total in Section C)			\$ 0.00

E. Narrative Explanation for this Revision - Must be Completed

2018-19 First Interim Adjustment based on projections for remainder of fiscal year.

F. School District Certification - Must be Completed

NAME OF SCHOOL DISTRICT CONTACT PERSON Andrea Reynolds	TELEPHONE NUMBER OF CONTACT PERSON (562) 943-0211	EMAIL ADDRESS OF CONTACT PERSON areynolds@ljsd.org
DATE OF BOARD APPROVAL 12/10/2018	SIGNATURE OF AUTHORIZED SIGNATORY OR DESIGNEE OF THE BOARD 	PRINT NAME AND TITLE Jim Coombs, Superintendent
		DATE SIGNED 12/10/2018

Submit one (1) certified original of this form to:

Los Angeles County Office of Education
Business Advisory Services
9300 Imperial Highway
Downey, CA 90242-2890

Approved:

Debra Duardo, M.S.W., Ed.D.
Los Angeles County
Superintendent

SIGNATURE OF LOS ANGELES COUNTY SUPERINTENDENT OF SCHOOLS DEPUTY	DATE SIGNED



**Los Angeles County
Office of Education**

Serving Students • Supporting Communities • Leading Educators

Budget Adjustment Summary K-12/ROPs/JPA's

PERIOD AFFECTED:	
<input type="checkbox"/> Adopted Budget	
<input checked="" type="checkbox"/> First Interim	
<input type="checkbox"/> Second Interim	
<input type="checkbox"/> Third Interim	
<input type="checkbox"/> Unaudited Actuals	

Submit one (1) certified original of this form.

DISTRICT NUMBER 64766	GL JOURNAL ID NUMBER F1004	FUND NUMBER 14.0
FISCAL YEAR 2018-19	FUND NAME Deferred Maintenance Fund	<input type="checkbox"/> UNRESTRICTED <input checked="" type="checkbox"/> RESTRICTED

DATE OF SUMMARY 12/05/2018	NAME OF SCHOOL DISTRICT Lowell Joint School District
-------------------------------	---

A. Revenues/Other Financing Sources	Object Code	Specific Object Code	Specific Resource Code	Budget Adjustment Increase (Decrease)
1. LCFF Sources	8010-8099			\$ 0.00
2. Federal Revenue	8100-8299			0.00
3. Other State Revenue	8300-8599			0.00
4. Other Local Revenue	8600-8799			0.00
5. Interfund Transfers In	8900-8929			(969,883.00)
6. All Other Financing Sources	8930-8979			0.00
7. Contributions	8980-8999			0.00
8. Total Revenues/Other Financing Sources				\$ (969,883.00)

B. Expenditures/Other Financing Uses	Object Code	Resource Code (Optional)	Budget Adjustment Increase (Decrease)
1. Certificated Personnel Salaries	1000-1999		\$ 0.00
2. Classified Personnel Salaries	2000-2999		4,866.00
3. Employee Benefits	3000-3999		1,336.00
4. Books and Supplies	4000-4999		(30,000.00)
5. Services and Other Operating Expenditures	5000-5999		101,500.00
6. Capital Outlay	6000-6999		0.00
7. Tuition	7100-7199		0.00
8. Interagency Transfers Out	7200-7299		0.00
9. Transfers of Indirect Costs	7300-7399		0.00
10. Debt Service	7430-7439		0.00
11. Interfund Transfers Out	7600-7629		0.00
12. All Other Financing Uses	7630-7699		0.00
13. Total Expenditures/Other Financing Uses			\$ 77,702.00

C. Subtotal A8 - B13 [This amount will Increase (Decrease) Ending Fund Balance]	\$ (1,047,585.00)
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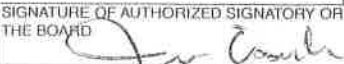
NOTES: Line A5 - Interfund Transfers In and Line B11 - Interfund Transfers Out must equal.
Line A7 - Contributions must net to zero at the total fund level.
If Section C is not zero, you must complete Section D on Page 2.

D. Components of Ending Fund Balance	Object Code	Resource Code	Revision Increase (Decrease)
1. Nonspendable Amounts			
Revolving Cash	9711		\$
Stores	9712		
Prepaid Expenditures	9713		
All Others	9719		
	Total Nonspendable Amounts		0.00
2. Restricted Amounts			
Restricted	9740		\$
	Total Restricted Amounts		0.00
3. Committed Amounts			
Stabilization Arrangements	9750		\$
Other Commitments	9760		
	Total Committed Amounts		0.00
4. Assigned Amounts			
Other Assignments	9780		\$ (1,047,585.00)
	Total Assigned Amounts		(1,047,585.00)
5. Unassigned/Unappropriated Amounts			
Reserve for Economic Uncertainties	9789		\$
Unassigned/Unappropriated/Unrestricted Net Position	9790		
	Total Unassigned/Unappropriated Amounts		0.00
6. Total Components of Ending Fund Balance (Must Equal the Total in Section C)			\$ (1,047,585.00)

E. Narrative Explanation for this Revision - Must be Completed

2018-19 First Interim Adjustment based on projections for remainder of fiscal year.

F. School District Certification - Must be Completed

NAME OF SCHOOL DISTRICT CONTACT PERSON Andrea Reynolds		TELEPHONE NUMBER OF CONTACT PERSON (562) 943-0211	EMAIL ADDRESS OF CONTACT PERSON areynolds@ljsd.org
DATE OF BOARD APPROVAL 12/10/2018	SIGNATURE OF AUTHORIZED SIGNATORY OR DESIGNEE OF THE BOARD 	PRINT NAME AND TITLE Jim Coombs, Superintendent	DATE SIGNED 12/10/2018

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Business Advisory Services
9300 Imperial Highway
Downey, CA 90242-2890

Approved:
Debra Duardo, M.S.W., Ed.D.
Los Angeles County
Superintendent

SIGNATURE OF LOS ANGELES COUNTY SUPERINTENDENT OF SCHOOLS DEPUTY

DATE SIGNED



Budget Adjustment Summary K-12/ROPs/JPA's

PERIOD AFFECTED:	
<input type="checkbox"/> Adopted Budget	
<input checked="" type="checkbox"/> First Interim	
<input type="checkbox"/> Second Interim	
<input type="checkbox"/> Third Interim	
<input type="checkbox"/> Unaudited Actuals	

Submit one (1) certified original of this form.

DISTRICT NUMBER 64766	GL JOURNAL ID NUMBER F1003	FUND NUMBER 13.0
FISCAL YEAR 2018-19	FUND NAME Cafeteria Fund	<input type="checkbox"/> UNRESTRICTED <input checked="" type="checkbox"/> RESTRICTED

DATE OF SUMMARY 12/05/2018	NAME OF SCHOOL DISTRICT Lowell Joint School District
-------------------------------	---

A. Revenues/Other Financing Sources	Object Code	Specific Object Code	Specific Resource Code	Budget Adjustment Increase (Decrease)
1. LCFF Sources	8010-8099			\$ 0.00
2. Federal Revenue	8100-8299			0.00
3. Other State Revenue	8300-8599			0.00
4. Other Local Revenue	8600-8799			3,000.00
5. Interfund Transfers In	8900-8929			2,000.00
6. All Other Financing Sources	8930-8979			0.00
7. Contributions	8980-8999			0.00
8. Total Revenues/Other Financing Sources				\$ 5,000.00

B. Expenditures/Other Financing Uses	Object Code	Resource Code (Optional)	Budget Adjustment Increase (Decrease)
1. Certificated Personnel Salaries	1000-1999		\$ 0.00
2. Classified Personnel Salaries	2000-2999		0.00
3. Employee Benefits	3000-3999		0.00
4. Books and Supplies	4000-4999		1,270.00
5. Services and Other Operating Expenditures	5000-5999		(20,150.00)
6. Capital Outlay	6000-6999		0.00
7. Tuition	7100-7199		0.00
8. Interagency Transfers Out	7200-7299		0.00
9. Transfers of Indirect Costs	7300-7399		(3,922.00)
10. Debt Service	7430-7439		
11. Interfund Transfers Out	7600-7629		
12. All Other Financing Uses	7630-7699		
13. Total Expenditures/Other Financing Uses			\$ (22,802.00)

C. Subtotal A8 - B13 [This amount will Increase (Decrease) Ending Fund Balance]	\$ 27,802.00
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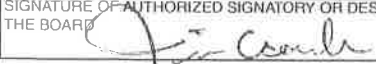
NOTES: Line A5 - Interfund Transfers In and Line B11 - Interfund Transfers Out must equal.
Line A7 - Contributions must net to zero at the total fund level.
If Section C is not zero, you must complete Section D on Page 2.

D. Components of Ending Fund Balance	Object Code	Resource Code	Revision Increase (Decrease)
1. Nonspendable Amounts			
Revolving Cash	9711		\$
Stores	9712		
Prepaid Expenditures	9713		
All Others	9719		
	Total Nonspendable Amounts		0.00
2. Restricted Amounts			
Restricted	9740		\$ 27,802.00
	Total Restricted Amounts		27,802.00
3. Committed Amounts			
Stabilization Arrangements	9750		\$
Other Commitments	9760		
	Total Committed Amounts		0.00
4. Assigned Amounts			
Other Assignments	9780		\$
	Total Assigned Amounts		0.00
5. Unassigned/Unappropriated Amounts			
Reserve for Economic Uncertainties	9789		\$
Unassigned/Unappropriated/Unrestricted Net Position	9790		
	Total Unassigned/Unappropriated Amounts		0.00
6. Total Components of Ending Fund Balance (Must Equal the Total in Section C)			\$ 27,802.00

E. Narrative Explanation for this Revision - Must be Completed

2018-19 First Interim Adjustment based on projections for remainder of fiscal year.

F. School District Certification - Must be Completed

NAME OF SCHOOL DISTRICT CONTACT PERSON Andrea Reynolds		TELEPHONE NUMBER OF CONTACT PERSON (562) 943-0211	EMAIL ADDRESS OF CONTACT PERSON areynolds@ljsd.org
DATE OF BOARD APPROVAL 12/10/2018	SIGNATURE OF AUTHORIZED SIGNATORY OR DESIGNEE OF THE BOARD 	PRINT NAME AND TITLE Jim Coombs, Superintendent	DATE SIGNED 12/10/2018

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Downey, CA 90242-2890

Approved:

Debra Duardo, M.S.W., Ed.D.
Los Angeles County
Superintendent

SIGNATURE OF LOS ANGELES COUNTY SUPERINTENDENT OF SCHOOLS DEPUTY

DATE SIGNED



Budget Adjustment Summary K-12/ROPs/JPA's

PERIOD AFFECTED:	
<input type="checkbox"/>	Adopted Budget
<input checked="" type="checkbox"/>	First Interim
<input type="checkbox"/>	Second Interim
<input type="checkbox"/>	Third Interim
<input type="checkbox"/>	Unaudited Actuals

Submit one (1) certified original of this form.

DISTRICT NUMBER 64766	GL JOURNAL ID NUMBER FI002	FUND NUMBER 01.0
FISCAL YEAR 2018-19	FUND NAME General Fund	<input type="checkbox"/> UNRESTRICTED <input checked="" type="checkbox"/> RESTRICTED

DATE OF SUMMARY 12/05/2018	NAME OF SCHOOL DISTRICT Lowell Joint School District
-------------------------------	---

A. Revenues/Other Financing Sources	Object Code	Specific Object Code	Specific Resource Code	Budget Adjustment Increase (Decrease)
1. LCFF Sources	8010-8099			\$ 0.00
2. Federal Revenue	8100-8299			204,566.00
3. Other State Revenue	8300-8599			317,106.00
4. Other Local Revenue	8600-8799			23,296.00
5. Interfund Transfers In	8900-8929			0.00
6. All Other Financing Sources	8930-8979			0.00
7. Contributions	8980-8999			(152,000.00)
8. Total Revenues/Other Financing Sources				\$ 392,968.00

B. Expenditures/Other Financing Uses	Object Code	Resource Code (Optional)	Budget Adjustment Increase (Decrease)
1. Certificated Personnel Salaries	1000-1999		\$ 168,359.00
2. Classified Personnel Salaries	2000-2999		66,165.00
3. Employee Benefits	3000-3999		31,039.00
4. Books and Supplies	4000-4999		316,230.00
5. Services and Other Operating Expenditures	5000-5999		(7,971.00)
6. Capital Outlay	6000-6999		0.00
7. Tuition	7100-7199		33,300.00
8. Interagency Transfers Out	7200-7299		
9. Transfers of Indirect Costs	7300-7399		(197.00)
10. Debt Service	7430-7439		
11. Interfund Transfers Out	7600-7629		
12. All Other Financing Uses	7630-7699		
13. Total Expenditures/Other Financing Uses			\$ 606,925.00

C. Subtotal A8 - B13 [This amount will Increase (Decrease) Ending Fund Balance]	\$ (213,957.00)
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NOTES: Line A5 - Interfund Transfers In and Line B11 - Interfund Transfers Out must equal.
 Line A7 - Contributions must net to zero at the total fund level.
 If Section C is not zero, you must complete Section D on Page 2.

D. Components of Ending Fund Balance	Object Code	Resource Code	Revision Increase (Decrease)
1. Nonspendable Amounts			
Revolving Cash	9711		\$
Stores	9712		
Prepaid Expenditures	9713		
All Others	9719		
Total Nonspendable Amounts			0.00
2. Restricted Amounts			
Restricted	9740		\$ (213,957.00)
Total Restricted Amounts			(213,957.00)
3. Committed Amounts			
Stabilization Arrangements	9750		\$
Other Commitments	9760		
Total Committed Amounts			0.00
4. Assigned Amounts			
Other Assignments	9780		\$
Total Assigned Amounts			0.00
5. Unassigned/Unappropriated Amounts			
Reserve for Economic Uncertainties	9789		\$
Unassigned/Unappropriated/Unrestricted Net Position	9790		
Total Unassigned/Unappropriated Amounts			0.00
6. Total Components of Ending Fund Balance (Must Equal the Total in Section C)			\$ (213,957.00)

E. Narrative Explanation for this Revision - Must be Completed

2018-19 First Interim Adjustment based on projections for remainder of fiscal year.

F. School District Certification - Must be Completed

NAME OF SCHOOL DISTRICT CONTACT PERSON Andrea Reynolds		TELEPHONE NUMBER OF CONTACT PERSON (562) 943-0211	EMAIL ADDRESS OF CONTACT PERSON areynolds@ljsd.org
DATE OF BOARD APPROVAL 12/10/2018	SIGNATURE OF AUTHORIZED SIGNATORY OR DESIGNEE OF THE BOARD 	PRINT NAME AND TITLE Jim Coombs, Superintendent	DATE SIGNED 12/10/2018

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Approved:

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Los Angeles County
Superintendent

SIGNATURE OF LOS ANGELES COUNTY SUPERINTENDENT OF SCHOOLS DEPUTY

DATE SIGNED



Budget Adjustment Summary K-12/ROPs/JPs

PERIOD AFFECTED:	
<input type="checkbox"/> Adopted Budget	
<input checked="" type="checkbox"/> First Interim	
<input type="checkbox"/> Second Interim	
<input type="checkbox"/> Third Interim	
<input type="checkbox"/> Unaudited Actuals	

Submit one (1) certified original of this form.

DISTRICT NUMBER 64766	GL JOURNAL ID NUMBER FI001	FUND NUMBER 01.0
FISCAL YEAR 2018-19	FUND NAME General Fund	<input checked="" type="checkbox"/> UNRESTRICTED <input type="checkbox"/> RESTRICTED

DATE OF SUMMARY 12/05/2018	NAME OF SCHOOL DISTRICT Lowell Joint School District
-------------------------------	---

A. Revenues/Other Financing Sources	Object Code	Specific Object Code	Specific Resource Code	Budget Adjustment Increase (Decrease)
1. LCFF Sources	8010-8099			\$ 175,719.00
2. Federal Revenue	8100-8299			0.00
3. Other State Revenue	8300-8599			(511,562.00)
4. Other Local Revenue	8600-8799			13,361.00
5. Interfund Transfers In	8900-8929			0.00
6. All Other Financing Sources	8930-8979			0.00
7. Contributions	8980-8999			152,000.00
8. Total Revenues/Other Financing Sources				\$ (170,482.00)

B. Expenditures/Other Financing Uses	Object Code	Resource Code (Optional)	Budget Adjustment Increase (Decrease)
1. Certificated Personnel Salaries	1000-1999		\$ 44,167.00
2. Classified Personnel Salaries	2000-2999		(60,597.00)
3. Employee Benefits	3000-3999		(265,168.00)
4. Books and Supplies	4000-4999		345,102.00
5. Services and Other Operating Expenditures	5000-5999		37,434.00
6. Capital Outlay	6000-6999		0.00
7. Tuition	7100-7199		0.00
8. Interagency Transfers Out	7200-7299		0.00
9. Transfers of Indirect Costs	7300-7399		4,119.00
10. Debt Service	7430-7439		0.00
11. Interfund Transfers Out	7600-7629		(967,883.00)
12. All Other Financing Uses	7630-7699		0.00
13. Total Expenditures/Other Financing Uses			\$ (862,826.00)

C. Subtotal A8 - B13 [This amount will Increase (Decrease) Ending Fund Balance]	\$ 692,344.00
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NOTES: Line A5 - Interfund Transfers In and Line B11 - Interfund Transfers Out must equal.
Line A7 - Contributions must net to zero at the total fund level.
If Section C is not zero, you must complete Section D on Page 2.

