

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

REGULAR MEETING OF THE BOARD OF TRUSTEES  
June 10, 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 Negotiations – Certificated School Employee Association; Agency Negotiator: Mr. Coombs
  3. Public Employee Negotiations-Classified School Employees Association; Agency Negotiator: Mr. Coombs
  4. Closed Session – Pupil Personnel Matters/Real Property/Liability Claims:1 case
  5. Superintendent’s Evaluation (Pursuant to Government Code Section 54957)
- C. Regular Session Approximately  
7:30 p.m.
- II. Preliminary Procedural – Board President
- A. Salute to the Flag
  - B. Reporting Out Action (if any) Taken in Closed Session
  - C. Introductions and Welcome of Guests

D. Comments from the Public

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 May 13, 2019, Regular Board Meeting | ACTION      |

III. Topics Not on the Agenda

- |     |  |             |
|-----|--|-------------|
| IV. | Reports  | INFORMATION |
| A.  | Timely Information from Board and Superintendent – Board President |             |

\* \* \* RECESS \* \* \* \*

V. General – Jim Coombs

No Items Except on Consent Calendar

VI. Business Services – Andrea Reynolds

- |    |  |  |
|----|--|--|
| A. | Public Hearing for Proposed Adopted 2019/20 Budget | PUBLIC HEARING/<br>INFORMATION/<br>(FIRST READING) |
|----|--|--|

VII. Human Resources – Jim Coombs

No Items Except on Consent Calendar

VIII. Curriculum/Instruction – Sheri McDonald

- |    |  |  |
|----|--|--|
| A. | Public Hearing: District Local Control Accountability Plan (LCAP) Update       | PUBLIC HEARING/<br>INFORMATION/<br>(FIRST READING) |
| B. | Approval of Local Indicators Rating for submission to the California Dashboard | INFORMATION/<br>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 Memorandum of Understanding between California Baptist University and Lowell Joint School District for the period of June 1, 2019 through May 31, 2022. | ACTION/<br>(RATIFICATION) |
| 2. | Approval to Pay the California School Boards Association Membership for the 2019/20 School Year   | ACTION                    |
| 3. | Approval to Pay the La Habra Chamber of Commerce Annual Membership for the 2019/20 School Year  | ACTION                    |
| 4. | Approval to Pay the Whittier Area Chamber of Commerce Annual Membership for the 2019/20 School Year   | ACTION                    |
| 5. | Approval of Partnership Award Agreement with the University of La Verne for the period of June 1, 2019 through May 31, 2022   | ACTION/<br>RATIFICATION   |
| 6. | Approval of Memorandum of Understanding Internship Program with University of Redlands, effective July 1, 2019 through June 30, 2022                                | ACTION                    |

- |    |  |        |
|----|--|--------|
| 7. | Approval of Educational Fieldwork Agreement with University of Redlands, effective July 1, 2019 through June 30, 2022  | ACTION |
| 8. | Approval of Memorandum of Understanding Between Lowell Joint School District and Cal State University's CalState TEACH Program, effective July 1, 2019 through June 30, 2022                     | ACTION |
| 9. | Approval of Memorandum of Understanding Between Lowell Joint School District and California State University, Fullerton Student Teaching Agreement, effective July 1, 2019 through June 30, 2025 | ACTION |

B. Business Services – Andrea Reynolds

- |     |  |                           |
|-----|--|---------------------------|
| 1.  | Purchase Order Report 2018/19 #11  | ACTION/<br>(RATIFICATION) |
| 2.  | Warrant Listing Report 2018/19 #11   | ACTION/<br>(RATIFICATION) |
| 3.  | Approval of Contract with Los Angeles County Office of Education for the 2019/20 PeopleSoft Financial System                                       | ACTION                    |
| 4.  | Approval of Amended Agreement with Reynolds Consulting Group, Inc., for Preparing and Filing State Mandate Claims                                  | ACTION                    |
| 5.  | Authorization to Make Appropriation Transfers  | ACTION                    |
| 6.  | Resolution 2018/19 No.750 Request for Annual Delegation of Administrative Authority to Process Routine Budget Revisions, Adjustments and Transfers | ACTION/<br>(RESOLUTION)   |
| 7.  | Resolution 2018/19 #751 Authorizing Cash Borrowing for Temporary Transfers from the Los Angeles County Treasury                                    | ACTION/<br>(RESOLUTION)   |
| 8.  | Resolution 2018/19 No. 752 Authorizing Temporary Cash Borrowing Between Funds  | ACTION/<br>(RESOLUTION)   |
| 9.  | Resolution 2018/19 No. 753 Authorizing Inter-fund Cash Transfers for the 2018/19 Fiscal Year   | ACTION/<br>(RESOLUTION)   |
| 10. | Resolution 2018/19 No. 754 Regarding the Education Protection Account for the 2019/20 School Year  | ACTION/<br>(RESOLUTION)   |

C. Human Resources – Jim Coombs

- |    |   |                           |
|----|---|---------------------------|
| 1. | Employer-Employee Relations/Personnel Report 2018/19 #11<br>Which Includes Hiring, Resignations, Contract Adjustments, and<br>Retirements for Certificated, Classified, and Confidential<br>Employees | ACTION/<br>(RATIFICATION) |
|----|---|---------------------------|

D. Curriculum/Instruction – Sheri McDonald

- |    |  |        |
|----|--|--------|
| 1. | Approval of Consultant Agreement with Jan Jacobsen to Provide<br>Art Instruction at Olita Elementary School for the 2019/20<br>School Year | ACTION |
|----|--|--------|

- |    |                                      |             |
|----|--------------------------------------|-------------|
| 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 June 24, 2019

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

MINUTES OF THE REGULAR BOARD MEETING OF THE BOARD OF TRUSTEES  
May 13, 2019

Call to Order	President Shackelford called the meeting to order at 6:32 p.m. at the District Office, 11019 Valley Home Avenue, Whittier.
Topics Not on the Agenda	None.
Closed Meeting	President Shackelford declared the meeting recessed to closed session at 6:32 p.m.
Call to Order	President Shackelford reconvened the meeting to open session at 7:35 p.m.
	The flag salute was led by David Bennett, Assistant Superintendent of Facilities and Operations
	Trustees Present: Anastasia M. Shackelford, Fred W. Schambeck, William A. Hinz, Melissa A. Salinas, Karen L. Shaw
	Trustees Absent: None
	Staff Present: Jim Coombs, Superintendent; Andrea Reynolds, Assistant Superintendent of Administrative Services; Sheri McDonald, Assistant Superintendent of Curriculum and Instruction; and David Bennett, Assistant Superintendent of Facilities and Operations.
Reporting Out Action (if any) Taken in Closed Session	None.
Introduction / Welcome	President Shackelford welcomed guests, staff members present, LJEA President Allison Fonti, guests, and CSEA President, Darleene Pullen.
Acknowledgement of Correspondence	None.
Approval of Agenda	It was moved, seconded, and carried by unanimous vote, (5-0) to amend the May 13, 2019 agenda and have Item VII Topics not on the Agenda moved to Item III Topics not on the agenda.  It was moved, seconded, and carried by unanimous vote, (5-0) to approve the amended May 13, 2019, Board agenda.
Approval of Minutes	It was moved, seconded, and carried by unanimous vote, (5-0) to approve the minutes from the April 1, 2019, Regular Board Meeting.
Topics Not on the Agenda	None.
Timely Information From the Board and Superintendent	Mr. Coombs reported that the City of La Habra Heights City Council recognized and gave a certificate of achievement to the ten students from Lowell Joint that won the Rancho La Habra Republican Women Federated Essay and Art contest on May 13, 2019.