D. Components of Ending Fund Balance	Object Code	Resource Code	Revision Increase (Decrease)
1. Nonspendable Amounts			
Revolving Cash	9711		\$
Stores	9712		
Prepaid Expenditures	9713		
All Others	9719		
	Total Nonspendable Amounts		0.00
2. Restricted Amounts			
Restricted	9740		\$
	Total Restricted Amounts		0.00
3. Committed Amounts			
Stabilization Arrangements	9750		\$
Other Commitments	9760		
	Total Committed Amounts		0.00
4. Assigned Amounts			
Other Assignments	9780		\$
	Total Assigned Amounts		0.00
5. Unassigned/Unappropriated Amounts			
Reserve for Economic Uncertainties	9789		\$
Unassigned/Unappropriated/Unrestricted Net Position	9790		692,344.00
	Total Unassigned/Unappropriated Amounts		692,344.00
6. Total Components of Ending Fund Balance (Must Equal the Total in Section C)			\$ 692,344.00

E. Narrative Explanation for this Revision - Must be Completed

2018-19 First Interim Adjustment based on projections for remainder of fiscal year.

F. School District Certification - Must be Completed

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Los Angeles County
Superintendent

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**Los Angeles County
Office of Education**

Serving Students • Supporting Communities • Leading Educators

Budget Adjustment Summary K-12/ROPs/JPA's

PERIOD AFFECTED	
<input type="checkbox"/> Adopted Budget	
<input checked="" type="checkbox"/> First Interim	
<input type="checkbox"/> Second Interim	
<input type="checkbox"/> Third Interim	
<input type="checkbox"/> Unaudited Actuals	

Submit one (1) certified original of this form.

DISTRICT NUMBER 64766	GL JOURNAL ID NUMBER FI005	FUND NUMBER 40.0
FISCAL YEAR 2018-19	FUND NAME Capital Outlay	<input type="checkbox"/> UNRESTRICTED <input checked="" type="checkbox"/> RESTRICTED

DATE OF SUMMARY 12/05/2018	NAME OF SCHOOL DISTRICT Lowell Joint School District
-------------------------------	---

A. Revenues/Other Financing Sources	Object Code	Specific Object Code	Specific Resource Code	Budget Adjustment Increase (Decrease)
1. LCFF Sources	8010-8099			\$ 0.00
2. Federal Revenue	8100-8299			0.00
3. Other State Revenue	8300-8599			0.00
4. Other Local Revenue	8600-8799			0.00
5. Interfund Transfers In	8900-8929			0.00
6. All Other Financing Sources	8930-8979			0.00
7. Contributions	8980-8999			0.00
8. Total Revenues/Other Financing Sources				\$ 0.00

B. Expenditures/Other Financing Uses	Object Code	Resource Code (Optional)	Budget Adjustment Increase (Decrease)
1. Certificated Personnel Salaries	1000-1999		\$ 0.00
2. Classified Personnel Salaries	2000-2999		8,721.00
3. Employee Benefits	3000-3999		2,949.00
4. Books and Supplies	4000-4999		0.00
5. Services and Other Operating Expenditures	5000-5999		32,750.00
6. Capital Outlay	6000-6999		512,742.00
7. Tuition	7100-7199		0.00
8. Interagency Transfers Out	7200-7299		0.00
9. Transfers of Indirect Costs	7300-7399		0.00
10. Debt Service	7430-7439		-0.00
11. Interfund Transfers Out	7600-7629		0.00
12. All Other Financing Uses	7630-7699		0.00
13. Total Expenditures/Other Financing Uses			\$ 557,162.00

C. Subtotal A8 - B13 [This amount will Increase (Decrease) Ending Fund Balance]	\$ (557,162.00)
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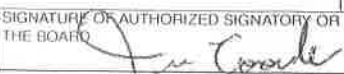
NOTES: Line A5 - Interfund Transfers In and Line B11 - Interfund Transfers Out must equal.
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D. Components of Ending Fund Balance	Object Code	Resource Code	Revision Increase (Decrease)
1. Nonspendable Amounts			
Revolving Cash	9711		\$
Stores	9712		
Prepaid Expenditures	9713		
All Others	9719		
	Total Nonspendable Amounts		0.00
2. Restricted Amounts			
Restricted	9740		\$
	Total Restricted Amounts		0.00
3. Committed Amounts			
Stabilization Arrangements	9750		\$
Other Commitments	9760		(557,162.00)
	Total Committed Amounts		(557,162.00)
4. Assigned Amounts			
Other Assignments	9780		\$
	Total Assigned Amounts		0.00
5. Unassigned/Unappropriated Amounts			
Reserve for Economic Uncertainties	9789		\$
Unassigned/Unappropriated/Unrestricted Net Position	9790		
	Total Unassigned/Unappropriated Amounts		0.00
6. Total Components of Ending Fund Balance (Must Equal the Total in Section C)			\$ (557,162.00)

E. Narrative Explanation for this Revision - Must be Completed

2018-19 First Interim Adjustment based on projections for remainder of fiscal year.

F. School District Certification - Must be Completed

NAME OF SCHOOL DISTRICT CONTACT PERSON Andrea Reynolds		TELEPHONE NUMBER OF CONTACT PERSON (562) 943-0211	EMAIL ADDRESS OF CONTACT PERSON areynolds@ljsd.org	
DATE OF BOARD APPROVAL 12/10/2018	SIGNATURE OF AUTHORIZED SIGNATORY OR DESIGNEE OF THE BOARD 	PRINT NAME AND TITLE Jim Coombs, Superintendent		DATE SIGNED 12/10/2018

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Approved:

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Los Angeles County
Superintendent

SIGNATURE OF LOS ANGELES COUNTY SUPERINTENDENT OF SCHOOLS DEPUTY

DATE SIGNED

LOWELL JOINT SCHOOL DISTRICT
EMPLOYER-EMPLOYEE RELATIONS/PERSONNEL REPORT 2018/19 #5

December 10, 2018

I. CERTIFICATED EMPLOYEES

A. CORRECTION OF CERTIFICATED SALARIES FOR 2018/19**

	<u>Class</u>	<u>Step</u>		
1. Carrillo, Valerie	2	2	JO	Was C1/S1 on EER #1. 4th grade teacher temporary contract
2. Goodwin, Dawn	4	20	OL	Was C4/S21 on EER #1
3. Anderson, Ryan	5	18	RS	Was C4/s18 on EER #1
4. Arreguin, Barbara	4	15	RS	Was C4/S16 on EER #1
5. Hammond, Maddison	1	1	OL	Was C1/S2 on EER #1
6. Angela Suzuki	5	15	EP	Was C5/S16 on EER #1
7. Tim Hall	4	2	DO	Choral Teacher. TK-8 Probationary Contract Year 2

B. CHANGE OF STATUS

NAME	EFFECTIVE DATE	END DATE	SITE	COMMENT
1. EID: HV8152733	09/11/18	09/28/18		Paid Administrative Leave
2. Van der Lee, Michelle	11/19/18	12/14/18	MG	Medical Leave
3. Kristen Preston	11/26/18	03/01/19	RS	FMLA (AB375)/Baby Bonding
4. Suzuki, Angela	11/30/18	5/24/18	EP	Unpaid leave of Absence (23 days)
5. Parecco, Heather	11/28/18	01/31/19	JO	Medical Leave/Maternity Leave

C. STIPENDS/EXTRA DUTY PAY

NAME	EFFECTIVE DATE	SITE	COMMENT
1. Perumean, Stacy	10/31/18	MG	To be paid a total of \$150.00 for being a Master Teacher to Biola University. To be paid from Biola University, Check Number 620514.
2. Michelle Bohlen	10/31/18	JO	To be paid a total of \$300.00 for being a Master Teacher to Biola University. To be paid from Biola University, Check Number 620514.
3. Allison Fonti	10/31/18	JO	To be paid a total of \$150.00 for being a Master Teacher to Biola University. To be paid from Biola University, Check Number 620514.
4. Cheri Sandoval	11/06/18	OL	To be paid a total of \$150.00 for

5. Karen Peloquin	11/06/18	OL	being a Master Teacher to Biola University. To be paid from Biola University, Check Number 621972. To be paid a total of \$150.00 for being a Master Teacher to Biola University. To be paid from Biola University, Check Number 621972.
6. Kim Jeffrey	11/06/18	EP	To be paid a total of \$150.00 for being a Master Teacher to Biola University. To be paid from Biola University, Check Number 621972.
7. Bonnie Tyner	11/06/18	MA	To be paid a total of \$150.00 for being a Master Teacher to Biola University. To be paid from Biola University, Check Number 621972.
8. Becky Champion	08/01/18	DO	To be paid \$30.00 per month, not to exceed \$300.00, for mileage stipend. To be paid from General Fund.
9. Kaleo Igarta	08/01/18	DO	To be paid \$30.00 per month, not to exceed \$300.00, for mileage stipend. To be paid from General Fund.

D. 2018/19 MANAGEMENT/SUPERVISORY STAFF

<u>NAME</u>	<u>EFFECTIVE DATE</u>	<u>COLUMN</u>	<u>SITE</u>	<u>COMMENTS</u>
1. Heinrich, Kari	07/01/18	7	DO	School Psychologist. Last Column. No Change.
2. Johnson, Kelly	07/01/18	7	DO	School Psychologist.
3. Luna, Adam	07/01/18	3	DO	School Psychologist.
4. Igarta, Kaleo	07/01/18	6	DO	Director of Special Education.
5. Stewart, Stacey	07/01/18	6	DO	Director of Curriculum and Instruction.
6. Esparza, Rhonda	07/01/18	3	EP	Elementary Principal.
7. Wissman, Marikate	07/01/18	4	JO	Elementary Principal.
8. Van Hoogmoed, Krista	07/01/18	7	OL	Elementary Principal. Last Column. No Change.
9. Howe, Nathan	07/01/18	6	RS	Assistant Principal. Probationary 2 year
10. Takacs, Linda	07/01/18	7	RS	Intermediate Principal. Last Column. No Change.
11. Zavala, Stephanie	07/01/18	2	DO	Program Specialist Probationary 2 year

E. RESIGNATION

1. Stacey Stewart	11/16/18	DO	Director of Curriculum and Instruction.
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F. SUBSTITUTE CHANGE OF PAY

NAME	EFFECTIVE DATE	END DATE	SITE	COMMENT
1. Karleigh Nakata	08/13/18	05/31/19	DO	To be paid \$35.00 per hour, not to exceed 4 hours per Saturday, To serve as a Supervisor for Saturday Enrichment, Enhancement, Encouragement School. To be paid from the Saturday School Account
2. Tiffany Shun-Hernandez	11/19/18	12/14/18	DO	To be paid special long term rate of \$170.00 for Meadow Green Elementary School for Fourth grade classroom
3. Yourie Kong	11/30/18	05/24/18	DO	To be paid special long term rate of \$170.00 for El Portal Elementary School for Sixth grade classroom
4. Adam Garduno	11/30/18	03/01/19	DO	To be paid special long term rate of \$170.00 for Rancho Starbuck Intermediate School for Sixth grade classroom
5. Sheri Heimlich	11/28/18	02/01/19	DO	To be paid special long term rate of \$170.00 for Jordan Elementary School for Kindergarten grade classroom
6. Carolyn Klein	08/13/18	06/01/19	DO	To be paid at the Specialized Certificated Supervisory Substitute Rate of \$160.00 per day.

G. EMPLOYMENT OF SUBSTITUTES EFFECTIVE 08/14/18 FOR THE 2018/19 SCHOOL YEAR \$131.00 PER DAY RATE AND \$170.00 LONG TERM AND \$65.50 PER HALF DAY RATE AND \$35.00 PER HOUR*

Lauren Von der Harr

*It is further recommended that the individuals listed above be approved to instruct in the Intervention Programs. The rate of pay is \$35.00/hour and will be paid from Title I, or LCFF Supplemental Grant Funds.

*It is further recommended that the individuals listed above be approved as home school teachers, if needed, for the 2018/19 school year at a rate of \$35.00/hour, not to exceed five hours per week, per student. Mileage will be paid at the IRS Standard Mileage Rate for the 2018/19 school year.

CLASSIFIED EMPLOYEES 12-10-18

B. MONTHLY – 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>
Aguayo, Leo	11/27/18	01/02/19	R20/S5	EP	Night Custodian/Working out of Class
Aguayo, Leo	10/29/18	11/13/18	R20/S5	EP	Night Custodian/Working out of Class/11/29/18; 11/1, 2, 5 & 13/18

C. 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>
Carlin, Tanya	08/15/18			MA	Noon Duty Assistant/Increase of hours
Estrada, Elizabeth	12/03/18		R14/S3	OL	Bilingual Instructional Assistant/Replacement for Vacancy
Gonzalez, Angelica	10/22/18	06/01/19		OL	Noon Duty Assistant/Temporary Increase of Hours
Herrera, Nuria	10/22/18	06/01/19		RS	Noon Duty Assistant/Temporary Increase of Hours
Hills, Roger	11/15/18		R14/S1	DO	Instructional Assistant/Substitute
Hills, Roger	11/15/18		R15/S1	DO	Instructional Assistant/Substitute
Husodo, Kris	10/01/18	05/31/19		RS	Instructional Assistant/Unpaid Leave of Absence
Hutcherson, Janel	11/13/18		R16/S1	DO	Clerk Typist/Substitute
Lepe, Caroline	08/13/18		R14/S1	MA	Bilingual Instructional Assistant/Replacement for Vacancy
Lopez, Kimberly	11/13/18		R14/S1	DO	Instructional Assistant/Substitute
Lopez, Kimberly	11/13/18		R15/S1	DO	Instructional Assistant/Substitute
Marquez, Claudia	11/13/18		R14/S1	DO	Instructional Assistant/Substitute/Rehire
Marquez, Claudia	11/13/18		R15/S1	DO	Instructional Assistant/Substitute/Rehire
Mattern, Heather	11/26/18	06/01/19		EP	Noon Duty Assistant/Temporary Increase of Hours
Meisch, Shannon	11/09/18		\$11.00/hr	DO	Noon Duty Assistant/Substitute
Rickenbacker, Kimberly	12/3/18	12/20/18	R23/S1	EP	Clerk Typist/Working Out of Class/12/3-6, 12, 19 & 20/2018
Stoerck, Nancy	12/01/18		R14/S6	RS	Instructional Assistant/Performance Recognition Increase
Vasquez, Radi	10/22/18	06/30/18		DO	Systems Aide/Website Maintenance Stipend not to exceed \$1000.00 for the 2018-19 school year
Villarreal, Miguel	1/21/18		R14/S1	DO	Instructional Assistant/Substitute
Villarreal, Miguel	1/21/18		R15/S1	DO	Instructional Assistant/Substitute
Villicana, Desiree	10/22/18	06/01/19		RS	Noon Duty Assistant/Temporary

C. CLASSIFIED JOB DESCRIPTIONS

Addition:

- Bond Contracts and Accounting Compliance Manager

D. NOON DUTY ASSISTANT MINIMUM WAGE INCREASE

Effective January 1, 2019, noon duty assistant hourly wage increase to \$12.00 per hour per the

November 6, 2017 Board Approved salary schedule



LOWELL JOINT SCHOOL DISTRICT

BOND CONTRACTS AND ACCOUNTING COMPLIANCE MANAGER

Classified Management Salary Schedule

JOB SUMMARY:

Under the direction of the Assistant Superintendent of Administrative Services, provides specialized contracts analysis and accounting/budgetary support. The Bond Contracts and Accounting Compliance Manager prepares records and maintains forms, financial records and documents for the school building program which includes land acquisitions, new construction, reconstruction and modernization projects. The position will assist the Director of Maintenance, Operations and Facilities with communications and the filing of forms and documents with state agencies related to contracts, payments and purchase orders. The position will work closely with fiscal services and will be responsible for the maintenance of accurate cost accounting records including records necessary for audits for the Office of Public School Construction for state funded projects.

ESSENTIAL FUNCTIONS:

The duties listed below are intended only as illustrations of the various types of work that may be performed. The omission of specific statements of duties does not exclude them from the position if the work is similar, related, or a logical assignment to the classification.

- Prepares and coordinates the financial data and cost accounting systems and services necessary to maintain accountability for professional analysis, planning and accounting for governmental funds, construction projects, grants, bonds, donations and other financial instruments of the school district.
- Performs contract analysis to ensure compliance with contract components and appropriate payments according to terms.
- Files forms and documents with various state agencies in compliance with program requirements.
- Compiles, reconciles, and technically interprets data for the preparation of complex reports for internal and external use.
- Prepares and develops budgets, cash flow reports, cash flow projections, forecasts, single and multi-year budget plans and other reports assigned or required.
- Coordinates and consults with other District departments, governmental agencies, auditors and others on financial and data-sharing needs.
- Prepares and presents reports to various groups.
- Attends and participates in meetings.
- Assists in reconciling and verifying the accuracy of revenues and expenditures for multiple facilities funds.
- Performs other related duties as assigned.

QUALIFICATION GUIDELINES:

Knowledge of:

- Generally accepted accounting and auditing principles, practices and procedures.
- Perform technical accounting and budgeting work related to cost accounting, project accounting, governmental fund accounting, audit process and procedures including preparing funds transfers and journal entries.
- Construction delivery methods, bidding and procurement processes.
- Balance accounts and reconcile statements.
- Prepare financial records, reports and statements.
- Basic legal requirements for contract documents including bid advertisements, contract forms, bonds, insurance certificates, stop notices, completion notices.
- Standard construction documents and logs including transmittals, requests for information, submittals, requests for proposals, change orders and change order proposals.
- Basic construction cost accounting techniques.
- General knowledge of modern office equipment and computer programs.
- Oral and written communication skills and interpersonal skills using tact, patience and courtesy.

Ability to:

- Use data system software for financial recordkeeping.
- Utilize software, advanced spreadsheet skills including linking complex spreadsheets, creating formulae, graphs, creating and auditing data sets for technical uploads between software programs.
- Effectively and clearly communicate orally and in writing with staff, agencies and in public settings.
- Interpret and prepare reports which include complex information and data.
- Communicate clearly and concisely, both orally and in writing.
- Establish and maintain cooperative relationships with vendors, architects, contractors, and District administrators.
- Maintain insurability to drive a District vehicle.

Education/Training/Experience:

Minimum of four years professional level experience, including accounting and advanced use of technology. Bachelor's degree, preferably with concentration in accounting, finance or related field; or a comparable combination of units and work experience.

Licenses/Certificates/Special Requirements:

A valid California Driver's License and the ability to maintain insurability under the District's Vehicle Insurance Policy.

PHYSICAL STANDARDS AND WORKING CONDITIONS:

The physical and mental demands and work environment described here are representative of those that must be met by employees to successfully perform the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. These physical demands are generic in nature and tasks may vary dependent on specific trade and or specialized work assignment.

Physical Demands:

Persons performing service in this position classification will require This type of work will involve sitting, but will involve walking or standing for extended periods. Perceiving the nature of sound, near and far vision, depth perception, providing oral information, the manual dexterity to operate equipment, and handle and work with various materials and objects are important aspects of this job. Reasonable accommodation may be made to enable a person with a disability to perform the essential functions of the job.

Mental Demands:

Employee must be able to use written and oral communication skills; read and interpret data, information, and documents; interpret policies and procedures; use math and mathematical reasoning; learn and apply new information or new skills; work under deadlines with constant interruptions; and interact cooperatively with District staff, managers, instructors, vendors, contractors, other organizations, and the general public; occasionally required to deal with conflict situations.

Work Environment:

While performing the duties of this job, the employee works in an office. The employee may work with noise from office equipment operation. The employee may travel to a variety of schools occasionally.

The information contained in the physical standards description is for compliance with ADA and is not an exhaustive list of duties performed. Individuals who hold this position may perform additional duties and additional duties may be assigned.

**LOWELL JOINT SCHOOL DISTRICT
2018/19 CLASSIFIED MANAGEMENT SALARY SCHEDULE**

Effective July 1, 2018

"For the 2018/19 school year, effective July 1, 2018, employees shall receive a 2% increase to base salary earnings (excluding stipends and other remuneration)"

MANAGEMENT POSITIONS	RANGE 1	RANGE 2	RANGE 3	RANGE 4	RANGE 5	RANGE 6	RANGE 7	RANGE 8
Assistant Superintendent of Administrative Services	12,135	12,774	13,446	14,118	14,824	15,565	16,343	17,160
Director of Educational & Information Technology	6,377	6,700	7,038	7,391	7,764	8,161	8,568	9,007
Director of Maintenance, Operations, and Facilities	6,377	6,700	7,038	7,391	7,764	8,161	8,568	9,007
Director of Nutrition Services	6,377	6,700	7,038	7,391	7,764	8,161	8,568	9,007
Occupational Therapist (11 months)	5,975	6,274	6,588	6,918	7,264	7,628	8,009	8,410
Fiscal Services Coordinator	4,186	4,390	4,617	4,856	5,101	5,361	5,628	5,913
Bond Contracts and Accounting Compliance Manager	4,186	4,390	4,617	4,856	5,101	5,361	5,628	5,913

Twelve-month Classified Management employees receive 22 days vacation per year.

* Step increments to be charged to Special Reserve For Capital Outlay Fund

LONGEVITY

Length of service shall be additionally compensated at the following rate, after completion of:

5 years	4,000
10 years	5,000
15 years	6,000
20 years	7,000

AK
11/24/18

LOWELL JOINT SCHOOL DISTRICT
January 14, 2019

To: President Shackelford and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Submission of Williams Litigation Settlement – ACTION
Quarterly Uniform Complaint Report for 2nd
Quarter October 1 – December 31, 2018

The *Williams Litigation Settlement* requires districts to implement the following Uniform Complaint Procedures:

1. Adopt a policy/administrative regulation for a modified Uniform Complaint Procedure;
2. Post a notice in each classroom; and
3. Prepare and submit a report to the County Superintendent of Schools.

Education Code Section 35186(d) requires, “A school district shall report summarized data on the nature and resolution of all complaints on a quarterly basis to the county superintendent of schools and the governing board of the school district. The summaries shall be publicly reported on a quarterly basis at a regularly scheduled meeting of the governing board of the school district. The report shall include the number of complaints by general subject area with the number of resolved and unresolved complaints. The complaints and written responses shall be available as public records.”

To meet the Uniform Complaint Reporting requirements per *Education Code* Section 35186(d), the January 14, 2019, Board agenda will include a Report on the Nature and Resolution of All *Williams Settlement* Complaints received from October 1 through December 31, 2018.

It is recommended that the submission of the Williams Litigation Settlement – Quarterly Uniform Complaint Report for Quarter October 1 – December 31, 2018, with zero complaints, be approved, and that the Superintendent or designee be authorized to execute the necessary documents.

Superintendent’s Comment:

APPROVAL RECOMMENDED.

LOWELL JOINT SCHOOL DISTRICT
January 14, 2019

To: President Shackelford and Members, Board of Trustees
From: Jim Coombs, Superintendent of Schools
Subject: Presentation of Audit Report for 2017/18 INFORMATION

Education Code 41020 requires school districts to annually obtain an independent audit report of its financial statements. The firm of Nigro and Nigro performed the 2017/18 financial audit of Lowell Joint School District financial statements.

A member of the audit firm will present the report to the Board.

AR:md

Superintendent's Comment:

APPROVAL RECOMMENDED.

LOWELL JOINT SCHOOL DISTRICT
January 14, 2019

To: President Shackelford and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Approval of Agreement with Blodgett Baylosis ACTION
Environmental Planning (BBEP) to Provide
Environmental Analysis for Maybrook Campus

The District has leased the Maybrook campus to a private school since 1994. The lessee has chosen to vacate the campus in June, 2019.

The District intends to occupy the existing Maybrook campus to accommodate students and staff during school site modification construction. Since this will require both reopening and repurposing an existing campus, The California Environmental Quality Act (CEQA) requires a study be conducted of the surrounding community to determine what impact, if any, this change might cause.

Initial study and mitigated negative declaration will be conducted at a cost not to exceed \$16,250. Direct costs are estimated to be \$1,465 for printing and postage and \$2,430 for the LA County Clerk Filing fee. While BBEP is confident that an Environmental Impact Report will not be needed, the cost would be approximately \$25,700 should one be required.

It is recommended that the agreement with Blodgett Baylosis Environmental Planning to Provide Environmental Analysis for Maybrook Campus be approved, and that the Superintendent or designee be authorized to execute the necessary documents.

AR/md

Superintendent's Comment:

APPROVAL RECOMMENDED.

LOWELL JOINT SCHOOL DISTRICT
January 14, 2019

To: President Shackelford and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Approval of the 2017/18 School Accountability Report Cards INFORMATION/
ACTION

The purpose of the School Accountability Report Cards (SARC) is to provide parents and the community with important information about each public school. A SARC can be an effective way for a school to report on its progress in achieving goals. SARC's must be updated annually and published by February 1.

The 2017/18 School Accountability Report Card published during the 2018/19 school year for each school site is available at the District Office and on each school's website. They will also be posted on the District's website upon approval.

It is recommended that the 2017/18 School Accountability Report Cards, for each school site, be approved, and that the Superintendent or designee be authorized to execute the necessary documents.

Superintendent's Comment:

APPROVAL RECOMMENDED.

El Portal Elementary School

200 North Nada Street • La Habra, CA 90631 • 562-902-4211 • Grades K-6
Rhonda Esparza, Principal
resparza@ljsd.org
elportal.ljsd.org

2017-18 School Accountability Report Card
Published During the 2018-19 School Year



**Lowell Joint
School District**

A Tradition of Excellence Since 1906

Lowell Joint School District

11019 Valley Home Ave.
Whittier, CA 90603
562.943.0211
www.ljsd.org

District Governing Board

Anastasia M. Shackelford, President
Fred W. Schambeck, Vice President
William A. Hinz, Clerk
Melissa A. Salinas, Member
Karen L. Shaw, Member

District Administration

Mr. Jim Coombs
Superintendent
Dr. Sheri McDonald
Assistant Superintendent of
Instruction
Andrea Reynolds
Assistant Superintendent of
Administrative Services

Kaleo Igarta

for El Portal Elementary School

School Description

It is the mission of El Portal School to create for our students a culture of universal achievement and a strong educational foundation. 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 excellent school newsletter, an automated phone message system, a parent information email system and classroom websites. 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 Step Up to Writing. We are a professional learning community dedicated to the development of each and every child. The California Content 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, Young Engineers Club, and much more. We offer programs in the arts, music, and PE. Our students have opportunities to become involved in the arts through writing clubs, drama, and music. We also support students through Costco and Wonder of Reading, two adult mentor reading programs. El Portal offers technology integration through our in school Chromebook initiative for all 2nd - 6th grade students as well as the use of our STEAM lab for TK - 6th grade. 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.

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

About the SARC

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

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

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	109
Grade 1	76
Grade 2	67
Grade 3	60
Grade 4	73
Grade 5	78
Grade 6	70
Total Enrollment	533

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.7
American Indian or Alaska Native	0.0
Asian	2.6
Filipino	0.9
Hispanic or Latino	67.9
Native Hawaiian or Pacific Islander	0.6
White	23.6
Socioeconomically Disadvantaged	45.8
English Learners	16.9
Students with Disabilities	9.0
Foster Youth	0.2

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
El Portal Elementary School	16-17	17-18	18-19
With Full Credential	20	21	21
Without Full Credential	0	1	1
Teaching Outside Subject Area of Competence	0	0	0
Lowell Joint School District	16-17	17-18	18-19
With Full Credential	◆	◆	132.3
Without Full Credential	◆	◆	2
Teaching Outside Subject Area of Competence	◆	◆	0

Teacher Misassignments and Vacant Teacher Positions at this School			
El Portal Elementary School	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

In alignment with the

Textbooks and Instructional Materials	
Year and month in which data were collected: December 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	2016-17 Houghton Mifflin Harcourt, Journeys K-5; Big Day TK 2016-17 McGraw-Hill, Study Sync 6-8 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	2014-15 Houghton Mifflin, K-5 Go Math! 2014-15 Big Ideas 6-8 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	2008-09 Macmillan/McGraw-Hill K-3 2008-09 Pearson Scott Forsman 4-6 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	2008-09 Harcourt K-5 2007-08 Holt, Rinehart & Winston 6-8 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	1999-00 ¡En español! 7-8 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Health	2008-09 Princeton Health Press- LifeSkills 3-8 2007-08 Human Kinetics- Fitness For Life 2016 Rights, Respect, Responsibility 7-8 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Visual and Performing Arts	Theatre- scripts, costumes, props Instrumental Music- band, string, and percussion instruments, musical scores Choral Music- musical scores Visual Arts- various art materials covering a variety of media, art history prints The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

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 three 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, iPads, and we have closed circuit TV. Second through sixth 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 it's 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 350 Chromebook devices that all of our 2nd - 6th students use in the classrooms.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: December 2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	Some exterior panels need to be replaced along with some painting. These have been scheduled for summer maintenance.
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	55.0	60.0	61.0	62.0	48.0	50.0
Math	62.0	60.0	54.0	53.0	37.0	38.0

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter

Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	18.2	22.1	10.4

* 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.

**School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	275	273	99.27	60.44
Male	143	142	99.30	56.34
Female	132	131	99.24	64.89
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	195	195	100.00	54.87
Native Hawaiian or Pacific Islander	--	--	--	--
White	63	61	96.83	77.05
Socioeconomically Disadvantaged	127	127	100.00	48.82
English Learners	82	82	100.00	39.02
Students with Disabilities	31	31	100.00	22.58
Foster Youth	--	--	--	--

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

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

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

**School Year 2017-18 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	276	273	98.91	60.07
Male	144	142	98.61	60.56
Female	132	131	99.24	59.54
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	195	195	100	56.41
Native Hawaiian or Pacific Islander	--	--	--	--
White	64	61	95.31	68.85
Socioeconomically Disadvantaged	127	127	100	55.91
English Learners	82	82	100	42.68
Students with Disabilities	32	31	96.88	19.35
Foster Youth	--	--	--	--

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

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

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018-19)

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: Spring Fair, Red Ribbon Week, special grade-level programs, fund-raisers that support our field trips and assemblies, Science on the Go, Family Nights, Family Picnic, and class parties are 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.

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.

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 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 class) 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.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	1.3	1.3	1.8
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	1.9	1.8	2.5
Expulsions Rate	0.0	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0.50
Psychologist	0.50
Social Worker	0
Nurse	0.09
Speech/Language/Hearing Specialist	0.6
Resource Specialist (non-teaching)	1
Other	0
Average Number of Students per Staff Member	
Academic Counselor	NA

* 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.

Average Class Size and Class Size Distribution (Elementary)

Grade	Average Class Size			Number of Classrooms*								
	2015-16	2016-17	2017-18	1-20			21-32			33+		
				2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	23	25	26	1		1	3	4	3			
1	23	23	24				3	3	3			
2	21	22	22	1	1		2	2	3			
3	27	27	20			3	3	2				
4	33	30	26			1	1	1		1	2	2
5	32	33	39				2				2	2
6	33	33	35					1		2	1	2

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

Average Class Size and Class Size Distribution (Secondary)

Subject	Average Class Size			Number of Classrooms*								
	2015-16	2016-17	2017-18	1-22			23-32			33+		
				2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English												
Mathematics												
Science												
Social Science												

* Number of classes indicates how many classrooms 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.

Professional Development provided for Teachers

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 strategies for the last couple years. Several of our teachers have attended seminars in math, reading, 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). One afternoon each week is provided by the district for the purpose of staff development. Grade level teams meet on a regular basis 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.

FY 2016-17 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,638	\$48,064
Mid-Range Teacher Salary	\$84,158	\$75,417
Highest Teacher Salary	\$98,400	\$94,006
Average Principal Salary (ES)	\$109,517	\$119,037
Average Principal Salary (MS)	\$121,712	\$123,140
Average Principal Salary (HS)	\$0	\$135,974
Superintendent Salary	\$190,000	\$183,692
Percent of District Budget		
Teacher Salaries	41.0	36.0
Administrative Salaries	7.0	6.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,050	\$372	\$5678	\$87,865
District	♦	♦	\$7,036	\$85,237
State	♦	♦	\$7,125	\$76,046
Percent Difference: School Site/District			-21.4	3.0
Percent Difference: School Site/ State			-22.6	14.4

* Cells with ♦ do not require data.

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

Types of Services Funded

Title I funds provide economic assistance to supplement the regular instructional program for educationally disadvantaged students. Expenditures include: tutoring, Reading Plus, Reading Counts, Lexia, Flocabulary, Mystery Science, 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.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
El Portal Elementary School	2014-15	2015-16	2016-17
Dropout Rate			
Graduation Rate			
Lowell Joint School District	2014-15	2015-16	2016-17
Dropout Rate			
Graduation Rate			
California	2014-15	2015-16	2016-17
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	
% of pupils completing a CTE program and earning a high school diploma	
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	0.0
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	

* Where there are student course enrollments.

2017-18 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	♦
English	0	♦
Fine and Performing Arts	0	♦
Foreign Language	0	♦
Mathematics	0	♦
Science	0	♦
Social Science	0	♦
All courses	0	.0

Completion of High School Graduation Requirements			
Group	Graduating Class of 2017		
	School	District	State

Career Technical Education Programs

DataQuest

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

Internet Access

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



Jordan Elementary School

10654 Jordan Road • Whittier, CA 90603 • 562-902-4221 • Grades K-6
Marikate Wissman, Principal
mwissman@ljsd.org
jordan.ljsd.org

**2017-18 School Accountability Report Card
Published During the 2018-19 School Year**



**Lowell Joint
School District**

A Tradition of Excellence Since 1906

Lowell Joint School District

11019 Valley Home Ave.
Whittier, CA 90603
562.943.0211
www.ljsd.org

District Governing Board

Anastasia M. Shackelford, President
Fred W. Schambeck, Vice President
William A. Hinz, Clerk
Melissa A. Salinas, Member
Karen L. Shaw, Member

District Administration

Jim Coombs
Superintendent
Dr. Sheri McDonald
**Assistant Superintendent of
Instruction**
Andrea Reynolds
**Assistant Superintendent of
Administrative Services**
Kaleo Igarta
Director of Special Education
TBD
**Director of Curriculum and
Instruction**
Alan Mao
Director of Technology

School Description

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 junior high 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 average enrollment of 441 students in grades TK-6. The school population includes 75% Hispanic, 20% Caucasian, and 5% Other. A total of 88% of the students speak English as a primary language while 12% are English language learners. Jordan Elementary School provides categorical services which include Title I and English Language Development. Special Education includes the resource center model and provides a Speech and Language Specialist. In addition to core academic instruction, all students receive choral instruction weekly and art instruction once a month. Students in grades 3 through 6th have one to one Chromebook devices. Fifth and sixth grade students receive instruction in coding twice weekly.

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.