Timely Information From the Board and Superintendent

Mr. Coombs reported that the City of La Habra Heights City Council recognized and gave a certificate of achievement to the ten students from Lowell Joint that won the Rancho La Habra Republican Women Federated Essay and Art contest on May 13, 2019.

School Reports

Each Board Member shared highlights of their respective school.

Resolution 2018/19 No. 747, Recognizing May 8, 2019, as "Day of the Teacher"

It was moved, seconded, and carried by unanimous roll call vote (5 – 0) to adopt Resolution 2018/19 No. 747 proclaiming May 8, 2019, as "Day of the Teacher," as attached, and authorized the Superintendent or designee to execute the necessary documents.

Resolution 2018/19 No. 748, Recognizing May 8, 2019, as "School Nurses Day"

It was moved, seconded, and carried by unanimous roll call vote (5 – 0) to adopt Resolution 2018/19 No. 748 recognizing May 8, 2019, as "School Nurses Day," as attached, and authorized the Superintendent or designee to execute the necessary documents.

Resolution 2018/19 No. 749, Recognizing May 19 – 25, 2019, as "Classified School Employees Week"

It was moved, seconded, and carried by unanimous roll call vote (5 – 0) to adopt Resolution 2018/19 No. 749 proclaiming May 19 – 25, 2019, as "Classified School Employee Week," as attached, and authorized the Superintendent or designee to execute the necessary documents.

Approval of the 2018/2019 Extended School Year (ESY) Program

It was moved, seconded, and carried by unanimous vote (5 – 0) to approve the 2018/19 extended school year program, and authorized the Superintendent or designee to execute the necessary documents.

Resolution 2018/19 #746 Authorizing the Issuance and Sale of Bonds of the District

On November 6, 2018, the voters of the District approved Measure LL, and authorized the District to issue up to \$48 million in aggregate principal of bonds for authorized projects.

Mr. Coombs stated that Lowell Joint received the highest rating for the bond sale and because of this the tax payers will pay less for the money that is borrowed for the sale of the bonds.

Mr. Hinz inquired as to the effect of the rates for the sale of the bonds due to the stock market rates at this time. Legal counsel, Orrick, Herrinton & Sutcliffe LLP, stated that it was in Lowell Joint School Districts favor at this time due to the rates of the stock market right now.

It was moved, seconded, and carried by unanimous roll call vote (5 – 0) to adopt Resolution 2018/19 No. 746 which authorized the issuance of the first series of bonds under Measure LL in an aggregate principal amount not to exceed \$14,000,000, and that the bonds be sold and issued by the District by a competitive sale, and that Fieldman, Rolapp & Associates, Inc. serve as the municipal advisor for the transaction, and that Orrick, Herrinton & Sutcliffe LLP serve as bond counsel and disclosure counsel, and that the resolution authorized the issuance of the bonds and established parameters for the terms thereof, approved the forms of and authorized the execution and delivery of the financing documents (including the Official Notice of Sale, Notice of Intention to Sell Bonds, Certificate of Award and the Continuing Disclosure Certificate), approved the form of and authorized the distribution of the official statement (in preliminary and final form), and set forth the security provisions for the bonds and the covenants of the District to bond owners, as attached, and authorized the Superintendent or designee to execute the necessary documents.

Public Hearing: Maybrook School Improvement Project and the Environmental Review (California Environmental Quality Act, CEQA).

Blodgett Baylosis Environmental Planning company prepared and presented the initial study and negative declaration for the Maybrook School Improvement Project in accordance with the California Environmental Quality Act (CEQA) for the purpose of hearing comments regarding the initial study and negative declaration for the Maybrook School Improvement Project.

A Public Hearing was opened at 8:24 p.m. and the following public comments were received.

Mr. Schambeck talked about the traffic patterns and the concerns that it would bring and inquiring about the offered use of the taxi service to those families that would be in attendance at Maybrook during the projects at their home school. He felt that the same number of drivers to each site would remain the same.

Mr. Blodgett said that the use of taxi services would help and they would need to study the effect to see the outcome.

Mrs. Shackelford said that they Maybrook campus is in our attendance area and attend one of our other school and have to drive now, but when they move to the Maybrook campus they will be able to walk. There would be a balance with those schools that are located closer to the Maybrook campus. She also said that all of our schools are located in residential areas and those families could walk or drive for drop off and pick up. That Maybrook has multiple ways and options to enter and leave the campus and she feel confident in how this will work

Mr. Coombs passed out pictures that were received from a neighbor, Bruce who was not able to stay for the meeting. These were pictures of parking and the residential area around Maybrook. He also mentioned that Andrea Reynolds has arranged with ASCIP to have a traffic engineer come out and study the lay of the land and signage and see about the change in parking for the residential areas.

Mrs. Shaw inquired about the gate side entrance to Maybrook and another entrance available for entry and exit. Mr. Coombs said that the traffic engineere hired would be able to assist us with this.

The Public Hearing was closed at 8:30 p.m.

Approval of Piggyback Contract with Elite Modular Leasing & Sales, Inc. for the Purchase, Lease, Relocation, Dismantling, and Removal of Division of the State Architect (DSA) Approved Portable Buildings

It was moved, seconded, and carried by unanimous vote (5-0) to approve the Piggyback Contract with Elite Modular Leasing & Sales, Inc. for the Purchase, Lease, Relocation, Dismantling, and Removal of Division of the State Architect (DSA) Approved Portable Buildings for an amount not to exceed \$700,000, and authorized the Superintendent of designee be authorized to execute the necessary documents.

Declaration of Need for Fully Qualified Educators to for the 2019/20 School Year

It was moved, seconded, and carried by unanimous vote (5 – 0) to approve the Declaration of Need for Fully Qualified Educators for the 2019/120 school year, and authorized the Superintendent or designee to execute the necessary documents.



Public Hearing: Initial Proposal from the California School Employees Association for Reopening the Contractual Agreement

Darlene Pullen, CSEA President, stated “in accordance with the 2019/2022 Contractual Agreement between Lowell Joint School District and the California School Employees Association, the Lowell Joint School District Management is re-opening and proposing to negotiate contractual issues.