After school enrichment programs are an integral part of Jordan's differentiated experiences that extend our students' learning. Our many 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, strings classes, visual arts design, and cross-country. We also 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 the SARC

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

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

Grade Level	Number of Students
Kindergarten	87
Grade 1	54
Grade 2	47
Grade 3	52
Grade 4	55
Grade 5	67
Grade 6	61
Total Enrollment	423

Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	0.0
Asian	2.6
Filipino	0.7
Hispanic or Latino	75.2
Native Hawaiian or Pacific Islander	0.0
White	17.7
Socioeconomically Disadvantaged	55.8
English Learners	12.5
Students with Disabilities	14.9
Foster Youth	0.7

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Jordan Elementary School	16-17	17-18	18-19
With Full Credential	15	18	17
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Lowell Joint School District	16-17	17-18	18-19
With Full Credential	♦	♦	132.3
Without Full Credential	♦	♦	2
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Jordan Elementary School	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	1	0

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Textbooks and Instructional Materials Year and month in which data were collected: December 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	2016-17 Houghton Mifflin Harcourt, Journeys K-5; Big Day TK 2016-17 McGraw-Hill, Study Sync 6-8 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	2014-15 Houghton Mifflin, K-5 Go Math! 2014-15 Big Ideas 6-8th The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	2008-09 Macmillan/McGraw-Hill K-3 2008-09 Pearson Scott Forsman 4-6 2008-09 Pearson Prentice Hall 7-8 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	2008-09 Harcourt K-5 2007-08 Hilt, Rinehart & Winston 6-8 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	1999-00 ¡En español! 7-8 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Health	2008-09 Princeton Health Press- LifeSkills 3-8 2007-08 Human Kinetics- Fitness For Life 2016 Rights, Respect, Responsibility 7-8 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Visual and Performing Arts	Theatre- scripts, costumes, props Instrumental Music- band, string, and percussion instruments, musical scores Choral Music- musical scores Visual Arts- various art materials covering a variety of media, art history prints The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Jordan Elementary School was built in the mid 1950's. Jordan School provides 20 original classrooms and an additional 6 portable rooms that were purchased to accommodate school enrollment and class reduction programs. Our beautifully landscaped campus provides students a comfortable setting to learn, and everyone is encouraged to participate in keeping the school safe and clean. Students enjoy going to a well-equipped computer lab and library. A multipurpose room is utilized for special assemblies and for lunch. An outdoor stage is provided for special presentations and gatherings. Students often enjoy eating outdoors under large ash trees. The school facilities are in good repair and are annually inspected by the fire department and our maintenance staff. Safety, cleanliness, and maintenance of facilities are high priorities at Jordan Elementary School. Two custodians and a highly-skilled district maintenance department help to ensure a safe, clean and well-maintained campus. Long-term maintenance needs are prioritized and repaired on a regular basis as funds are available. Safety hazards are given highest priority. Jordan Elementary School was recently painted inside and out.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: December 2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Poor	Prioritized repairs will continue on an as needed basis, but the entire roof will be replaced with funds from a bond passed in November of 2017.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	Maintenance for these items have been placed on the summer schedule.
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	55.0	56.0	61.0	62.0	48.0	50.0
Math	44.0	46.0	54.0	53.0	37.0	38.0

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter

Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016-17 and 2017-18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018-19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016-17 and 2017-18) and the CAA for Science will be field-tested in 2018-19.

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

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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	31.3	22.4	9.0

* 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.

**School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	234	234	100.00	56.41
Male	117	117	100.00	51.28
Female	117	117	100.00	61.54
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	173	173	100.00	54.34
White	45	45	100.00	60.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	129	129	100.00	48.06
English Learners	55	55	100.00	47.27
Students with Disabilities	41	41	100.00	19.51

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

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

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

**School Year 2017-18 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	234	234	100	46.15
Male	117	117	100	47.01
Female	117	117	100	45.3
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	173	173	100	45.09
White	45	45	100	46.67
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	129	129	100	37.21
English Learners	55	55	100	43.64
Students with Disabilities	40	40	100	17.5

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

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

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018-19)

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 monthly family activities including movie nights, Stoves on Strikes fundraisers at local restaurants, a father-son pinewood derby race, and a mother-daughter tea. SSC and ELAC meetings are held on a regular basis throughout the year. In addition to participation in these groups, parents volunteer in classrooms and run after school activities including the book and chess clubs. Jordan Elementary school has partnered with a local non-profit group, Hope Heals Hearts, in providing clothing to families in need. Utilizing an empty classroom, parent volunteers sort and organize donated items. Families are invited to visit the room and select items they need.

Parents are kept informed of school events and opportunities for involvement through the school website, weekly phone 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.

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.

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.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	2.7	1.2	2.8
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	1.9	1.8	2.5
Expulsions Rate	0.0	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)

Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0.5
Psychologist	0.4
Social Worker	0
Nurse	0.09
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	1
Other	0
Average Number of Students per Staff Member	
Academic Counselor	NA

* 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.

Average Class Size and Class Size Distribution (Elementary)

Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	20	25	21	1	1		1	2	3			
1	23	23	27				2	2	2			
2	24	26	24	1			1	2	2			
3	25	24	26				3	2	2			
4	31	31	28				1	2	2			
5	34	35	34							2	1	2
6	34	33	31					1	2	2	1	

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

Average Class Size and Class Size Distribution (Secondary)

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English												
Mathematics												
Science												
Social Science												

* Number of classes indicates how many classrooms 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.

Professional Development provided for Teachers

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.

All teachers at Jordan are part of ongoing, district-wide training being done by grade level for Common Core State Standards (CCSS) to align curriculum and develop lessons based on these new standards. They have also been trained in Explicit Direct Instruction (EDI) through DataWorks, Guided Language Acquisition Design (GLAD), and Project Based Learning (PBL).

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,638	\$48,064
Mid-Range Teacher Salary	\$84,158	\$75,417
Highest Teacher Salary	\$98,400	\$94,006
Average Principal Salary (ES)	\$109,517	\$119,037
Average Principal Salary (MS)	\$121,712	\$123,140
Average Principal Salary (HS)	\$0	\$135,974
Superintendent Salary	\$190,000	\$183,692
Percent of District Budget		
Teacher Salaries	41.0	36.0
Administrative Salaries	7.0	6.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

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.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Jordan Elementary School	2014-15	2015-16	2016-17
Dropout Rate			
Graduation Rate			
Lowell Joint School District	2014-15	2015-16	2016-17
Dropout Rate			
Graduation Rate			
California	2014-15	2015-16	2016-17
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	
% of pupils completing a CTE program and earning a high school diploma	
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

Career Technical Education Programs

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,193	\$532	\$5,661	\$81,381
District	◆	◆	\$7,036	\$85,237
State	◆	◆	\$7,125	\$76,046
Percent Difference: School Site/District			-21.7	-4.6
Percent Difference: School Site/ State			-22.9	6.8

* Cells with ◆ do not require data.

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

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	0.0
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	

* Where there are student course enrollments.

2017-18 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	◆
English	0	◆
Fine and Performing Arts	0	◆
Foreign Language	0	◆
Mathematics	0	◆
Science	0	◆
Social Science	0	◆
All courses	0	.0

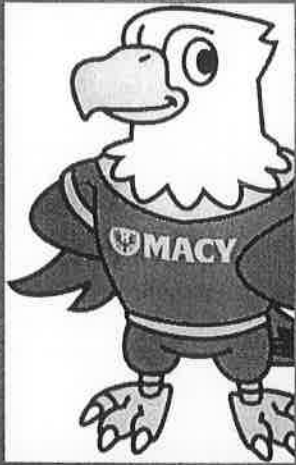
Completion of High School Graduation Requirements			
Group	Graduating Class of 2017		
	School	District	State

DataQuest

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

Internet Access

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



Macy Elementary School

2301 West Russell Street • La Habra, CA 90631 • 562.902.4231 • Grades K-6

David Shun, Principal

dshun@ljsd.org

<http://macy.ljsd.org/>

**2017-18 School Accountability Report Card
Published During the 2018-19 School Year**



**Lowell Joint
School District**

A Tradition of Excellence Since 1906

Lowell Joint School District

11019 Valley Home Ave.
Whittier, CA 90603
562.943.0211
www.ljsd.org

District Governing Board

Anastasia M. Shackelford, President
Fred W. Schambeck, Vice President
William A. Hinz, Clerk
Melissa A. Salinas, Member
Karen L. Shaw, Member

District Administration

Jim Coombs
Superintendent
Dr. Sheri McDonald
Assistant Superintendent of
Instruction
Andrea Reynolds
Assistant Superintendent of
Administrative Services
Kaleo Igarta
Director of Special Education
TBD
Director of Curriculum and
Instruction
Alan Mao
Director of Technology

School Description

MISSION STATEMENT

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

SCHOOL DESCRIPTION

Macy is a recipient of the 2016 California GOLD Ribbon School Award and the 2010 California Distinguished School Award. Macy also consistently wins Gold and Silver recognition in the Science Olympiad. Our campus is located in the city of La Habra, at the base of La Habra Heights; one mile north of Beach Blvd. Macy is one of five elementary schools in the Lowell Joint School District with an average enrollment of 525 students. Macy operates 20 self-contained classrooms spanning Transitional Kindergarten (TK) through Sixth Grade. TK and Kindergarten classes are all day.

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

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

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

About the SARC

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

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

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	47
Grade 1	72
Grade 2	74
Grade 3	85
Grade 4	78
Grade 5	74
Grade 6	73
Total Enrollment	503

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.0
American Indian or Alaska Native	0.0
Asian	3.0
Filipino	0.4
Hispanic or Latino	60.2
Native Hawaiian or Pacific Islander	0.2
White	32.6
Socioeconomically Disadvantaged	29.2
English Learners	4.6
Students with Disabilities	13.3
Foster Youth	0.8

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

Teacher Credentials			
Macy Elementary School	16-17	17-18	18-19
With Full Credential	21	20	20
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Lowell Joint School District	16-17	17-18	18-19
With Full Credential	♦	♦	13203
Without Full Credential	♦	♦	2
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School

Macy Elementary School	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

All adopted core curriculum is reported in the table below.

Some of the most widely utilized and successful supplemental programs/curriculum used at Macy include: Mountain Math, Daily Oral Math, speed math folders, Mountain Language, Daily Oral Language, Step-Up-to-Writing, and the web-based programs of ST Mind Math and LEXIA.

The District is currently undergoing the processes for a 2017 English/Language Arts (ELA) adoption.

Textbooks and Instructional Materials	
Year and month in which data were collected: December 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	2016-17 Houghton Mifflin Harcourt, Journeys K-5; Big Day TK 2016-17 McGraw-Hill, Study Sync 6-8 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	2014-15 Houghton Mifflin K-5 Go Math! 2014-15 Houghton Mifflin Big Ideas 6-8 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	2008-09 Macmillan/McGraw-Hill K-3 2008-09 Pearson Scott Forsman 4-6 2008-09 Pearson Prentice Hall 7-8 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	2008-09 Harcourt K-5 2007-08 Holt, Rinehart & Winston 6-8 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	1999-00 ¡En español! 7-8 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Health	2008-09 Princeton Health Press - LifeSkills 3-8 2007-08 Human Kinetics- Fitness For Life 2016 Rights, Respect, Responsibility 7-8 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Visual and Performing Arts	Theatre- scripts, costumes, props Instrumental Music- band, string, and percussion instruments, musical scores Choral Music- musical scores Visual Arts- various art materials covering a variety of media, art history prints The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

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, two computer labs, the Assistance Room, and three special education rooms. The Macy Kindergartens are connected to the main office building and the teachers' lounge but are designed to have their own privacy and Kindergarten play area. Five separate bungalows make-up the remainder of the classrooms that are not attached to the main wings. A permanent, three-room bungalow houses the school psychologist, the speech and language therapist, and the Macy Conference Room. Macy has a full-functioning kitchen with an attached multi-purpose room that converts into a meeting hall or cafeteria with minimal effort. The district also operates a fee-based, before and after school, daycare program called OPTIONS, which is located in front of the campus, on our southeast corner.

All major facility projects have been completed including, exterior and interior painting. The outside of the school was repainted in two-tone blue and ivory. Touch-up paintwork to the Macy campus is completed annually. Work orders given to the maintenance department are prioritized and handled quickly and effectively, (within a same day to month turn-around). The LSD maintenance department takes pride in their work and it shows.

The 2016 Macy FIT (Fitness Inspection Tool) reports that the facilities are in 'Fair Repair.'

School Facility Good Repair Status (Most Recent Year)		
Year and month in which data were collected: December 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	HVAC work was completed over the holiday break in November.
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	A ramp needs to be repaired along with some carpet replacement. Both have been scheduled for summer maintenance.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Poor	A number of the window slider tracks need to be replaced, and this has been scheduled for summer maintenance. A work order has also been generated to fluff the sand in the playground area.
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	59.0	57.0	61.0	62.0	48.0	50.0
Math	49.0	42.0	54.0	53.0	37.0	38.0

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the

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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	21.6	43.2	

* 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.

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	311	300	96.46	56.67
Male	164	158	96.34	46.20
Female	147	142	96.60	68.31
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	198	189	95.45	53.44
Native Hawaiian or Pacific Islander	--	--	--	--
White	93	91	97.85	60.44
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	95	94	98.95	35.11
English Learners	35	35	100.00	45.71
Students with Disabilities	50	47	94.00	21.28
Foster Youth	--	--	--	--

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

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

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

School Year 2017-18 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	311	300	96.46	42.33
Male	164	158	96.34	41.14
Female	147	142	96.6	43.66
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	198	189	95.45	39.15
Native Hawaiian or Pacific Islander	--	--	--	--
White	93	91	97.85	46.15
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	95	94	98.95	18.09
English Learners	35	35	100	22.86
Students with Disabilities	50	47	94	6.38
Foster Youth	--	--	--	--

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

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

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018-19)

Macy Elementary School values the home-school component of our campus life. At Macy, parents and extended relations of our students are actively recruited to help on campus. These volunteers help Macy sustain the programs and activities of our school. Families at Macy understand that it is the partnership between home and school which 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 everyday environment for our children.

For this reason, 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 also take 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: Monthly 'Healthy Choices-Healthy Lifestyles' Day, Macy Trunk or Treat, Macy Winter Carnival and Snow Day, Macy Reflection's Program, Macy Yearbook, Macy Family Nights (i.e. Angel Night, Duck Night, Movie Night), Macy Kindergarten Picnic, Junior Achievement, Science Olympiad, fall and spring book fairs, Valentine's/Holiday/End-of-the-Year Parties, Macy Senior Friend's Day, Honorary Service Award Ceremony, The Macy FUN RUN, assemblies, and class field trips.

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

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.

School Safety Plan

Macy School Site Council Review of Safety Plan: October 2017

Macy NIMS (National Incident Management System) Reviewed with site personnel: October 2018

At Macy we believe that all students have right to learn and feel safe. 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 and organized response to a variety of incidents including major incidents such as: fire; earthquake, and lockdowns. It outlines various school emergency response teams and organizational charts with responsibilities and duty description for school personnel.

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 of various emergency agencies such as local police and fire departments.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	0.4	1.5	0.6
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	1.9	1.8	2.5
Expulsions Rate	0.0	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0.50
Psychologist	0.60
Social Worker	0
Nurse	0.17
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	NA

* 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.

Average Class Size and Class Size Distribution (Elementary)

Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	27	27	24	1	1		1		2	1	2	
1	22	23	24				3	3	3			
2	23	23	23				3	3	3			
3	25	24	23			1	3	3	3			
4	33	31	37				1	2		1		2
5	34	31	37					1		2	1	2
6	31	28	35		1		3	1			2	2
Other	15		10	1		1						

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

Average Class Size and Class Size Distribution (Secondary)

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English												
Mathematics												
Science												
Social Science												

* Number of classes indicates how many classrooms 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.

Professional Development provided for Teachers

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: Common Core Standards (CCS), Explicit Direct Instruction (EDI), Visible Learning (VL), K-3 Guided Language Acquisition Design (GLAD) training, Standards-Based Reporting, Illuminate, ST Math, Lexia Reading, Disaster and Safety Academy Training, differentiated instruction, assessment and testing, the Local Control Accountability Plan (LCAP), Professional Learning Collaboratives (PLC), textbook adoption, and English Language Learner instruction.

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

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

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

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,638	\$48,064
Mid-Range Teacher Salary	\$84,158	\$75,417
Highest Teacher Salary	\$98,400	\$94,006
Average Principal Salary (ES)	\$109,517	\$119,037
Average Principal Salary (MS)	\$121,712	\$123,140
Average Principal Salary (HS)	\$0	\$135,974
Superintendent Salary	\$190,000	\$183,692
Percent of District Budget		
Teacher Salaries	41.0	36.0
Administrative Salaries	7.0	6.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

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.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Macy Elementary School	2014-15	2015-16	2016-17
Dropout Rate			
Graduation Rate			
Lowell Joint School District	2014-15	2015-16	2016-17
Dropout Rate			
Graduation Rate			
California	2014-15	2015-16	2016-17
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	
% of pupils completing a CTE program and earning a high school diploma	
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

Career Technical Education Programs

[DataQuest](#)

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,276	\$1,193	\$5,083	\$88,355
District	◆	◆	\$7,036	\$85,237
State	◆	◆	\$7,125	\$76,046
Percent Difference: School Site/District			-32.2	3.6
Percent Difference: School Site/ State			-33.5	15.0

* Cells with ◆ do not require data.

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

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	0.0
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	

* Where there are student course enrollments.