Article 9 – Pay and Allowances CSEA has an interest in increasing salary schedules and ensuring accordance with law (9.1).

Article 12 – Personnel Files CSEA has an interest in clarifying and improving language concerning personnel files and its use in discipline (12.6).

Article 15 – Vacation Plan CSEA has an interest in improving vacation pay and scheduling procedures for all bargaining unit employees (15.2; 15.9; 15.10). Review and edit Appendix H – Vacation Accumulation Plan as necessary.

Article 18 – Transfers and Vacancies CSEA has an interest in clarifying language on involuntary transfers (18.4).

Article 21 – Employee Benefits CSEA has an interest maintaining quality health insurance and decreasing employee contributions (21.1).

Article 27 – Negotiation Procedure CSEA has an interest in changing the date of notification under negotiation procedures (27.1).

Appendix A – Non-Bargaining Unit Positions CSEA intends to amend errors on the listed non-bargaining unit positions.

Appendix B – Classification of Positions CSEA intends to amend errors and update the list “Classification of Positions”.

New – Restoration of Hours for RSP and Clerk Typist CSEA has an interest in restoring hours for RSP and Clerk Typist positions (new).

New – Night and Day Custodians Temporary Shift Change CSEA has an interest in ensuring night custodians receive opportunities for day custodian shifts (new).

President Shackelford opened a Public Hearing at 8:32 p.m. and no public comments were received. The Public Hearing was closed at 8:34 p.m.

District Local Control Accountability Plan Update

Dr. McDonald shared the newest information regarding the Local Control Accountability Plan (LCAP) to the Board of Trustees.

Approval of Local Indicators Rating for submission to the California Dashboard

Dr. Sheri McDonald, Assistant Superintendent of Curriculum, shared that as part of the LCAP requirement, there are five state indicators and four local indicators to measure progress for student subgroups across the eight state priorities.

It was moved, seconded, and carried by unanimous roll call vote (5-0) to approve the Local Indicator data and upload as “Met” to the California Dashboard for the Fall release, 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.

Amendment to the Approval of Independent Contractor Agreement with D & D Consultants, to provide

Ratified the Independent Contractor Agreement with D & D Consultants, to provide Training for the Speech/Language Pathologists, for the 2018-2019 School, and authorized the Superintendent or designee to execute the necessary documents.

Training for the  
Speech/Language Pathologists,  
for the 2018-2019 School

Approval of Independent  
Contractor Agreement with  
Purchin Consulting Inc., to  
provide Consultative Services  
for the Special Education  
Department for the 2019/2020  
School Year

Ratified of Independent Contractor Agreement with Purchin Consulting Inc., to provide Consultative Services for the Special Education Department for the 2019/2020 School Year, and authorized the Superintendent or designee to execute the necessary documents.

Approval of Catapult EMS to  
Provide Emergency  
Notifications and Alerts at El  
Portal Elementary and Olita  
Elementary

Approved the contract with Catapult EMS to Provide Emergency Notifications and Alerts at El Portal Elementary and Olita Elementary, and authorized the Superintendent or designee to execute the necessary documents.

Acceptance of Donations

Ratified the acceptance of donations as listed: Ansastasia Shackelford, \$200.00 and Fred Schambeck, \$200.00 to Board Donation Account, and requested a letter of appreciation be written to the donors.

Approval of Consultant  
Agreement with Christy Lane  
Enterprises to Provide Dare to  
Dance Assemblies at El Portal  
Elementary School on May 24,  
2019

Approved the Consultant Agreement with Christy Lane Enterprises to Provide Dare to Dance Assemblies at El Portal Elementary School on May 24, 2019, at the total cost of \$600.00, and that funding be covered by El Portal school site funds, and authorized the Superintendent or designee to execute the necessary documents.

Purchase Order Report  
2018/19 #10

Approved Purchase Order Report 2018/19 #10, which lists all purchase orders issued March 15, 2019 through March 14, 2019.

Warrant Listing Report  
2018/19 #10

Approved Warrant Listing Report 2018/19 #10, which lists all warrants issued March 20, 2019 through April 22, 2019.

Approval of Agreement with  
Cooperative Organization for  
the Development of  
Employment Selection  
Procedures (CODESP) for  
Candidate Testing Materials

Approved the Agreement with Cooperative Organization for the Development of Employment Selection Procedures (CODESP) for Candidate Testing Materials, and authorized the Superintendent or designee to execute the necessary documents.

Approval of Agreement with  
PBK to Provide Architectural  
/ Engineering Services for the  
Maybrook School  
Improvement Project

The District has decided to use the Maybrook campus as an interim housing campus for its six schools undergoing renovation during the next five to six years. Architectural and engineering work is required to bring the campus up to the needs to accommodate a public school with enrollments ranging between 400 and 775 students during this period of time. Portables currently on the campus are not approved for public school students. These portables will be removed (by the lessee) and portables approved for public

school students will be added to the campus. The work will be performed during the fall of 2019 in order to accommodate our first school, Olita Elementary, on this campus in January 2020.

Approved the Agreement with PBK to Provide Architectural / Engineering Services for the Maybrook School Improvement Project, at the cost for this service is \$190,874, and that changes to the scope of work is to be billed at the hourly rates in attachment B of the contract, and authorized the Superintendent or designee to execute the necessary documents.

Employer-Employee Relations/Personnel Report 2018/19 #10 Which Includes Hiring, Resignations, Contract Adjustments, and Retirements for Certificated, Classified, and Confidential Employees

Ratified Employer-Employee Relations/Personnel Report 2018-19 #10, as attached, which includes hiring, resignations, contract adjustments, and retirements for certificated, classified, and confidential employee.

Approval of the Classified Management Salary Schedule Adding the Assistant Superintendent of Facilities and Operations

Ratified the Classified Management Salary Schedule Adding the Assistant Superintendent of Facilities and Operations, and authorized the Superintendent or designee to execute the necessary documents.

Approval of Agreement #11555 with Thinking Maps Inc. to Provide Professional Development During the 2018-19 and 2019-20 School Year.

Ratified the Agreement #11555 with Thinking Maps Inc. to Provide Professional Development During the 2018-19 and 2019-20 School Year, and authorized the Superintendent or designee to execute the necessary documents.

Approval of Agreement #11556 with Thinking Maps Inc. to Provide Professional Development During the 2018-19 and 2019-20 School Year.

Ratified the Agreement #11556 with Thinking Maps Inc. to Provide Professional Development During the 2018-19 and 2019-20 School Year, and authorized the Superintendent or designee to execute the necessary documents.

Approval of Agreement #11557 with Thinking Maps Inc. to Provide Professional Development During the 2018-19 and 2019-20 School Year.