2017-18 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	◆
English	0	◆
Fine and Performing Arts	0	◆
Foreign Language	0	◆
Mathematics	0	◆
Science	0	◆
Social Science	0	◆
All courses	0	.0

Completion of High School Graduation Requirements			
Group	Graduating Class of 2017		
	School	District	State

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

Internet Access

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



Meadow Green Elementary

12025 Grovedale Drive • Whittier, CA 90604 • 562.902.4241 • Grades P-6

Matt Cukro, Principal

mcukro@ljsd.org

<https://meadowgreen.ljsd.org/>

**2017-18 School Accountability Report Card
Published During the 2018-19 School Year**



**Lowell Joint
School District**

A Tradition of Excellence Since 1906

Lowell Joint School District

11019 Valley Home Ave.
Whittier, CA 90603
562.943.0211
www.ljsd.org

District Governing Board

Anastasia M. Shackelford, President
Fred W. Schambeck, Vice President
William A. Hinz, Clerk
Melissa A. Salinas, Member
Karen L. Shaw, Member

District Administration

Mr. Jim Coombs
Superintendent
Dr. Sheri McDonald
Assistant Superintendent of
Instruction
Andrea Reynolds
Assistant Superintendent of
Administrative Services
Kaleo Igarta
Director of Special Education
TBD
Director of Curriculum and
Instruction
Alan Mao
Director of Technology

School Description

School Description:

Our goal in 2018/19 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!

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.

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 3-6, iPads in grades TK-2, a state-of-the-art PC/MAC computer lab, and a Science, Technology, Engineering, Art, and Math (STEAM) Lab for hands-on learning. Using technology regularly allows Meadow Green students to develop 21st century skills in the 4 Cs (communication, collaboration, creativity, and critical thinking). Students in grades 5 and 6 learn and practice computer science and coding skills 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. 6th grade students are able to participate in band and percussion. 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 the SARC

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

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

Grade Level	Number of Students
Kindergarten	75
Grade 1	64
Grade 2	71
Grade 3	67
Grade 4	76
Grade 5	65
Grade 6	72
Total Enrollment	490

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.8
American Indian or Alaska Native	0.0
Asian	5.3
Filipino	1.6
Hispanic or Latino	70.4
Native Hawaiian or Pacific Islander	0.0
White	18.4
Socioeconomically Disadvantaged	37.3
English Learners	5.5
Students with Disabilities	7.3
Foster Youth	0.6

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**

Teacher Credentials			
Meadow Green Elementary	16-17	17-18	18-19
With Full Credential	21	21	
Without Full Credential	0	0	
Teaching Outside Subject Area of Competence	0	0	
Lowell Joint School District	16-17	17-18	18-19
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Meadow Green Elementary	16-17	17-18	18-19
Teachers of English Learners	0	0	
Total Teacher Misassignments	0	0	
Vacant Teacher Positions	0	0	

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Core textbook adoptions are listed below. In ELA and Math the core program adoptions are all within the past 5 years and are aligned to California Common Core State Standards. In 2018/19 teachers are piloting various new History/Social Science textbook programs and will be a recommendation on an adoption moving forward in coming years. A Science pilot will take place as materials are developed that are fully aligned with the NGSS standards. All adopted and piloted programs are approved by the California Department of Education. The year that programs were adopted are listed below. All materials and textbooks are from the most recent adoption of that subject. All students have their own assigned textbooks and instructional materials. Please see below to supplemental programs that are utilized to support achievement in ELA and Math.

Curricular Area Supplemental Materials Grade

Reading/Language Arts

Accelerated Reader TK-2
 Lexia Core 5 K-2
 Scholastic News TK-6
 Reading Plus 3-6
 Step-Up-to-Writing K-6

Math

MIND Institutes ST Math K-6
 ST Math Fluency- K-6
 Mastering Math Facts 1-6
 Mountain Math K-6

Textbooks and Instructional Materials	
Year and month in which data were collected: November 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	2016-17 Houghton Mifflin Harcourt, Journeys K-5; Big Day TK 2016-17 McGraw-Hill, Study Sync 6-8 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	2014-15 Houghton Mifflin K-5, Go Math! 2014-15 Houghton Mifflin, Big Ideas 6-8 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	2008-09 Macmillan/McGraw-Hill K-3 2008-09 Pearson Scott Forsman 4-6 2008-09 Pearson Prentice Hall 7-8 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	2008-09 Harcourt K-5 2007-08 Holt, Rinehart & Winston 6-8 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	1999-00 ¡En Español! 7-8 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Health	2008-09 Princeton Health Press- LifeSkills 3-8 2007-08 Human Kinetics- Fitness For Life The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

Textbooks and Instructional Materials
Year and month in which data were collected: November 2018

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Visual and Performing Arts	Theatre- scripts, costumes, props Instrumental Music- band, string, and percussion instruments, musical scores Choral Music- musical scores Visual Arts- various art materials covering a variety of media, art history prints The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

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.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 12/4/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	FIELDS/PLAYGROUNDS: There are cracks and tripping hazards in the concrete.
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	74.0	72.0	61.0	62.0	48.0	50.0
Math	66.0	61.0	54.0	53.0	37.0	38.0

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the

standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	15.4	24.6	20.0

* 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.

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	281	280	99.64	72.40
Male	143	143	100.00	68.53
Female	138	137	99.28	76.47
Black or African American	--	--	--	--
Asian	11	11	100.00	70.00
Filipino	--	--	--	--
Hispanic or Latino	201	200	99.50	69.00
White	50	50	100.00	84.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	105	104	99.05	56.73
English Learners	29	29	100.00	60.71
Students with Disabilities	25	25	100.00	24.00
Foster Youth	--	--	--	--

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

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

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

School Year 2017-18 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	280	279	99.64	60.57
Male	143	143	100	63.64
Female	137	136	99.27	57.35
Black or African American	--	--	--	--
Asian	11	11	100	63.64
Filipino	--	--	--	--
Hispanic or Latino	200	199	99.5	56.28
White	50	50	100	78
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	104	103	99.04	47.57
English Learners	29	29	100	58.62
Students with Disabilities	25	25	100	28
Foster Youth	--	--	--	--

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

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

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018-19)

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) that is in place and a parent of an English Language Learner 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. This year Meadow Green will be offering a Parent Institute for Quality Education (PIQE) program in the evenings to support parent engagement and education of students at-risk of failing.

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, Grandparent's Day, 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 also 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 MIND Institutes ST Math, Lexia Core 5, Front Row and Reading Plus.

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

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.

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 between students at school. Meadow Green is in the 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 whom need more assistance, guidance and frequent monitoring for improved behavior.
5. **Sexual Harassment Policy:** Meadow Green Elementary School strictly adheres to LUSD 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 last reviewed, updated annually with SSC. It will be reviewed and updated in January, 2019.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	0.2	1.3	0.8
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	1.9	1.8	2.5
Expulsions Rate	0.0	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0.50
Psychologist	0.5
Social Worker	0
Nurse	0.17
Speech/Language/Hearing Specialist	0.75
Resource Specialist (non-teaching)	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	NA

* 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.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	32	33	23			1	2	1	2		1	
1	20	24	21	3		1		3	2			
2	25	21	24		1		3	2	3			
3	29	25	22				2	3	3			
4	35	30	38					2		2		2
5	36	36	33						1	2	2	1
6	31	36	36				2				2	2

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

Average Class Size and Class Size Distribution (Secondary)

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English												
Mathematics												
Science												
Social Science												

* Number of classes indicates how many classrooms 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.

Professional Development provided for Teachers

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 specific focus for the PD days are as follows:

August 13, 2018- \Grade level best practices in student engagement, data, alignment of ELA and Math programs, and leveraging of instructional technology.

October 8, 2018- Lowell CUE tech summit, focusing on the use of instructional technology

April 19, 2019- Best instructional practices, such as student engagement and checking for understanding.

There are 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 is students have learned? What will be do for students who have not learned? What will we do for students have 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 2018/19 include:

September 17, 2018- Lexia / Reading Plus Programs

October 1, 2018- Development of Google Sites

October 22, 2018- Desk-to-Dashboard (CA Dashboard and connection to visual learning practices) and best practices for Special Education students.

December 10, 2018- ST Math use of data and connections to support core curriculum and maximize results

January 14, 2019- Development of collective expertise and assessment of high impact visual learning practices

March 4, 2019- Analysis of assessment data and development of "finish strong" classroom and grade level plans to maximize student performances on CAASPP and other end of year assessments

April 1, 2019- Implementation of 2019 CAASPP assessments in ELA, Math, and Science

April 15, 2019 & April 29, 2019- Reduce, re-frame, remove analysis of current programs / practices at Meadow Green and development of focus areas for 2019/20 school year.

May 13, 2019- End of year analysis

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 training. Areas for 2018/19 include, data conferences with administration, STEAM conference, CUE conference, PALs, Restorative Practices, EDI, GLAD, Thinking Maps, A2i, 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.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,638	\$48,064
Mid-Range Teacher Salary	\$84,158	\$75,417
Highest Teacher Salary	\$98,400	\$94,006
Average Principal Salary (ES)	\$109,517	\$119,037
Average Principal Salary (MS)	\$121,712	\$123,140
Average Principal Salary (HS)	\$0	\$135,974
Superintendent Salary	\$190,000	\$183,692
Percent of District Budget		
Teacher Salaries	41.0	36.0
Administrative Salaries	7.0	6.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

Meadow Green is not currently in program improvement.

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. The purpose of a TAS Title I program is to:

Provide services to eligible children identified by the school as failing, or most at risk of failing, to meet the State's academic content standards.

Supplement the services that would be provided by nonfederal sources, in the absence of the Title I, Part A, funds.

Support methods and instructional strategies that are proven to be effective, and that strengthen the core curriculum.

The TAS program should reflect the use of effective teaching methods and instructional strategies that are evidence-based, strengthen the core academic program, and accomplish the following objectives:

Help identified students meet the challenging State academic standards, which may include programs, activities, and academic courses necessary to provide a well-rounded education (ESSA Section 1115[b][2][A]).

Use methods and instructional strategies to strengthen the academic program of the school through activities, which may include:

Expanded learning time, before- and after-school programs, and summer programs and opportunities; and

A school wide tiered model to prevent and address behavior problems, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) (ESSA Section 1115[b][2][B]).

Coordinate with and support the regular education program, which may include services to assist preschool students in the transition from early childhood education programs such as Head Start, the literacy program under subpart 2 of part B of Title II, or State-run preschool programs to elementary school programs (ESSA Section 1115[b][2][C]).

Use Title I, Part A funds and other resources to provide professional development to teachers, principals, other school leaders, paraprofessionals, and, if appropriate, specialized instructional support personnel, and other school personnel who work with eligible students in programs under this section or in the regular education program (ESSA Section 1115[b][2][D]).

Implement strategies to increase the involvement of parents of eligible students in accordance with section 1116 (ESSA Section 1115[b][2][E]).

If appropriate and applicable, coordinate and integrate Federal, State, and local services and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d) (ESSA Section 1115[b][2][F]).

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,559	\$634	\$5,926	\$85,018
District	◆	◆	\$7,036	\$85,237
State	◆	◆	\$7,125	\$76,046
Percent Difference: School Site/District			-17.1	-0.3
Percent Difference: School Site/ State			-18.4	11.1

* Cells with ◆ do not require data.

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

Meadow Green utilizes a school-wide tiered model to prevent and address behavior and academic problems. Title I funds are utilized to provide tier III interventions in academics and behavior, provide on-going professional development and data analysis to support student growth, and provide technology, software, equipment, and other supplies to support a school-wide tiered model.

The following criteria are utilized to identify students in need of tier III support:

Targeted Assistance Criteria are as follows:

Grades 1

- Students who score below 80% on the Basic Phonics Skills Test
- Students who know less than 35 fry words
- Students identified as in need of support through our Dibels progress monitoring assessments.
- Students with a major or multiple minor behavior incidents.
- Teacher/administrator judgement

Grade 2

- Students who score below grade level, less than 75%, on the District End-of Year Benchmark Test
- Students who score below 60 % on the Second Grade Beginning of the Year Diagnostic Test
 - Students identified as in need of support through our Dibels progress monitoring assessments.
 - Students with a major or multiple minor behavior incidents.
- Teacher/administrator judgement

Grade 3

- Students who score below grade level, less than 75%, on the District End-of Year Benchmark Test
- Students who are one or more years below grade level Lexile level as measured by the "Stretch" Lexile Band Grade 2-3 is 420L-820L
 - Students identified as in need of support through our Dibels progress monitoring assessments.
 - Students with a major or multiple minor behavior incidents.
- Teacher/administrator judgement

Grade 4-6

- Students who score At/Near or Below Standards on the Smarter Balanced Assessment Test in ELA and/or Math
- Students who are one or more years below grade level Lexile level as measured by the "Stretch" Lexile Band Grade 4-5 is 740L-1010L Grade 6-8 is 925L-1185L
 - Students identified as in need of support through our Dibels progress monitoring assessments.
 - Students with a major or multiple minor behavior incidents.
- Teacher/administrator judgement

Closing the achievement gap between high and low performing children (students meeting the Targeted Assistance Criteria) 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.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Meadow Green Elementary	2014-15	2015-16	2016-17
Dropout Rate			
Graduation Rate			
Lowell Joint School District	2014-15	2015-16	2016-17
Dropout Rate			
Graduation Rate			
California	2014-15	2015-16	2016-17
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	
% of pupils completing a CTE program and earning a high school diploma	
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	0.0
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	

* Where there are student course enrollments.

2017-18 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	♦
English	0	♦
Fine and Performing Arts	0	♦
Foreign Language	0	♦
Mathematics	0	♦
Science	0	♦
Social Science	0	♦
All courses	0	.0

Completion of High School Graduation Requirements			
Group	Graduating Class of 2017		
	School	District	State

Career Technical Education Programs

DataQuest

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

Internet Access

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



Olita Elementary School

950 South Briercliff Drive • La Habra, CA 90631 • 562.902.4251 • Grades K-6

Krista Van Hoogmoed, Principal

kvanhoogmoed@ljsd.org

Olita.ljsd.org

**2017-18 School Accountability Report Card
Published During the 2018-19 School Year**



**Lowell Joint
School District**

A Tradition of Excellence Since 1906

Lowell Joint School District

11019 Valley Home Ave.
Whittier, CA 90603
562.943.0211
www.ljsd.org

District Governing Board

Anastasia M. Shackelford, President
Fred W. Schambeck, Vice President
William A. Hinz, Clerk
Melissa A. Salinas, Member
Karen L. Shaw, Member

District Administration

Jim Coombs
Superintendent
Dr. Sheri McDonald
**Assistant Superintendent of
Instruction**
Andrea Reynolds
**Assistant Superintendent of
Administrative Services**
Kaleo Igarta
Director of Special Education
TBD
**Director of Curriculum and
Instruction**
Alan Mao
Director of Technology

School Description

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 in grades Transitional Kindergarten through Sixth Grade with an enrollment of 451 students. There are three special education classes on campus; one mild/moderate class for grades K-2, a mild/moderate for grades 3-6, and one moderate/severe class for grades K-6. Grades one through three have an average of 24 students, while grades four through six average 33 students per class. There are 18 teachers, 13 instructional aides, and 14 support staff.

Sixteen percent of the parent community have graduate degrees, while 67% percent have some college background or college degree. Eleven percent of parents only hold a high school diploma.

The ethnic distribution of enrollment finds 67% of students Hispanic, 23% of students in the not Hispanic or Latino group, with 9% of our students in other ethnic groups. Six 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 the SARC

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

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

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	39
Grade 1	62
Grade 2	72
Grade 3	51
Grade 4	73
Grade 5	68
Grade 6	75
Grade 7	1
Total Enrollment	441

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.3
American Indian or Alaska Native	0.2
Asian	2.0
Filipino	0.7
Hispanic or Latino	68.0
Native Hawaiian or Pacific Islander	1.4
White	22.9
Socioeconomically Disadvantaged	40.1
English Learners	9.3
Students with Disabilities	18.1
Foster Youth	0.2

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Olita Elementary School	16-17	17-18	18-19
With Full Credential	19	19	17
Without Full Credential	0	0	2
Teaching Outside Subject Area of Competence	0	0	0
Lowell Joint School District	16-17	17-18	18-19
With Full Credential	♦	♦	
Without Full Credential	♦	♦	2
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Olita Elementary School	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Textbooks and Instructional Materials Year and month in which data were collected: November 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	2016-17 Houghton Mifflin Harcourt, Journeys K-5; Big Day TK 2016-17 McGraw-Hill, Study Sync 6-8 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	2014-15 Houghton Mifflin K-5 Go Math 2014-15 Houghton Mifflin 6-8 Big Ideas The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	2008-09 Macmillan/McGraw-Hill K-3 2008-09 Pearson Scott Forsman 4-6 2008-09 Pearson Prentice Hall 7-8 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	2008-09 Harcourt K-5 2007-08 Holt, Rinehart & Winston 6-8 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	2009-10 Language Central The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Health	2008-09 Princeton Health Press- LifeSkills 3-8 2007-08 Human Kinetics- Fitness For Life The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Visual and Performing Arts	Theatre- scripts, costumes, props Instrumental Music- band, string, and percussion instruments, musical scores Choral Music- musical scores Visual Arts- various art materials covering a variety of media, art history prints The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

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. Kindergarten is separated from the rest of the campus by an enclosed play yard. In addition to the classrooms there is a library, computer lab, speech 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.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: December 2018

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

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	53.0	54.0	61.0	62.0	48.0	50.0
Math	44.0	52.0	54.0	53.0	37.0	38.0

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

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

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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

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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	14.3	31.4	21.4

* 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.