Ratified the Agreement #11557 with Thinking Maps Inc. to Provide Professional Development During the 2018-19 and 2019-20 School Year, and authorized the Superintendent or designee to execute the necessary documents.

Approval of Agreement #11558 with Thinking Maps Inc. to Provide Professional Development During the 2018-19 and 2019-20 School Year.

Ratified the Agreement #11558 with Thinking Maps Inc. to Provide Professional Development During the 2018-19 and 2019-20 School Year, and authorized the Superintendent or designee to execute the necessary documents.

Approval of Agreement #11559 with Thinking Maps Inc. to Provide Professional

Ratified the Agreement #11559 with Thinking Maps Inc. to Provide Professional Development During the 2018-19 and 2019-20 School Year, and authorized the Superintendent or designee to execute the necessary documents.

Development During the 2018-19 and 2019-20 School Year

Approval of Agreement FCI-SD3-30 By and Between Children and Families Commission of Orange County and Lowell Joint School District for Provision of Services for the 2018/19 School Year.

Ratified the Agreement FCI-SD3-30 By and Between Children and Families Commission of Orange County and Lowell Joint School District for Provision of Services for the 2018/19 School Year, and authorized the Superintendent or designee to execute the necessary documents.

Board Member/Superintendent Comments

Mr. Hinz mentioned that he had the pleasure of attending the Rancho Starbuck Intermediate School Top 100 banquet at the Los Coyotes Club. While he was there a former La Habra Heights City council member and his wife approached him and told him how pleased they were with Lowell Joint public schools. When they married he was against public schools, his wife convinced him that Lowell was a great district and they are very happy.

ADJOURNMENT

President Shackelford declared the meeting adjourned at 8:49 p.m. in accordance with Government Code Section 54956.9 (a, b, c) and indicated no further public action would be taken.

Date Approved:

---

Clerk/President/Secretary to the Board of Trustees

**LOWELL JOINT SCHOOL DISTRICT**

**RESOLUTION 2018/19 NO. 747**

**A RESOLUTION OF THE BOARD OF TRUSTEES  
OF THE LOWELL JOINT SCHOOL DISTRICT  
OF LOS ANGELES AND ORANGE COUNTIES, CALIFORNIA,  
RECOGNIZING WEDNESDAY, MAY 8, 2019, AS  
“DAY OF THE TEACHER”**

**WHEREAS**, Lowell Joint School District teachers are dedicated to providing outstanding learning experiences for all students; and

**WHEREAS**, Lowell Joint School District teachers work to motivate students to achieve maximum potential; and

**WHEREAS**, Lowell Joint School District teachers are committed to parent involvement and positive community activities; and

**WHEREAS**, Lowell Joint School District teachers are role models for district students preparing to become contributing and successful adults; and

**WHEREAS**, Lowell Joint School District teachers are respected and appreciated by the Board of Trustees, administrators, support staff members, parents, students, and the residents of the community; and

**WHEREAS**, Wednesday, May 8, 2019, has been designated as “Day of the Teacher” in the State of California;

**NOW, THEREFORE BE IT RESOLVED**, that the Board of Trustees, on behalf of the students, parents, and the community at large, does hereby recognize Wednesday, May 8, 2019, as a day of formal recognition and appreciation of the efforts of the teachers in the Lowell Joint School District.

**APPROVED AND ADOPTED** this 13<sup>th</sup> day of May, 2019, by the following vote:

**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 at a regular meeting thereof held on the 13<sup>th</sup> day of May, 2019, and passed by a unanimous vote of those present.

**IN WITNESS WHEREOF**, I have hereunto set my hand and seal the 13<sup>th</sup> day of May, 2019.



---

Jim Coombs, Secretary to the Board of Trustees

**LOWELL JOINT SCHOOL DISTRICT**

**RESOLUTION 2018/19 No. 748**

**A RESOLUTION OF THE BOARD OF TRUSTEES  
OF THE LOWELL JOINT SCHOOL DISTRICT OF  
LOS ANGELES AND ORANGE COUNTIES, CALIFORNIA,  
RECOGNIZING WEDNESDAY, MAY 8, 2019, AS  
"SCHOOL NURSES DAY"**

**WHEREAS**, every child must be ready to learn, having their basic needs met so that they may achieve optimal physical, emotional, social, and educational development and be prepared for full participation in society; and

**WHEREAS**, through public schools, communities can work together in unprecedented ways to eliminate barriers to learning and to provide access to health care for children and families; and

**WHEREAS**, California's credentialed school nurses are pivotal members of a coordinated school health system, delivering services to children and eliminating health disparities and barriers and supporting academic success for all children; and

**WHEREAS**, school nurses provide vital links between public and private resources and programs; collaboration between schools and health and human service agencies to bring school and community services to schools; and support efforts to connect families to insurance programs to meet their needs; and

**WHEREAS**, school nurses create and maintain safe school environments; provide mandatory health education, health screenings, and immunizations; deliver early intervention services; design wellness-driven programs; and assist pupils with chronic and acute illnesses and special needs as they transition from home to school;

**NOW, THEREFORE, BE IT RESOLVED**, the Board of Trustees on behalf of the students, parents, and community at large, does hereby recognize Wednesday, May 8, 2019, as School Nurses Day to support the learning and health needs of California's children to ensure academic success.

**APPROVED AND ADOPTED** this 13<sup>th</sup> day of May, 2019, by the following vote:

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

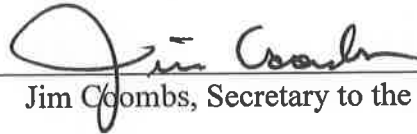
**NOES:** None

**ABSTAIN:** None

**ABSENT:** None

I, Jim Coombs, Secretary to the Board of Trustees of the Lowell Joint School District of Los Angeles and Orange Counties, California, hereby certify that the above and foregoing resolution was duly and regularly adopted by the said Board at a regular meeting thereof held on the 13<sup>th</sup> day of May, 2019, and passed by a unanimous vote of those present.

IN WITNESS WHEREOF, I have hereunto set my hand and seal this 13<sup>th</sup> day of May, 2019.

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

Jim Coombs, Secretary to the Board of Trustees



**LOWELL JOINT SCHOOL DISTRICT**

**RESOLUTION 2018/19 NO. 749**

**A RESOLUTION OF THE BOARD OF TRUSTEES  
OF THE LOWELL JOINT SCHOOL DISTRICT  
OF LOS ANGELES AND ORANGE COUNTIES, CALIFORNIA,  
RECOGNIZING MAY 19 – 25, 2019, AS  
“CLASSIFIED SCHOOL EMPLOYEES WEEK”**

**WHEREAS**, the week of May 19 – 25, 2019, has been designated as “Classified School Employees Week” in the State of California; and

**WHEREAS**, classified school employees provide valuable services to the schools and students of the Lowell Joint School District; and

**WHEREAS**, classified school employees contribute to the establishment and promotion of a positive environment; and

**WHEREAS**, classified school employees play a vital role in providing for the welfare and safety of Lowell Joint School District students; and

**WHEREAS**, classified school employees employed by the Lowell Joint School District strive for excellence in all areas relative to the educational community;

**NOW, THEREFORE, BE IT RESOLVED**, that the Board of Trustees on behalf of the students, parents, and community at large, does hereby recognize and wish to honor the contribution of the classified school employees to quality education in the State of California and in the Lowell Joint School District and declares the week of May 19 – 25, 2019, as “Classified School Employee Week” in the Lowell Joint School District.