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	263	254	96.58	53.94
Male	137	129	94.16	50.39
Female	126	125	99.21	57.60
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	182	177	97.25	51.41
Native Hawaiian or Pacific Islander	--	--	--	--
White	60	58	96.67	60.34
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	101	97	96.04	43.30
English Learners	38	37	97.37	40.54
Students with Disabilities	42	33	78.57	24.24

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

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

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

**School Year 2017-18 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	261	252	96.55	51.98
Male	137	129	94.16	51.16
Female	124	123	99.19	52.85
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	180	175	97.22	49.14
Native Hawaiian or Pacific Islander	--	--	--	--
White	60	58	96.67	63.79
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	99	95	95.96	38.95
English Learners	38	37	97.37	43.24
Students with Disabilities	42	33	78.57	27.27

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

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

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018-19)

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. Accelerated Reading was also purchased by the PTA to support the reading achievement of all students.

Parents attend Bingo Night, the Fall Fun Fair, various family nights, skate nights, picnics, and field trips. They are kept apprised of school events through the monthly voice mail, weekly mailings, School Messenger 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.

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.

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 awards 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, 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. Drills for fire and earthquake evacuation procedures are practiced regularly. 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.

Visitors on campus are expected to check in at the office with their ID ran 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.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	1.8	0.6	2.1
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	1.9	1.8	2.5
Expulsions Rate	0.0	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0.50
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.6
Social Worker	0
Nurse	0.17
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	1
Other	0
Average Number of Students per Staff Member	
Academic Counselor	NA

* 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.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	21	21	16	2	1	3	2	2				
1	25	22	24				2	3	2			
2	23	25	27				2	2	3			
3	23	30	24				3	2	2			
4	34	29	32					2	1	2		1
5	33	33	32				1	1	2	1	1	
6	28	26	25	1	1	1		2		2		2
Other		15	14		1	1						

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

Average Class Size and Class Size Distribution (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English												
Mathematics												
Science												
Social Science												

* Number of classes indicates how many classrooms 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.

Professional Development provided for Teachers

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. All elementary schools are provided one shortened day per week for site-based inservices related to specific school goals. All schools participate in annual August inservices, after-school inservices, and various conferences throughout the year. All teachers have been GLAD trained and are using strategies in their classrooms throughout the year. In 2017, our district adopted English Language Arts curriculum. For grades Kindergarten through fifth, we adopted Journeys from Houghton Mifflin. In sixth grade, we adopted Study Sync by McGraw Hill. In 2014 Houghton Mifflin Go Math! was adopted along with Big Ideas for 6th grade. Textbooks and supplements are being used, along with the pacing guides designed by the publisher and Assistant Superintendent of Curriculum and Instruction. Presently, our teachers are being trained in Thinking Maps. All teachers have been trained in Explicit Direct Instruction (EDI) through DataWorks and Project Based Learning (PBL).

Olita is implementing the ST Math program for students in kindergarten through fifth grade. We have also adopted a web-based reading program called Lexia. Along with Lexia, we are using their Reading Plus program in grades three through six.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,638	\$48,064
Mid-Range Teacher Salary	\$84,158	\$75,417
Highest Teacher Salary	\$98,400	\$94,006
Average Principal Salary (ES)	\$109,517	\$119,037
Average Principal Salary (MS)	\$121,712	\$123,140
Average Principal Salary (HS)	\$0	\$135,974
Superintendent Salary	\$190,000	\$183,692
Percent of District Budget		
Teacher Salaries	41.0	36.0
Administrative Salaries	7.0	6.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$7,375	\$2,024	\$5,351	\$89,197
District	♦	♦	\$7,036	\$85,237
State	♦	♦	\$7,125	\$76,046
Percent Difference: School Site/District			-27.2	4.5
Percent Difference: School Site/ State			-28.4	15.9

* Cells with ♦ do not require data.

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

Types of Services Funded

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.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Olita Elementary School	2014-15	2015-16	2016-17
Dropout Rate			
Graduation Rate			
Lowell Joint School District	2014-15	2015-16	2016-17
Dropout Rate			
Graduation Rate			
California	2014-15	2015-16	2016-17
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	
% of pupils completing a CTE program and earning a high school diploma	
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	0.0
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	

* Where there are student course enrollments.

2017-18 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	♦
English	0	♦
Fine and Performing Arts	0	♦
Foreign Language	0	♦
Mathematics	0	♦
Science	0	♦
Social Science	0	♦
All courses	0	.0

Completion of High School Graduation Requirements			
Group	Graduating Class of 2017		
	School	District	State

Career Technical Education Programs

DataQuest

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

Internet Access

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



Rancho-Starbuck Intermediate School

16430 Woodbrier Drive • Whittier, CA 90604 • 562.902.4261 • Grades 7-8

Linda Takacs, Principal

ltakacs@ljsd.org

www.ljsd.org

**2017-18 School Accountability Report Card
Published During the 2018-19 School Year**



**Lowell Joint
School District**

A Tradition of Excellence Since 1906

Lowell Joint School District

11019 Valley Home Ave.

Whittier, CA 90603

562.943.0211

www.ljsd.org

District Governing Board

Anastasia M. Shackelford, President

Fred W. Schambeck, Vice President

William A. Hinz, Clerk

Melissa A. Salinas, Member

Karen L. Shaw, Member

District Administration

Mr. Jim Coombs

Superintendent

Dr. Sheri McDonald

**Assistant Superintendent of
Instruction**

Andrea Reynolds

**Assistant Superintendent of
Administrative Services**

Kaleo Igarta

Director of Special Education

Alan Mao

Director of Technology

School Description

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 780 students in the 7th and 8th grades. 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 computer technology center with 45 computer stations for individual and classroom use. In addition, our campus offers a separate computer lab for student use with 40 computers. 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 provide chromebooks for students (1 to 1) and are Google Classrooms. 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 28 fully-credentialed teachers teaching in their subject area and three part-time educators. Our school team consists of three STAR resource center specialists, one moderate Special Day Class (SDC) 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 nurse, full-time librarian, three STAR Center aides, instructional aides, three custodians, five noon duty aides and 5 days of counseling intern support.

Rancho-Starbuck Intermediate is known for its safe and orderly learning environment. The record of suspensions/expulsions is low at 1.4% and the school institutes a comprehensive school safety program that includes a School Resource Officer. At the same time, 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. Rancho-Starbuck offers a STEM program complete with a technology lab with classes in Robotics, Voice Activated Technology, 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 offer a Pre AP/IB Computer Science course designed to prepare students for the AP exam. Through this class, students gain extensive knowledge in coding and can earn 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, Drumline and Robotics. Additional after school opportunities include Science Olympiad, Junior Achievement, Competitive Drum Line, Yearbook and National Junior Honor Society. 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 sports seasons. Rancho-Starbuck believes in fostering a school wide college atmosphere.

All students have an opportunity for success at Rancho-Starbuck. Flex classes offer students the opportunity to have additional instruction during the school day. Students are also offered additional enrichment classes once standards are mastered. Learning Targets in core subjects help monitor student progress on state standards. Before school tutoring through Power Start is offered to all students. Intervention classes during the school day are offered in Math, ELD support for our Language Learners and a reading intervention class using Read 180 curriculum. Literacy is promoted across the campus and there is a school wide focus on California State Standards and 21st century learning with an emphasis on writing skills. 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, Honors students are offered an opportunity to be part of The Academy and/or the Conservatory of Fine Arts. Through this extension activity students will complete an 8th grade Capstone Project where their imagination and creativity can help them soar to new heights.

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 2017 National School to Watch and a 2017 Golden Bell recipient. Our staff is dedicated and nurturing; Rancho-Starbuck is a great place to be!

About the SARC

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

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

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 7	386
Grade 8	370
Total Enrollment	756

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.0
American Indian or Alaska Native	0.0
Asian	3.3
Filipino	1.2
Hispanic or Latino	66.3
Native Hawaiian or Pacific Islander	0.5
White	25.1
Socioeconomically Disadvantaged	37.0
English Learners	2.9
Students with Disabilities	9.8
Foster Youth	0.3

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**

Teacher Credentials			
Rancho-Starbuck Intermediate School	16-17	17-18	18-19
With Full Credential	31	29.3	28.3
Without Full Credential	0	1	1
Teaching Outside Subject Area of Competence	0	0	0
Lowell Joint School District	16-17	17-18	18-19
With Full Credential	♦	♦	132.3
Without Full Credential	♦	♦	2
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Rancho-Starbuck Intermediate	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Textbooks and Instructional Materials Year and month in which data were collected: December 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	2016-2017 McGraw Hill Study Sync 6-8 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	2012-2013 Big Ideas Math 6-8 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	2008-09 Pearson Prentice Hall 7-8 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	2007-08 Holt, Rinehart & Winston 6-8 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	1999-00 ¡En español! 7-8 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Health	2008-09 Princeton Health Press- LifeSkills 3-8 2007-08 Human Kinetics- Fitness For Life 2016 Rights, Respect, and Responsibility 7-8 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Visual and Performing Arts	Theatre- scripts, costumes, props Instrumental Music- band, string, and percussion instruments, musical scores Choral Music- musical scores Visual Arts- various art materials covering a variety of media, art history prints The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

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!

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: December 2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Poor	There is dry rot at the end of a beam that will need to be repaired as part of deferred summer maintenance. There is also some wood rot on a ramp and some exterior panels with dry rot that need to be replaced as part of deferred summer maintenance.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	63.0	65.0	61.0	62.0	48.0	50.0
Math	54.0	53.0	54.0	53.0	37.0	38.0

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter

Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	12.8	25.5	36.2

* 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.

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	750	738	98.40	65.45
Male	368	361	98.10	56.79
Female	382	377	98.69	73.74
Black or African American	14	14	100.00	64.29
Asian	25	25	100.00	76.00
Filipino	--	--	--	--
Hispanic or Latino	498	492	98.80	60.57
Native Hawaiian or Pacific Islander	--	--	--	--
White	188	182	96.81	75.82
Two or More Races	11	11	100.00	72.73
Socioeconomically Disadvantaged	275	270	98.18	52.59
English Learners	87	86	98.85	31.40
Students with Disabilities	68	61	89.71	8.20
Foster Youth	--	--	--	--

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

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

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

**School Year 2017-18 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	751	739	98.4	53.45
Male	369	362	98.1	51.38
Female	382	377	98.69	55.44
Black or African American	14	14	100	57.14
Asian	25	25	100	84
Filipino	--	--	--	--
Hispanic or Latino	499	493	98.8	47.26
Native Hawaiian or Pacific Islander	--	--	--	--
White	188	182	96.81	64.84
Two or More Races	11	11	100	63.64
Socioeconomically Disadvantaged	275	271	98.55	41.33
English Learners	88	87	98.86	24.14
Students with Disabilities	68	60	88.24	3.33
Foster Youth	--	--	--	--

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

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

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018-19)

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 schoolwide 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, help parents with cyber safety, college entrance, bullying, and academic updates. Join us! We'd love to have you.

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.

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. 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.

The School Safety Plan is annually reviewed and updated. 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. This, along with an all staff effort and an active parent support system, help meet the needs of all students regarding safety and health.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	3.8	3.6	5.3
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	1.9	1.8	2.5
Expulsions Rate	0.0	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	.5
Counselor (Social/Behavioral or Career Development)	.5
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.5
Social Worker	0
Nurse	0.17
Speech/Language/Hearing Specialist	0.4
Resource Specialist (non-teaching)	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	780

* 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.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18

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

Average Class Size and Class Size Distribution (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	32.0	29.0	31.0	1	4	4	14	20	4	9	3	17
Mathematics	29.0	28.0	27.0	4	4	5	13	17	18	10	6	5
Science	35.0	34.0	31.0			1	2	8	10	15	10	7
Social Science	34.0	33.0	32.0				5	7	13	18	16	10

* Number of classes indicates how many classrooms 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.

Professional Development provided for Teachers

All staff members participate in district-level staff development throughout the year. Explicit Direct Instruction has been implemented and on-going staff development in technology takes place. Argument writing has been a staff focus, and school wide writing rubrics have been developed. 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. 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.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$43,638	\$48,064
Mid-Range Teacher Salary	\$84,158	\$75,417
Highest Teacher Salary	\$98,400	\$94,006
Average Principal Salary (ES)	\$109,517	\$119,037
Average Principal Salary (MS)	\$121,712	\$123,140
Average Principal Salary (HS)	\$0	\$135,974
Superintendent Salary	\$190,000	\$183,692
Percent of District Budget		
Teacher Salaries	41.0	36.0
Administrative Salaries	7.0	6.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

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.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Rancho-Starbuck Intermediate School	2014-15	2015-16	2016-17
Dropout Rate			
Graduation Rate			
Lowell Joint School District	2014-15	2015-16	2016-17
Dropout Rate			
Graduation Rate			
California	2014-15	2015-16	2016-17
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	NA
% of pupils completing a CTE program and earning a high school diploma	NA
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	NA

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,211	\$993	\$5,217	\$81,632
District	♦	♦	\$7,036	\$85,237
State	♦	♦	\$7,125	\$76,046
Percent Difference: School Site/District			-29.7	-4.3
Percent Difference: School Site/ State			-30.9	7.1

* Cells with ♦ do not require data.

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

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	4.6
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	

* Where there are student course enrollments.

2017-18 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	♦
English	0	♦
Fine and Performing Arts	0	♦
Foreign Language	0	♦
Mathematics	0	♦
Science	0	♦
Social Science	0	♦
All courses	0	.0

Career Technical Education Programs**DataQuest**

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

Internet Access

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

LOWELL JOINT SCHOOL DISTRICT
January 14, 2019

To: President Shackelford and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Approval of Consultant Agreement with
James Oxley to Provide Set Design for the Faces of
Freedom Theater Production for Lowell Joint
School District for the 2018/19 School Year

ACTION
(RATIFICATION)

Arrangements were made with James Oxley to provide set design for the Faces of Freedom Theater Production for Lowell Joint School District during the 2018/19 school year. Mr. Oxley's contract amount is not to exceed \$10,000.00. Funding for this expenditure will be covered by the General Fund.

It is recommended that the consultant agreement with James Oxley to provide set design for the Faces of Freedom Theater Production for Lowell Joint School District during the 2018/19 school year, at an amount not to exceed \$10,000.00, be approved, and that the Superintendent or designee be authorized to execute the necessary documents.

Superintendent's Comment:

APPROVAL RECOMMENDED.

LOWELL JOINT SCHOOL DISTRICT
January 14, 2019

To: President Shackelford and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Approval of Consultant Agreement with
Carol Hughes to Provide Piano Accompaniment for
the Faces of Freedom Theater Production for
Lowell Joint School District for the 2018/19 School
Year

ACTION
(RATIFICATION)

Arrangements were made with Carol Hughes to provide piano accompaniment for the Faces of Freedom Theater Production for Lowell Joint School District during the 2018/19 school year. Ms. Hughes's contract amount is not to exceed \$2,500.00. Funding for this expenditure will be covered by the General Fund.

It is recommended that the consultant agreement with Carol Hughes to provide piano accompaniment for the Faces of Freedom Theater Production for Lowell Joint School District during the 2018/19 school year, at an amount not to exceed \$2,500.00, be approved, and that the Superintendent or designee be authorized to execute the necessary documents.

Superintendent's Comment:

APPROVAL RECOMMENDED.

LOWELL JOINT SCHOOL DISTRICT
January 14, 2019

To: President Shackelford and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Approval of Consultant Agreement with
Tana Carmichael to Provide Costume Design for
the Faces of Freedom Theater Production for
Lowell Joint School District for the 2018/19 School
Year

ACTION
(RATIFICATION)

Arrangements were made with Tana Carmichael to provide costume design for the Faces of Freedom Theater Production for Lowell Joint School District during the 2018/19 school year. Ms. Carmichael's contract amount is not to exceed \$10,000.00. Funding for this expenditure will be covered by the General Fund.

It is recommended that the consultant agreement with Tana Carmichael to provide costume design for the Faces of Freedom Theater Production for Lowell Joint School District during the 2018/19 school year, at an amount not to exceed \$10,000.00, be approved, and that the Superintendent or designee be authorized to execute the necessary documents.

Superintendent's Comment:

APPROVAL RECOMMENDED.

LOWELL JOINT SCHOOL DISTRICT
January 14, 2019

To: President Shackelford and Members, Board of
Trustees
From: Jim Coombs, Superintendent of Schools
Subject: Purchase Order Report 2018/19 #6

ACTION/
(RATIFICATION)

In accordance with the law, Purchase Order Report 2018/19 #5 is recommended for approval.
The report lists all purchase orders issued November 15, 2018 through December 6, 2018.

AR:md

Attachment

Superintendent's Comment:

APPROVAL RECOMMENDED.