**APPROVED AND ADOPTED** this 13<sup>th</sup> day of May, 2019, by the following vote:

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

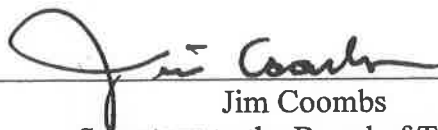
**NOES:** None

**ABSTAIN:** None

**ABSENT:** None

I, Jim Coombs, Secretary to the Board of Trustees of the Lowell Joint School District of Los Angeles and Orange Counties, California, hereby certify that the above foregoing resolution was duly and regularly adopted by the said Board at a regular meeting thereof held on the 13<sup>th</sup> day of May, 2019, and passed by a unanimous vote of those present.

**IN WITNESS WHEREOF**, I have hereunto set my hand and seal this 13<sup>th</sup> day of May, 2019.

A handwritten signature in cursive script, appearing to read "Jim Coombs", is written above a horizontal line.

Jim Coombs  
Secretary to the Board of Trustees

**RESOLUTION 2018/19 No. 746**

**RESOLUTION OF THE BOARD OF TRUSTEES OF THE  
LOWELL JOINT SCHOOL DISTRICT OF LOS ANGELES AND ORANGE  
COUNTIES, CALIFORNIA, AUTHORIZING THE ISSUANCE AND SALE OF NOT TO  
EXCEED \$14,000,000 AGGREGATE PRINCIPAL AMOUNT OF BONDS OF THE  
DISTRICT, BY PUBLIC SALE, PRESCRIBING THE TERMS OF SALE, APPROVING  
THE FORM OF AND AUTHORIZING THE EXECUTION AND DELIVERY OF A  
CONTINUING DISCLOSURE CERTIFICATE, APPROVING THE FORM OF AND  
AUTHORIZING THE DISTRIBUTION OF AN OFFICIAL STATEMENT AND AN  
OFFICIAL NOTICE OF SALE FOR THE BONDS, AND AUTHORIZING THE  
EXECUTION OF NECESSARY DOCUMENTS AND CERTIFICATES AND RELATED  
ACTIONS**

**WHEREAS**, an election was duly called and regularly held in the Lowell Joint School District (the "District"), located in the counties of Los Angeles ("Los Angeles County") and Orange ("Orange County"), California, on November 6, 2018, at which the following proposition (as abbreviated pursuant to Section 13247 of the California Elections Code) was submitted to the electors of the District (the "Bond Measure"):

*"To repair and modernize aging classrooms/school facilities at local elementary/intermediate schools, repair termite damage, dry rot, deteriorating roofs, plumbing, and electrical, improve student safety/security, and upgrade classrooms, science labs, and facilities to support student achievement in math, science, technology, and arts, shall Lowell Joint School District issue \$48,000,000 in bonds at legal rates, an estimated 3 cents per \$100 assessed valuation (\$3,000,000 annually) for approximately 33 years, with citizen oversight and all money locally controlled?"*

**WHEREAS**, passage of said proposition required a 55% affirmative vote of the voters cast therein, and at least 55% of the votes cast on said proposition were in favor of issuing said bonds; and

**WHEREAS**, none of the authorized bonds have heretofore been issued and sold; and

**WHEREAS**, at this time, the Board of Trustees (the "Board of Trustees") of the District deems it necessary and desirable to authorize and consummate the sale of a portion of the bonds, designated the "Lowell Joint School District (Los Angeles and Orange Counties, California) General Obligation Bonds, Election of 2018, Series 2019" (the "Series 2019 Bonds"), with such additional or other series or subseries designations as may be approved as herein provided, in an aggregate principal amount not exceeding \$14,000,000, for purposes of financing projects authorized to be financed under the Bond Measure, according to the terms and in the manner hereinafter set forth; and

**WHEREAS**, this Board of Trustees further deems it necessary and desirable to authorize the issuance and sale of the Series 2019 Bonds by the District by public sale to the responsible bidder who makes the lowest true interest cost bid pursuant to an Official Notice of Sale (such Official Notice of Sale, in the form presented to this meeting, with such changes, insertions and omissions as are made pursuant to this Resolution, being referred to herein as the "Official

Notice of Sale”) pursuant to the authority of Article 4.5 of Chapter 3, of Part 1 of Division 2 of Title 5 of the California Government Code (the “Government Code”) and other applicable law (collectively, the “Act”); and

**WHEREAS**, the Board of Trustees has determined that securing the timely payment of the principal of and interest on the Series 2019 Bonds by obtaining a municipal bond insurance policy with respect thereto could be economically advantageous to the District; and

**WHEREAS**, a form of Notice of Intention to Sell Bonds to be published in connection with the public offering and sale of the Series 2019 Bonds has been prepared (such Notice of Intention to Sell, in the form presented to this meeting, with such changes, insertions and omissions as are made pursuant to this Resolution, being referred to herein as a “Notice of Intention to Sell Bonds”); and

**WHEREAS**, a form of Certificate of Award to be completed upon the sale of the Series 2019 Bonds, in which the terms of said bonds shall be finally determined and the Series 2019 Bonds shall be awarded to the responsible bidder who makes the lowest true interest cost bid has been prepared (such Certificate of Award, in the form presented to this meeting, with such changes, insertions and omissions as are made pursuant to this Resolution, being referred to herein as a “Certificate of Award”); and

**WHEREAS**, Rule 15c2-12 promulgated under the Securities Exchange Act of 1934 (“Rule 15c2-12”) requires that, in order to be able to purchase or sell the Series 2019 Bonds, the underwriter thereof must have reasonably determined that the issuer or other obligated person has undertaken in a written agreement or contract for the benefit of the holders of the Series 2019 Bonds to provide disclosure of certain financial and operating information and certain enumerated events on an ongoing basis; and

**WHEREAS**, in order to cause such requirement to be satisfied, the District desires to execute and deliver a Continuing Disclosure Certificate (such Continuing Disclosure Certificate, in the form presented to this meeting, with such changes, insertions and omissions as are made pursuant to this Resolution, being referred to herein as the “Continuing Disclosure Certificate”), a form of which has been prepared; and