IX-B1-1

PURCHASE ORDERS FOR BOARD APPROVAL

January 14, 2019

NO#	VENDOR	DESCRIPTION	AMOUNT
84669	CROCKER SIGNS	DISTRICT OFFICE, SUPPLY	\$42.16
84670	CITY OF LA HABRA	GROUNDS,M&O,NS, TECH-SUPPLIES	\$1,959.79
84671	SANDERS HYDROSEEDING, INC.	MG, GROUNDS	\$2,879.80
84672	CENTER CITIES AUTOMOTIVE	M&O-SERVICE	\$2,357.43
84673	MOBIL SERVICE CENTER	M&O-SERVICE	\$99.50
84674	A-1 FENCE	MACY-RENTAL	\$150.00
84675	SENTRY SIGNS & PRINTING	MG-SUPPLIES	\$271.02
84676	IMAGE APPAREL	MAINTENANCE-SUPPLY	\$230.00
84677	COUNTY OF LOS ANGELES	FEES	\$444.00
84678	AC POWER 1 INC.	JORDAN-SERVICE	\$6,338.14
84679	JUST FOR ME CANDLES	FUNDRAISER-CANDLES	\$464.00
84680	JUST FOR ME CANDLES	FUNDRAISER-CANDLES	\$1,098.00
84681	JUST FOR ME CANDLES	FUNDRAISER-CANDLES	\$776.00
84682	CHEF TOYS	GAS GRILL	\$3,478.82
84683	OCDE	PAL ELEMENTARY ADVISOR	\$350.00
84684	CALIFORNIA SCIENCE CENTER	PTA FIELD TRIP	\$1,258.55
84685	AMAZON	TECH SUPPLIES	\$35.96
84686	AMAZON	WIRELESS KEYBOARD & MOUSE	\$93.90
84687	SOUTHPAW	SPECIAL ED SUPPLIES	\$2,816.56
84688	NORBERTS	DONUT	\$488.73
84689	ASCD	MEMBERSHIP-K. VANHOOGMOED	\$89.00
84690	SCHOOL SERVICES OF CA	REGISTRATION-A. REYNOLDS	\$200.00
84691	EVALUMETRICS	SPRING 2019 PHYSICAL FITNESS TEST SCORING SVCS	\$375.00
84692	PAUL LUNA DBA LUNA INK PHOTOGRAPHY	18/19 DISTRICT COMM GRAPHIC DESIGN WORK	\$3,000.00
84693	AMAZON	SUPPLIES	\$420.18
84694	ATKINSON, ANDELSON, LOYA, RUUD & ROMO	LEGAL SERVICES-OCTOBER 2018	\$15,262.25
84695	ACTION SALES	REACH-IN REFRIGERATOR NR803SSS/OX	\$5,540.70
84696	CALIFORNIA BARN OWL PELLETS	BARN OWL PELLETS	\$27.00
84697	LA HABRA HIGH SCHOOL	CHOIR PERFORMANCE	\$75.00
84698	IMPERIAL BAND	BAND SUPPLIES	\$66.58
84699	A&D TRANSPORTATION	BUS TRANSPORTATION-10/17, 10/27	\$715.00
84700	RENAISSANCE LEARNING	ACCELERATED READER PROGRAM	\$3,279.00
84701	DATA IMPRESSIONS	PRINTERS	\$576.00
84702	CDW-GOVERNMENT	LASERJET INK	\$186.70
84703	SENTRY SIGNS & PRINTING	5X7 INVITATIONS	\$117.17
84704	BRIAN KENYON ART STUDIO, INC.	GOLDEN BELL AWARD SIGN 6'8" ROUND	\$999.00
84705	AMERICAN PRINTING HOUSE FOR THE BLIND	APH SOUND BALL , MINI LITE BOX	\$307.12
84706	PEARSON ASSESSMENTS	FORMS	\$356.77
84707	SOUTHPAW	SPECIAL ED SUPPLIES	\$2,816.56
84708	WPS	FORMS	\$451.71
84709	RIFTON	SPECIAL ED SUPPLIES	\$3,133.07
84710	GINA TRINIDAD DESIGNS AKA GT DESIGNS	T-SHIRTS	\$130.00
84711	2ND GEAR	TECH SUPPLIES	\$799.62
84712	AMAZON	STEM LAB-ROBOT KITS	\$302.06
84713	AMAZON	NINTENDO SWITCH	\$897.00
84714	YORKTOWN	TONER CARTRIDGE-SUP	\$450.00
84715	ACSA	SUPERINTENDENT SYMPOSIUM	\$650.00
84716	FULLERTON SCHOOL DISTRICT-PRINT SHOP	BUSINESS CARDS-SUPT & BOARD OF TRUSTEES	\$87.00
84717	ACTION TROPHY	NAME PLATES-BOARD OF TRUSTEES	\$198.20
84718	JR ACHIEVEMENT	BOOKS	\$851.44
84719	CITY OF SANTA FE SPRINGS	AFTER SCHOOL SPORTS-FOOTBALL TOURNAMENT	\$125.00
84720	GRANADA MIDDLE SCHOOL	AFTER SCHOOL SPORTS-VOLLEYBALL TOURNAMENT	\$125.00
84721	WHITTIER HIGH SCHOOL	AUDITORIUM-BAND PERFORMANCE	\$409.76
84722	PEARSON CLINICAL ASSESSMENTS	FORMS	\$374.63
84723	AMERICAN EXPRESS	PURCHASES FOR NOVEMBER 2018	\$7,170.65
84724	SOUTHWEST SCHOOL SUPPLY	JORDAN-SUPPLIES	\$1,797.73
84725	SOUTHWEST SCHOOL SUPPLY	MACY-SUPPLIES	\$9,104.69
84726	PEARSON ASSESSMENTS	FORMS	\$317.15

Respectfully Submitted,

\$87,416.10

Jim Coombs

Superintendent of Schools

LOWELL JOINT SCHOOL DISTRICT
January 14, 2019

To: President Shackelford and Members, Board of
Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Warrant Listing Report 2018/19 #6

ACTION/
(RATIFICATION)

The Warrant Listing Report 2018/19 #6 is recommended for approval. The report lists all warrants issued November 27, 2018, through December 21, 2018.

AR:md

Attachment

Superintendent's Comment:

APPROVAL RECOMMENDED.

IX-B2-1

"B" WARRANTS FOR BOARD APPROVAL ON:
January 14, 2019

"B" WARRANT DOCUMENTS : 650 - 1059, 3056 - 3069

956,676.56

THE FOLLOWING "B" WARRANT VOUCHERS ARE INCLUDED IN THE ABOVE SEQUENCE OF NUMBERS SUBMITTED FOR APPROVAL. ANY INTERRUPTIONS IN THE SEQUENCE ARE DUE TO THE VOUCHER BEING HELD FOR AUDIT BY LACOE AND RELEASED AT A LATER DATE. THE 3000s INDICATE A NUTRITION SERVICES PAYABLE.

NO#		AMOUNT
650	CAMERON MILLER - DRUM LINE REGISTRATIONS	650.00
727	BEHAVIOR AND EDUCATION - NPA AGREEMENT, AUG. - SEP.	13,271.51
760	ATKINSON, ANDELSON, LOYA, RUUD & ROMO - LEGAL, SEP.	4,857.81
766	GHATAODE BANNON ARCHITECTS -	12,000.00
772	WATER WELL SUPPLY - MA, IRRIGATION MAINTENANCE	2,358.65
774	JANICE JACOBSEN - OL/ART CONSULTANT, OCTOBER	420.00
779	VIRCO INC. - EL PORTAL, BOOK BOXES	201.12
782	JANICE JACOBSEN - MG/ ART CONSULTANT, OCTOBER	336.00
813	ADVANCED CHEMICAL TRANSPORT - JO, REPAIRS	1,751.21
819	PDQ EQUIPMENT RENTAL - BOBCAT RENTAL	649.60
827	SOUTHERN CALIFORNIA EDISON - OCTOBER - NOVEMBER	15,092.55
828	SOUTHERN CALIFORNIA GAS - OCTOBER - NOVEMBER	259.92
829	PRENTICE SCHOOL - SPEECH SERVICES, OCTOBER	180.00
830	WARE DISPOSAL - TRASH SERVICE, NOVEMBER	4,316.25
831	GINA TRINIDAD/ GT DESIGNS - BASEBALL SHIRTS	356.28
832	SCHOOL SERVICES OF CA. - FISCAL BUDGET, OCT.	275.00
833	WHITTIER CHRISTIAN HS, MACY TO TANAKA FARMS	460.00
834	RAPTOR - DISTRICT, VISITOR BADGES	100.00
835	KIMBERLY GAMEZ - RS/ CONSULTANT, VOLLEYBALL	700.00
836	MARK LOPEZ - RS/CONSULTANT, FOOTBALL	700.00
837	JENNIFER CHURCH - RS/ CONSULTANT, VOLLEYBALL	700.00
838	JANICE JACOBSEN - EP/ ART CONSULTANT, OCTOBER	336.00
840	READY REFRESH BY NESTLE - DISTRICT OFFICE, WATER	64.04
841	PAUL LUNA - CONSULTANT, GRAPHIC DESIGN	1,500.00
	EARLY RETIREE REIMBURSEMENTS - DECEMBER 2018	
842	DAWN AANDAHL	509.70
843	DEBORAH ANDERSEN	923.03
844	JOANNE DAVIS	480.29
845	MARIANNE DOYLE MEDINA	509.70
846	ELIZABETH KANESHIRO	911.93
847	KIM LIKERT	1,152.40
848	SHELLY MARKER	509.70
849	PENNY MAYERCHECK	1,107.78
850	CATHERINE MILWARD	1,107.78
852	RONALD RANDOLPH	631.60
853	GAYLE ROGERS	249.30
854	NANCY ROGERS	1,152.40
855	CARL ROMANO	1,152.40
856	HOLLY WOLFE	480.29

857	DEBRA OPFER	480.29
857A	ASCD - K. VANHOOGMOED/ ANNUAL MEMBERSHIP	89.00
858	AUTO ZONE - VEHICLE BATTERY REPLACEMENT	164.14
859	CDW GOVERNMENT - TECHNOLOGY SUPPLIES	105.75
860	COMPLETE BUSINESS SYSTEMS - BLACK INK	789.15
861	CROCKER SIGNS & PRINTING - EMPLOYEE ENTRANCE SIGN	42.16
862	CULVER-NEWLIN - RS, OFFICE FURNITURE	1,772.96
863	NANCY WHITE - RS, HEALTH ROOM THERMOMETER	26.49
864	CALIFORNIA SCIENCE CENTER - OLITA FIELD TRIP	1,258.55
865	ATKINSON, ANDELSON, LOYA, RUUD & ROMO - LEGAL SERVICES, OCT.	15,262.25
866	CITY OF LA HABRA - MAINTENANCE/ OCTOBER FUEL	1,959.79
867	HOUGHTON MIFFLIN HARCOURT - READING COUNT LICENSE	165.00
868	CITY OF LA HABRA WATER DEPT. - OCTOBER - NOVEMBER	705.70
869	MCI A VERIZON COMPANY - SEPTEMBER - OCTOBER	34.75
870	FRONTIER COMMUNICATIONS - NOVEMBER - DECEMBER	2,294.02
871	J.W. PEPPER & SON, INC. - BAND/ CHOIR SUPPLIES	175.28
872	IMPERIAL BAND INSTRUMENTS - BAND SUPPLIES	169.34
873	PRO-ED, INC. - EXAMINER RECORD BOOKLETS	132.00
874	MULTI-HEALTH SYSTEMS, INC. - TEACHER FORMS	372.52
875	LEADER SERVICES - MEDICAID REIMB. SERVICE, SEP. - OCT.	4,236.75
876	MEET THE MASTERS - MASTERS ART PROGRAM	593.50
877	OCDE - MG/ TEACHER TRAINING CONFERENCE	350.00
878	OTC BRANDS/ ORIENTAL TRADING - RUBBER DUCKIES	84.89
879	MOBIL SERVICE CENTER - VEHICLE MAINTENANCE	419.54
880	JACKSON'S AUTO SUPPLY NAPA - VEHICLE MAINTENANCE	4.16
881	MONTGOMERY HARDWARE CO. - CUSTODIAL ROOM SUPPLIES	2,628.53
882	MAGIC CARPET, INC. - FLOORING REPAIR	181.83
883	AMERICAN FIDELITY ASSURANCE/ EMP. DEDUCTIONS, NOV.	5,465.00
884	CREDIT UNION OF SO. CAL.- VOL. DEDUCTIONS, NOV.	2,887.80
885	SCHOOLS FIRST FEDERAL C.U.- EMP.DEDUCTIONS, NOV.	18,535.00
886	AAA ELECTRIC MOTOR SALES - BLOWER WHEEL	80.82
887	YUMI YAMAMOTO - LIBRARY SUPPLIES/ MATERIALS	59.38
888	RHONDA ESPARZA - CONFERENCE REIMBURSEMENT	597.34
889	SENTRY SIGNS AND PRINTING - INVITATION POSTCARDS	117.17
890	KRISTI MILLER - MILEAGE REIMBURSEMENT	38.15
891	OLIVER & ANDY'S BOOK CO.-MACY, SUPPLIES	265.40
892	METAL CRAFT-NUTRITION SVCS, SUPPLIES	87.95
894	MAILFINANCE-DISTRICT, POSTAGE	481.72
895	INTERQUEST DETECTION-RS, CONTRACT SVCS	215.00
896	MCI A VERIZON COMPANY - OCTOBER	4.40
897	CITY OF LA HABRA WATER DEPT. - NOVEMBER	2,382.08
898	SO CAL GAS-DO, JO-UTILITIES, OCTOBER	176.13
899	SO CAL EDISON-JO, MG, M&O-UTILITIES, OCTOBER	9,229.63
900	J.W. PEPPER & SON, INC. - BAND/ CHOIR SUPPLIES	4,262.75
902	ALBERT J. MELARAGNO - SPECIAL ED. AGREEMENT	87.50
903	AMY LILES, JORDAN, REFUND	1,450.00
904	CALIF. PUBLIC EMPLOYEES RET. SYSTEM/ MED. INS., NOV.	273,663.12

905	CALIF. PUBLIC EMPLOYEES RET. SYSTEM/ MED. INS., NOV.	4,372.65
910	STACER, SARAH-RS, CROSS COUNTRY COACH	700.00
911	MARY BRIMMAGE-EP, CONF EXPENSE REIMBURSEMENT	171.33
912	SYLVIA LEE-MACY, PURCHASE REIMBURSEMENT	47.74
913	EDWARD MIJARES-RS, DRUMLINE	1,250.00
914	JANICE JACOBSEN-MG, OL-ART SERVICES	504.00
915	MATTHEW GALLEGOS-RS, DRUMLINE	200.00
916	DELTA DENTAL- CERT. RETIREE VOL. PLAN., DEC.	2,094.36
917	AMERICAN FIDELITY ASSURANCE/ EMP. DEDUCTIONS, NOV.	7,436.92
918	CALIF. TEACHERS ASSOC./EMPLOYEE DEDUCTIONS, NOV.	12,599.15
919	CALIF. SCHOOL EMPLOYEES ASSOC./EMP. DEDUCTIONS, NOV.	2,316.47
920	ASSOC. OF CA. SCHOOL ADMIN./EMP. DEDUCTIONS, NOV.	290.03
921	CA. ASSOC. OF SCHOOL PSYCH/ EMP.DEDUCTIONS, NOV.	15.50
922	UNITED WAY OF GREATER L.A./EMP.DEDUCTIONS, NOV.	10.00
923	PACIFIC EDUCATORS, INC./EMP. DEDUCTIONS, NOV.	77.00
924	AMERICAN EXPRESS - CREDIT CARD PURCHASES, NOV.	7,170.65
925	2ND GEAR - FRONT OFFICE KIOSK ALL SITES	2,384.64
926	A-1 FENCE CO. - MACY, RENTAL RENEWAL	150.00
927	A&D TRANSPORTATION - RS, BUS TRANSPORTATION	715.00
928	ACCO BRANDS USA - RS, MAINTENANCE SERVICE	543.98
929	ACTION TROPHY - JORDAN TROPHY SUPPLIES	69.28
930	ALL CITY ANIMAL TRAPPING - ANIMAL REMOVAL SERVICE	225.00
931	CDW GOVERNMENT - JORDAN, PROJECTOR	615.23
932	CENTER CITIES AUTOMOTIVE - VEHICLE REPAIR	2,357.43
933	DATA IMPRESSIONS-MACY, SUPPLIES	3,009.89
934	FLOCABULARY, INC. - ANNUAL DIGITAL LICENSE	2,000.00
935	GENERAL PROJECTS CONTROL - CONCRETE REPLACEMENT	17,589.00
936	GRAINGER - RS, STATION GUARD SUPPLIES	92.48
937	GREAT SCOTT TREE SERVICES - RS, TREE SERVICE	2,395.00
938	LOWE'S - MAINTENANCE MATERIALS, NOVEMBER	138.81
939	BARBARA AGUILAR - FLEX CLASS SUPPLIES	30.97
940	KARI HEINRICH - CONFERENCE REIMBURSEMENT	150.12
941	JULIE MAYHEW - FLEX CLASS SUPPLIES	58.39
943	IMPERIAL BAND INSTRUMENTS - RS, BAND SUPPLIES	66.58
944	MOBIL SERVICE CENTER - VEHICLE MAINTENANCE	49.75
945	NIGRO & NIGRO - 2017-18 AUDIT SERVICES	8,663.00
946	PELLETS, INC. - CALIFORNIA OWL PELLETS	36.00
947	BEHAVIOR AND EDUCATION - NPA AGREEMENT, OCT-NOV.	10,055.83
948	APPLIED BEHAVIOR ALTERNATIVE-CONTRACT SVCS	2,900.00
949	JIVE COMMUNICATIONS - INTERCONNECTED VOIP, DEC.	3,162.79
950	VERIZON WIRELESS - OCTOBER - NOVEMBER	993.28
951	SOUTHWEST SCHOOL SUPPLIES - EL PORTAL	512.87
952	SOUTHWEST SCHOOL SUPPLIES - JORDAN	2,249.75
953	SOUTHWEST SCHOOL SUPPLIES - MACY	9,104.69
954	SOUTHWEST SCHOOL SUPPLIES - MAINTENANCE	84.20
956	SOUTHERN CALIFORNIA GAS - OCTOBER - NOVEMBER	83.91
957	SOUTHERN CALIFORNIA EDISON - NOVEMBER - DECEMBER	49.06
958	NCS PEARSON INC. - SPECIAL ED. FORMS	252.95