**WHEREAS**, the Preliminary Official Statement to be distributed in connection with the public offering of the Series 2019 Bonds has been prepared (such Preliminary Official Statement, in the form presented to this meeting, with such changes, insertions and omissions as are made pursuant to this Resolution, being referred to herein as the “Preliminary Official Statement”); and

**WHEREAS**, Government Code Section 5852.1 requires that the Board of Trustees obtain from an underwriter, financial advisor or private lender and disclose, prior to authorization of the issuance of bonds with a term of greater than 13 months, good faith estimates of the following information in a meeting open to the public: (a) the true interest cost of the bonds, (b) the sum of all fees and charges paid to third parties with respect to the bonds (or costs associated with the Series 2019 Bonds as required under Section 15146(b)(4) of the California Education Code (the “Education Code”)), (c) the amount of proceeds of the bonds expected to be received net of the fees and charges paid to third parties and any reserves or

capitalized interest paid or funded with proceeds of the bonds, and (d) the sum total of all debt service payments on the bonds calculated to the final maturity of the bonds plus the fees and charges paid to third parties not paid with the proceeds of the bonds; and

**WHEREAS**, in compliance with Government Code Section 5852.1 and Education Code Section 15146(b)(1)(D), the Board of Trustees has obtained from Fieldman, Rolapp & Associates, Inc., as financial advisor under Education Code Section 15146(b)(1)(C) and as municipal advisor under Section 15B of the Securities Exchange Act of 1934 (the "Municipal Advisor"), the required good faith estimates, including the costs associated with the Series 2019 Bonds, and such estimates are disclosed and set forth on Exhibit A attached hereto; and

**WHEREAS**, the District has previously adopted a local debt policy (the "Debt Management Policy") that complies with Government Code Section 8855(i), and the District's sale and issuance of the Series 2019 Bonds as contemplated by this Resolution is in compliance with the Debt Management Policy; and

**WHEREAS**, the Board of Trustees has been presented with the form of each document referred to herein relating to the financing contemplated hereby, and the Board of Trustees has examined each document and desires to approve, authorize and direct the execution of such documents and the consummation of such financing; and

**WHEREAS**, the District desires that Los Angeles County and Orange County levy and collect a tax on all taxable property within the District sufficient to provide for payment of the Series 2019 Bonds, and intends by the adoption of this Resolution to notify the Board of Supervisors of Los Angeles County, the Auditor-Controller of Los Angeles County, the Treasurer and Tax Collector of Los Angeles County, the Board of Supervisors of Orange County, the Auditor-Controller of Orange County, the Treasurer-Tax Collector of Orange County and other officials of Los Angeles County and Orange County that they should take such actions as shall be necessary to provide for the levy and collection of such a tax and payment of the Series 2019 Bonds, all pursuant to Sections 15260 *et seq.* of the Education Code; and

**WHEREAS**, all acts, conditions and things required by the Constitution and laws of the State of California to exist, to have happened and to have been performed precedent to and in connection with the consummation of the actions authorized hereby do exist, have happened and have been performed in regular and due time, form and manner as required by law, and the District is now duly authorized and empowered, pursuant to each and every requirement of law, to consummate such actions for the purpose, in the manner and upon the terms herein provided;

**NOW, THEREFORE, BE IT RESOLVED** by the Board of Trustees of the Lowell Joint School District, as follows:

**Section 1. Recitals.** All of the above recitals are true and correct and the Board of Trustees so finds.

**Section 2. Definitions.** Unless the context clearly otherwise requires, the terms defined in this Section shall, for all purposes of this Resolution, have the meanings specified herein, to be equally applicable to both the singular and plural forms of any of the terms herein defined.

**“Act”** means Article 4.5 of Chapter 3, of Part 1 of Division 2 of Title 5 of the Government Code and other applicable law.

**“Auditor-Controller”** means the Auditor-Controller of each County, as applicable, or any authorized deputy thereof.

**“Authorized Officers”** means the President of the Board of Trustees, or such other member of the Board of Trustees as the President may designate, the Superintendent of the District, the Assistant Superintendent of Administrative Services of the District, including anyone serving as the interim officer in such positions, and such other officer or employee of the District as the Superintendent may designate.

**“Board of Supervisors”** means the Board of Supervisors of each County, as applicable.

**“Board of Trustees”** means the Board of Trustees of the District.

**“Bonds”** means all bonds, including refunding bonds, of the District heretofore or hereafter issued pursuant to voter approved measures of the District, including bonds approved by the voters of the District pursuant to the Bond Measure, as all such Bonds are required by State law to be paid from the interest and sinking fund.

**“Cede & Co.”** means Cede & Co., the nominee of DTC, and any successor nominee of DTC with respect to the Series 2019 Bonds.

**“Certificate of Award”** means the certificate of award to be completed upon the sale of the Series 2019 Bonds, in which the terms of the Series 2019 Bonds shall be finally determined and the Series 2019 Bonds shall be awarded to the responsible bidder who makes the lowest true interest cost bid.

**“Code”** means the Internal Revenue Code of 1986.

**“Continuing Disclosure Certificate”** means the Continuing Disclosure Certificate executed and delivered by the District relating to the Series 2019 Bonds.

**“County”** or **“Counties”** means the County of Los Angeles and the County of Orange, as applicable, each a county and political subdivision of the State of California organized and existing under the laws of the State of California, and any successor thereto.

**“District”** means the Lowell Joint School District.

**“DTC”** means The Depository Trust Company, a limited-purpose trust company organized under the laws of the State of New York, and its successors as securities depository for the Series 2019 Bonds, including any such successor thereto appointed pursuant to Section 9 hereof.

**“Interest Payment Date”** means February 1 and August 1 of each year, commencing on August 1, 2019, or such other dates as may be set forth in the Certificate of Award.

**“Investment Agreement”** shall have the meaning set forth in Section 15 hereof.

**“Notice of Intention to Sell Bonds”** means the Notice of Intention to Sell Bonds to be published in connection with the public offering and sale of the Series 2019 Bonds by a competitive sale.

**“Official Notice of Sale”** means the Official Notice of Sale relating to the sale of the Series 2019 Bonds executed by the District in accordance with the provisions hereof.

**“Official Statement”** means the Official Statement of the District relating to the Series 2019 Bonds.

**“Opinion of Bond Counsel”** means an opinion of counsel of nationally recognized standing in the field of law relating to municipal bonds.

**“Owner”** means, with respect to any Series 2019 Bond, the person whose name appears on the Registration Books as the registered Owner thereof.

**“Paying Agent”** means the Treasurer of the County, the county superintendent of which has jurisdiction over the District, including his or her designated agents, or any bank, trust company, national banking association or other financial institution appointed as Paying Agent to act as authenticating agent, bond registrar, transfer agent and paying agent for the Series 2019 Bonds in accordance with Section 8 hereof.

**“Preliminary Official Statement”** means the Preliminary Official Statement of the District relating to the Series 2019 Bonds.