959	VECTOR ENERGY GROUP, LLC-PYMT # 5	280,439.88
960	SOUTHWEST SCHOOL SUPPLY - OFFICE SUPPLIES	226.54
961	DONNA LOPEZ - BROKEN GLASSES REIMBURSEMENT	189.00
962	SOUTHWEST SCHOOL SUPPLY - OFFICE SUPPLIES	453.90
963	SOUTHWEST SCHOOL SUPPLY - OFFICE SUPPLIES	2,206.59
964	SOUTHWEST SCHOOL SUPPLY - OFFICE SUPPLIES	150.95
965	SOUTHWEST SCHOOL SUPPLY - OFFICE SUPPLIES	6,407.34
966	SOUTHWEST SCHOOL SUPPLY - OFFICE SUPPLIES	1,810.32
967	SOUTHWEST SCHOOL SUPPLY - OFFICE SUPPLIES	865.51
968	SOUTHWEST SCHOOL SUPPLY - OFFICE SUPPLIES	1,048.54
973	ACTION TROPHY - DISTRICT OFFICE/ NAME PLATES	173.20
974	BAUDVILLE - JORDAN/ CERTIFICATED PAPER	258.46
975	JIM COOMBS - AWARD CEREMONY REIMBURSEMENT	158.64
976	LA REINA AYERS - CONFERENCE FEE REIMBURSEMENT	380.24
977	NCS PEARSON, INC. - SPECIAL ED. FORMS	52.50
978	SUBURBAN WATER SYSTEMS - NOVEMBER - DECEMBER	4,725.40
979	SOUTHERN CALIFORNIA EDISON - OCTOBER - NOVEMBER	3,550.14
980	SOUTHWEST SCHOOL SUPPLY - OFFICE SUPPLIES	487.32
981	SENTRY SIGNS AND PRINTING - SIDEWALK SIGNS	552.45
982	KYA SERVICES - EL PORTAL, CARPET REPAIRS	12,699.34
983	GT DESIGN/ GINA TRINIDAD - RS, LOGO SHIRTS	1,066.53
984	DAVID SHUN - SUPPLIES REIMBURSEMENT	49.53
986	WHITTIER CHRISTIAN HIGH SCHOOL - BUS SERVICE	1,431.25
987	SANDERS HYDROSEEDING - MG, GROUNDS SEEDING	1,439.90
988	CAROLYN KANE-EP, CONF EXPENSE REIMBURSEMENT	33.78
990	TURF STAR - MAINTENANCE SERVICE/ MOWER	1,592.69
991	BEST LAWNMOWER - MAINTENANCE SUPPLIES	43.20
991	SYLVIA LEE - MACY, PURCHASE REIMBURSEMENT	46.38
992	BUG FLIP - ALL SITES PEST CONTROL SERVICE	1,390.00
992	RHONDA ESPARZA - AWARD CEREMONY REIMBURSEMENT	407.02
993	DANIELS TIRE - MAINTENANCE TIRE SERVICE	331.51
993	ELAINE TOLMOSOFF - MILEAGE REIMBURSEMENT	16.79
994	PLUMBING WHOLESALE-MAINTENANCE STOCK	753.16
995	SUPPLY WORKS - MAINTENANCE STOCK	543.08
996	COMPLETE BUSINESS SYSTEMS - MG, CASES	451.76
997	SUSAN TOLMASOFF - LICENSE REIMBURSEMENT	274.60
998	DANIEL RAMIREZ - DRUMLINE, OCTOBER - NOVEMBER	250.00
999	AMY MCTEGGART-MACY, PURCHASE REIMBURSEMNT	276.02
1000	JOSHUA ESCUTIA - DRUMLINE, NOVEMBER	100.00
1001	THE STANDARD-DEC 2018	5,195.20
1002	ANGELA HUTCHERSON - JORDAN, ART INSTRUCTION	273.00
1003	SCHOOL SERVICES OF CA-DEC 2018 CONTRACT SVC	275.00
1004	SCHOOL LIFE-JORDAN, SUPPLIES	86.04
1005	SMS TECH SOLUTIONS - PROFESSIONAL LICENSE	318.00
	EARLY RETIREE REIMBURSEMENTS - JANUARY 2019	
1011	DAWN AANDAHL	482.64
1012	DEBORAH ANDERSEN	1,101.28
1013	JOANNE DAVIS	482.64

1014	MARIANNE DOYLE MEDINA	482.64
1015	ELIZABETH KANESHIRO	945.52
1016	KIM LIKERT	1,101.28
1017	SHELLY MARKER	482.64
1018	PENNY MAYERCHECK	1,101.28
1019	CATHERINE MILWARD	518.50
1020	DEBRA OPFER	482.64
1021	RONALD RANDOLPH	653.66
1022	GAYLE ROGERS	258.83
1023	NANCY ROGERS	1,101.28
1024	CARL ROMANO	1,101.28
1025	HOLLY WOLFE	482.64
1026	ASSOC. OF CA. SCHOOL ADMIN., MR. COOMBS/ SYMPOSIUM	650.00
1027	CDW-GOVERNMENT - PRINTERS/ TONERS	456.73
1028	CENTER CITIES AUTOMOTIVE - VEHICLE REPAIRS	575.57
1029	COUNTY OF LOS ANGELES- BACKFLOW DEVICES	444.00
1030	DOCUMENT TRACKING SERVICES - DOCUMENT TRANSLATIONS	4,256.01
1031	EZ LINE SOLUTIONS - STRIPING & PARKING LOT PAINT	2,733.07
1032	FULLERTON JOINT UNION SCHOOL DISTRICT - TRANSPORTATION	239.40
1033	GRAINGER - MAINTENANCE MATERIALS	979.41
1034	GREAT SCOTT TREE SERVICE - TREE SERVICES	2,360.00
1035	HAUFFE CO. - DSA CLOSE OUT/ JORDAN	166.00
1036	PHAEDRA GIANNINI - SUPPLIES REIMBURSEMENT	57.26
1037	TIMOTHY HALL - SUPPLIES REIMBURSEMENT	102.60
1038	SANDRA JAN - MILEAGE REIMBURSEMENT	38.80
1039	SOUTHWEST SCHOOL SUPPLY - RANCHO STARBUCK	1,938.68
1040	UNUM - INSURANCE PREMIUM/ JAN. - MARCH 2019	675.23
1041	DAVID SHUN - PURCHASE REIMBURSEMENT	139.55
1042	YUMI YAMAMOTO - PURCHASE REIMBURSEMENT	55.88
1044	COLONIAL CHESTERFIELD/ RILEY'S - OLITA FIELD TRIP	1,687.50
1045	RACHEL COLEMAN - MILEAGE REIMBURSEMENT	15.48
1046	KAITLYN CAMPBELL - CONFERENCE REIMBURSEMENT	47.32
1047	MARY BRIMMAGE - CONFERENCE REIMBURSEMENT	51.02
1048	JACK STRADTMAN - MILEAGE REIMBURSEMENT	261.60
1050	RANCHO LA HABRA REPUBLICAN WOMAN FED. - LUNCHOEN	175.00
1050	NEW HORIZONS CONTRACTING - MAINTENANCE	8,900.00
1051	SOUTHERN CALIFORNIA EDISON - NOV. - DEC.	6,237.60
1052	SOUTHERN CALIFORNIA GAS - NOV. - DEC.	586.48
1053	FRONTIER COMMUNICATION - NOV. - DEC.	2,556.56
1055	MCI A VERIZON CO. - SEPTEMBER - NOVEMBER	33.33
1056	OSHEA MAILO - CPI TRAINING REIMBURSEMENT	14.82
1058	DEANNA MORRISON - SUPPLIES REIMBURSEMENT	65.77
1059	DENISE SOTO - PURCHASE REIMBURSEMENT	136.00
3056	VERONICA MARTINEZ - NUTRITION/ ANNUAL CONFERENCE	25.00
3057	OLIVIA PEREZ-NUTRITION SVCS, REIMBURSEMENT	100.00
3058	BERKELEY STREET BEVERAGE - NUTRITION SERVICES	401.00
3059	BUG FLIP - NUTRITION SERVICES/ PEST CONTROL	180.00

3060	DRIFTWOOD DAIRY - NUTRITION SERVICES/ FOOD	6,862.28
3061	GLASBY MAINTENANCE SUPPLY - NUTRITION/ SUPPLIES	94.61
3062	GOLD STAR FOODS - NUTRITION SERVICES, FOOD	16,318.06
3063	LADYBUGS ENVIRONMENTAL - NUTRITION/ PEST CONTROL	55.00
3064	LOVE TO SNACK - NUTRITION SERVICES/ FOOD	1,542.24
3065	P&R PAPER SUPPLY CO. - NUTRITION/ SUPPLIES	3,977.07
3066	PATRICIA SOLIS - PREPAID MEAL REFUND	58.00
3067	SOUTHERN CA. PIZZA CO. - NUTRITION SERVICES/ FOOD	6,318.00
3068	SOUTHWEST SCHOOL SUPPLY - NUTRITION SERVICES	158.05
3069	VALPRO, INC. - NUTRITION SERVICES/ FOOD	2,646.53

LOWELL JOINT SCHOOL DISTRICT
January 14, 2019

To: President Shackelford and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Approval of Agreement with Debra Amos, dba Feeding Dreams, to Provide Nutrition Consultant Services ACTION/
(RATIFICATION)

The District has a need to contract with an independent contractor for assistance with program operations of the nutrition services department while addressing a vacancy created by the resignation of the Director of Nutrition Services in December 2018. This contract will continue through December 31, 2019, to allow for sufficient time to evaluate program structure and possible recruitment for a new Director of Nutrition Services. It is anticipated two to three days per week of consultant time will be necessary during the vacancy period.

Debra Amos is an experienced consultant with twenty four years of experience as a director for the Arcadia Unified School District and has consulted in several districts since February 2012. Debra also assisted our district in this same capacity from 2015-2017.

It is recommended that the agreement with Debra Amos, dba Feeding Dreams, to Provide Nutrition Consulting Services, be approved at the rate of \$125 per hour, and that the Superintendent or designee be authorized to execute the necessary documents.

AR/md

Superintendent's Comment:

APPROVAL RECOMMENDED.

LOWELL JOINT SCHOOL DISTRICT
January 14, 2019

To: President Shackelford and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Approval of Agreement with Magic Jump Rentals, Inc. to
Provide Inflatables for Rancho Starbuck Intermediate
School Boot Camp

ACTION

The District has a need to contract with Magic Jump Rentals, Inc. in order to provide inflatables to be used at the Boot Camp fundraiser held annually at Rancho Starbuck Intermediate School.

It is recommended that the agreement with Magic Jump Rentals, Inc. for inflatables for Rancho Starbuck Intermediate School Boot Camp, not to exceed \$3,990.00 be approved, and that the Superintendent or designee be authorized to execute the necessary documents.

AR/md

Superintendent's Comment:

APPROVAL RECOMMENDED.

LOWELL JOINT SCHOOL DISTRICT
January 14, 2019

To: President Shackelford and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Employer-Employee Relations/Personnel Report
2018/19 #6 Which Includes Hiring, Resignations,
Contract Adjustments, and Retirements for
Certificated, Classified, and Confidential
Employees

ACTION
(RATIFICATION)

The attached Employer-Employee Relations/Personnel Report 2018/19 #6, which includes hiring, resignations, contract adjustments, and retirements for certificated, classified, and confidential employees has been completed without irregularities and in compliance with the law, District policy, administrative regulations, rules, procedures, and direction of the supervisor and all information has been fully disclosed.

It is recommended that Employer-Employee Relations/Personnel Report 2018/19 #6, which includes hiring, resignations, contract adjustments, and retirements for certificated, classified, and confidential employees, be ratified.

Attachment

JC/me

Superintendent's Comment:

APPROVAL RECOMMENDED.

LOWELL JOINT SCHOOL DISTRICT
EMPLOYER-EMPLOYEE RELATIONS/PERSONNEL REPORT 2018/19 #6

January 14, 2019

I. CERTIFICATED EMPLOYEES

A. CORRECTION OF CERTIFICATED SALARIES FOR 2018/19**

	<u>Class</u>	<u>Step</u>		
1. Howe, Nathan	07/01/18	Column 5	RS	Was Column 6 on EER #5
2. Goodwin, Dawn	4	21	OL	Was C4/S20 on EER #5

B. CHANGE OF STATUS

NAME	EFFECTIVE DATE	END DATE	SITE	COMMENT
1. McTeggart, Amy	01/07/19	02/22/19	MA	Medical Leave
2. Van der Lee, Michelle	12/17/18	12/21/18	MG	FMLA (AB375)/Baby Bonding
3. Dyanna Dinnen	01/07/19	05/31/19	OL	Maternity Leave, FMLA (AB375)/Baby Bonding

C. STIPENDS/EXTRA DUTY PAY

NAME	EFFECTIVE DATE	SITE	COMMENT
1. Pinney, Marci	01/01/19	MG	To be paid a total of \$250.00 (9 units) for being a Master Teacher to CSUF University. To be paid from CSUF University, Check Number 497962
2. Daniel, Kari	01/01/19	JO	To be paid a total of \$250.00 (9 units) for being a Master Teacher to CSUF University. To be paid from CSUF University, Check Number 497962
3. Higgins, Kelly	01/01/19	JO	To be paid a total of \$150.00 (6 units) for being a Master Teacher to CSUF University. To be paid from CSUF University, Check Number 497962
4. Jeffrey, Kim	01/01/19	OL	To be paid a total of \$125.00 (5 units) for being a Master Teacher to CSUF University. To be paid from CSUF University, Check Number 497962
5. Brooks, Kimberly	01/01/19	OL	To be paid a total of \$125.00 (5 units) for being a Master Teacher to CSUF University. To be paid from CSUF University, Check

6. Whitney Takacs	01/01/19	06/30/19	RS	Number 497962 Stipend not to exceed \$5,000.00 for support needed due to the vacancy of Director of Curriculum and Instruction to be paid from LCAP Action items budgeted for that position
7. Rebecca Champion	01/01/19	06/30/19	DO	Stipend not to exceed \$5,000.00 for support needed due to the vacancy of Director of Curriculum and Instruction to be paid from LCAP Action items budgeted for that position
8. Rhonda Esparza	01/01/19	06/30/19	EP	Stipend not to exceed \$5,000.00 for support needed due to the vacancy of Director of Curriculum and Instruction to be paid from LCAP Action items budgeted for that position

D. SUBSTITUTE CHANGE OF PAY

NAME	EFFECTIVE DATE	END DATE	SITE	COMMENT
1.Kathleen Montemayor	01/07/19	02/22/19	DO	To be paid special long term rate of \$170.00 for Macy Elementary School for first grade classroom
2. Tiffany Shun-Hernandez	12/17/18	12/21/18	DO	To be paid special long term rate of \$170.00 for Meadow Green Elementary School for Fourth grade classroom
3. Zarate, Laurie	01/07/19	05/31/19	DO	To be paid special long term rate of \$170.00 for Olita Elementary School for second grade 50% shared teaching position

E. EMPLOYMENT OF SUBSTITUTES EFFECTIVE 08/14/18 FOR THE 2018/19 SCHOOL YEAR \$131.00 PER DAY RATE AND \$170.00 LONG TERM AND \$65.50 PER HALF DAY RATE AND \$35.00 PER HOUR*

Cristina Amaro
Jennifer McCullough
Stacey McCoy
Ryan Reyes

*It is further recommended that the individuals listed above be approved to instruct in the Intervention Programs. The rate of pay is \$35.00/hour and will be paid from Title I, or LCFF Supplemental Grant Funds.

*It is further recommended that the individuals listed above be approved as home school teachers, if needed, for the 2018/19 school year at a rate of \$35.00/hour, not to exceed five hours per week, per student. Mileage will be paid at the IRS Standard Mileage Rate for the 2018/19 school year.

CLASSIFIED EMPLOYEES
1-14-18

B. MONTHLY – GENERAL FUND

<u>NAME/ EMPLOYEE ID#</u>	<u>EFFECTIV E DATE</u>	<u>END DATE</u>	<u>RANGE/ STEP</u>	<u>SITE</u>	<u>COMMENTS</u>
1. Evanoff, Mary Jo	02/13/19		M12/05	DO	Executive Asst to the Superintendent-Certificated Personnel/Step Increase
2. Garcia, Hector	12/07/18		R20/S3	MNT	Groundskeeper/Replacement for Vacancy

C. HOURLY – GENERAL FUND

<u>NAME/ EMPLOYEE ID#</u>	<u>EFFECTIV E DATE</u>	<u>END DATE</u>	<u>RANGE/ STEP</u>	<u>SITE</u>	<u>COMMENTS</u>
1. Aguyao, Leo	01/03/19	02/02/19	R20/S5	EP	Night Custodian/Working out of Class
2. Ayers, Becca	01/10/19		R14/S1	DO	Instructional Assistant/Substitute
3. Ayers, Becca	01/10/19		R15/S1	DO	Instructional Assistant/Substitute
4. Dumont, Juliette	02/10/19		R15/S8 +5%	OL	Instructional Assistant/Longevity Increase
5. Ota, Esther	02/28/19		R16/S8 +12.5%	MG	Clerk Typist/Longevity Increase
6. Rickenbacker, Kim	05/14/18	05/30/18	R23/S1	EP	Clerk Typist/Working out of Class 5/14-18, 22, 30/2018
7. Russell, Lisa	10/15/18	10/26/18	R23/S1	JO	Clerk Typist/Working out of Class 10/15, 22-26, 2018
8. Straffon, Santy	12/01/18		R15/S6	MA	Special Education Support Aide/Performance Recognition Increase

D. CAFETERIA FUND

<u>NAME/ EMPLOYEE ID#</u>	<u>EFFECTIV E DATE</u>	<u>END DATE</u>	<u>RANG E/ STEP</u>	<u>SITE</u>	<u>COMMENTS</u>
1. Williams, Vanessa	12/21/18			MNT	Director of Nutrition Services/Resignation