**“Record Date”** means, with respect to any Interest Payment Date for the Series 2019 Bonds, the 15th day of the calendar month immediately preceding such Interest Payment Date, whether or not such day is a business day, or such other date or dates as may be set forth in the Certificate of Award.

**“Registration Books”** means the books for the registration and transfer of the Series 2019 Bonds maintained by the Paying Agent in accordance with Section 8(d) hereof.

**“Series 2019 Bonds”** means the bonds authorized and issued pursuant to this Resolution, in one or more series or subseries, designated the “Lowell Joint School District (Los Angeles and Orange Counties, California) General Obligation Bonds, Election of 2018, Series 2019,” with such additional or other series or subseries designations as may be approved as herein provided.

**“State”** means the State of California.

**“Tax Certificate”** means the Tax Certificate with respect to the Series 2019 Bonds not issued as Taxable Bonds, executed by the District, dated the date of issuance of the Series 2019 Bonds.

**“Tax-Exempt”** means, with respect to interest on any obligations of a state or local government, that such interest is excluded from the gross income of the holders thereof for

federal income tax purposes, whether or not such interest is includable as an item of tax preference or otherwise includable directly or indirectly for purposes of calculating other tax liabilities, including any alternative minimum tax or environmental tax under the Code.

**“Taxable Bonds”** means those Series 2019 Bonds the interest on which is not Tax-Exempt.

**“Treasurer”** means Treasurer and Tax Collector of Los Angeles County and Treasurer-Tax Collector of Orange County, as applicable, or any authorized delegate thereof.

**Section 3. Authorization and Designation of Bonds.** The Series 2019 Bonds described herein are being issued pursuant to the authority of the Act, and other applicable provisions of law, including applicable provisions of the Education Code. The Board of Trustees hereby authorizes the issuance and sale, by public sale, of not to exceed \$14,000,000 aggregate principal amount of Series 2019 Bonds. The Series 2019 Bonds may be issued in one or more series or subseries and shall be designated “Lowell Joint School District (Los Angeles and Orange Counties, California) General Obligation Bonds, Election of 2018, Series 2019,” with appropriate additional or other series or subseries designations as approved by an Authorized Officer. The Board of Trustees hereby finds and determines that the sale of the Series 2019 Bonds by public sale as contemplated herein will result in competitive pricing for the Series 2019 Bonds and contribute to the District’s goal of achieving the lowest overall cost of funds. The proceeds of the Series 2019 Bonds, exclusive of any premium and accrued interest received, shall be applied to finance projects authorized to be financed under the Bond Measure.

**Section 4. Form of Bonds; Execution.** (a) *Form of Series 2019 Bonds.* The Series 2019 Bonds shall be issued in fully registered form without coupons. The Series 2019 Bonds and the certificate of authentication and registration and the form of assignment to appear on each of them, shall be in substantially the form attached hereto as Exhibit B, with necessary or appropriate variations, omissions and insertions as permitted or required by this Resolution.

(b) *Execution of Bonds.* The Series 2019 Bonds shall be signed by the manual or facsimile signatures of the President of the Board of Trustees, and countersigned by the manual or facsimile signature of the Clerk of the Board of Trustees. The Series 2019 Bonds shall be authenticated by a manual signature of a duly authorized signatory of the Paying Agent.

(c) *Valid Authentication.* Only such of the Series 2019 Bonds as shall bear thereon a certificate of authentication and registration as described in subsection (a) of this Section, executed by the Paying Agent, shall be valid or obligatory for any purpose or entitled to the benefits of this Resolution, and such certificate of authentication and registration shall be conclusive evidence that the Series 2019 Bonds so authenticated have been duly authenticated and delivered hereunder and are entitled to the benefits of this Resolution.

(d) *Identifying Number.* The Paying Agent shall assign each Series 2019 Bond authenticated and registered by it a distinctive letter, or number, or letter and number, and shall maintain a record thereof at its principal office, which record shall be available to the District and the County, the county superintendent of which has jurisdiction over the District, for inspection.



**Section 5. Terms of Bonds.** (a) *Date of Series 2019 Bonds.* The Series 2019 Bonds shall be dated the date of their delivery, or such other date as shall be set forth in the Certificate of Award.

(b) *Denominations.* The Series 2019 Bonds shall be issued in denominations of \$5,000 principal amount or any integral multiple thereof.

(c) *Maturity.* The Series 2019 Bonds shall mature on the date or dates, in each of the years, in the principal amounts and in the aggregate principal amount as shall be set forth in the Certificate of Award. No Series 2019 Bond shall mature later than the date which is 30 years from the date of the Series 2019 Bonds, to be determined as provided in subsection (a) of this Section. No Series 2019 Bond shall have principal maturing on more than one principal maturity date.

(d) *Interest.* The Series 2019 Bonds shall bear interest at an interest rate or rates not to exceed 8.00% per annum, payable on the Interest Payment Dates in each year computed on the basis of a 360-day year of twelve 30-day months. Each Series 2019 Bond shall bear interest from the Interest Payment Date next preceding the date of authentication thereof, unless it is authenticated after the close of business on a Record Date and on or prior to the succeeding Interest Payment Date, in which event it shall bear interest from such Interest Payment Date, or unless it is authenticated on or before the Record Date preceding the first Interest Payment Date, in which event it shall bear interest from its dated date; provided, however, that if, at the time of authentication of any Series 2019 Bond, interest is in default on any outstanding Series 2019 Bonds, such Series 2019 Bond shall bear interest from the Interest Payment Date to which interest has previously been paid or made available for payment on the outstanding Series 2019 Bonds.

(e) *Interest; Tax-Exempt or Taxable.* Each series of Series 2019 Bonds may be issued such that the interest on such series of Series 2019 Bonds is Tax-Exempt or such that the interest on such series of Series 2019 Bonds is not Tax-Exempt. The Board of Trustees hereby finds and determines that, pursuant to Section 5903 of the Government Code, the interest payable on each series of Series 2019 Bonds issued as Taxable Bonds will be subject to federal income taxation under the Code in existence on the date of issuance of such series of Series 2019 Bonds.

**Section 6. Payment of Bonds.** (a) *Request for Tax Levy.* The money for the payment of principal, redemption premium, if any, and interest on the Series 2019 Bonds shall be raised by taxation upon all taxable property in the District and provision shall be made for the levy and collection of such taxes in the manner provided by law and for such payment out of the related interest and sinking fund of the District. The Board of Supervisors and officers of each County are obligated by statute to provide for the levy and collection of property taxes in each year sufficient to pay all principal and interest coming due on the Series 2019 Bonds in such year, and to pay from such taxes all amounts due on the Series 2019 Bonds. The District hereby requests the Board of Supervisors of each County to annually levy a tax upon all taxable property in the District sufficient to redeem the Series 2019 Bonds, and to pay the principal, redemption premium, if any, and interest thereon, and all fees and expenses of the Paying Agent as permitted by Section 15232 of the Education Code, as and when the same become due.

(b) *Principal.* The principal of the Series 2019 Bonds shall be payable in lawful money of the United States of America to the Owner thereof, upon the surrender thereof at the principal corporate trust office of the Paying Agent.

(c) *Interest; Record Date.* The interest on the Series 2019 Bonds shall be payable on each Interest Payment Date in lawful money of the United States of America to the Owner thereof as of the Record Date preceding such Interest Payment Date, such interest to be paid by check or draft mailed on such Interest Payment Date (if a business day, or on the next business day if the Interest Payment Date does not fall on a business day) to such Owner at such Owner's address as it appears on the Registration Books or at such address as the Owner may have filed with the Paying Agent for that purpose except that the payment shall be made by wire transfer of immediately available funds to any Owner of at least \$1,000,000 of outstanding Series 2019 Bonds who shall have requested in writing such method of payment of interest prior to the close of business on the Record Date immediately preceding any Interest Payment Date.

(d) *Interest and Sinking Fund.* Principal and interest due on the Series 2019 Bonds shall be paid from the related interest and sinking fund of the District as provided in Section 15146 of the Education Code.

(e) *Obligation of the District.* No part of any fund or account of either County is pledged or obligated to the payment of the Series 2019 Bonds. The obligation for repayment of the Series 2019 Bonds is the sole obligation of the District.

(f) *Pledge of Taxes.* The District hereby pledges all revenues from the property taxes collected from the levy by the Board of Supervisors of each County for the payment of Bonds of the District and amounts on deposit in each interest and sinking fund of the District to the payment of the principal or redemption price of and interest on the Bonds. This pledge shall be valid and binding from the date hereof for the benefit of the owners of the Bonds and successors thereto. The property taxes and amounts held in each interest and sinking fund of the District shall be immediately subject to this pledge, and the pledge shall constitute a lien and security interest which shall immediately attach to the property taxes and amounts held in each interest and sinking fund of the District to secure the payment of the Bonds and shall be effective, binding, and enforceable against the District, its successors, creditors and all others irrespective of whether those parties have notice of the pledge and without the need of any physical delivery, recordation, filing, or further act. The pledge is an agreement between the District and the owners of Bonds to provide security for the Bonds in addition to any statutory lien that may exist, and the Bonds secured by the pledge are or were issued to finance one or more of the projects specified in the applicable voter-approved measure.

(g) *Insurance.* The payment of principal of and interest on all or a portion of the Series 2019 Bonds may be secured by a municipal bond insurance policy as shall be described in the Certificate of Award. The Certificate of Award may provide that no municipal bond insurance policy shall be obtained. The Authorized Officers are each hereby authorized and directed to qualify the District for municipal bond insurance for the Series 2019 Bonds and authorize that such insurance be obtained if the present value cost of such insurance is less than the present value of the estimated interest savings with respect to the Series 2019 Bonds. The Authorized Officers are each hereby authorized and directed, for and in the name and on behalf

of the District, to execute and deliver a contract or contracts for such insurance if such contract is deemed by the Authorized Officer executing the same to be in the best interests of the District, such determination to be conclusively evidenced by such Authorized Officer's execution and delivery of such contract. If the Authorized Officers so deem and obtain municipal bond insurance, and such insurance is issued by a mutual insurance company, the Authorized Officers are each hereby authorized and directed to enter into any required mutual insurance agreement substantially in such insurer's standard form with such changes, insertions and omissions therein as the Authorized Officer executing the same may require or approve, such requirement or approval to be conclusively evidenced by the execution of such agreement by such Authorized Officer.

**Section 7. Redemption Provisions.** (a) *Optional Redemption.* The Series 2019 Bonds may be subject to redemption, at the option of the District, on the dates and terms as shall be designated in the Certificate of Award. The Certificate of Award may provide that the Series 2019 Bonds shall not be subject to optional redemption.

(b) *Selection.* If less than all of the Series 2019 Bonds, if any, are subject to such redemption and are called for redemption, such Series 2019 Bonds shall be redeemed in inverse order of maturities or as otherwise directed by the District (or as otherwise set forth in the Certificate of Award), and if less than all of the Series 2019 Bonds of any given maturity are called for redemption, the portions of such Series 2019 Bonds of a given maturity to be redeemed shall be determined by lot (or as otherwise set forth in the Certificate of Award).

(c) *Mandatory Sinking Fund Redemption.* The Series 2019 Bonds, if any, which are designated in the Certificate of Award as term Series 2019 Bonds shall also be subject to redemption prior to their stated maturity dates, without a redemption premium, in part by lot (or as otherwise set forth in the Certificate of Award), from mandatory sinking fund payments in the amounts and in accordance with the terms to be specified in the Certificate of Award. Unless otherwise provided in the Certificate of Award, the principal amount of each mandatory sinking fund payment of any maturity shall be reduced proportionately or as otherwise directed by the District by the amount of any Series 2019 Bonds of that maturity redeemed in accordance with subsection (a) of this Section prior to the mandatory sinking fund payment date. The Certificate of Award may provide that the Series 2019 Bonds shall not be subject to mandatory sinking fund redemption. The Auditor-Controller is hereby authorized to create such sinking funds or accounts for the term Series 2019 Bonds as shall be necessary to accomplish the purposes of this Section.

(d) *Notice of Redemption.* Notice of any redemption of the Series 2019 Bonds shall be mailed by the Paying Agent, postage prepaid, not less than 20 nor more than 60 days prior to the redemption date (i) by first class mail to the County, the county superintendent of which has jurisdiction over the District, and the respective Owners thereof at the addresses appearing on the Registration Books, and (ii) as may be further required in accordance with the Continuing Disclosure Certificate.

Each notice of redemption shall state (i) the date of such notice; (ii) the name of the Series 2019 Bonds and the date of issue of the Series 2019 Bonds; (iii) the redemption date; (iv) the redemption price; (v) the series of Series 2019 Bonds and the dates of maturity or

maturities of Series 2019 Bonds to be redeemed; (vi) if less than all of the Series 2019 Bonds of a series of any maturity are to be redeemed, the distinctive numbers of the Series 2019 Bonds of each maturity of such series to be redeemed; (vii) in the case of Series 2019 Bonds of a series redeemed in part only, the respective portions of the principal amount of the Series 2019 Bonds of each maturity of such series to be redeemed; (viii) the CUSIP number, if any, of each maturity of Series 2019 Bonds of a series to be redeemed; (ix) a statement that such Series 2019 Bonds must be surrendered by the Owners at the principal corporate trust office of the Paying Agent, or at such other place or places designated by the Paying Agent; (x) notice that further interest on such Series 2019 Bonds will not accrue after the designated redemption date; and (xi) in the case of a conditional notice, that such notice is conditioned upon certain circumstances and the manner of rescinding such conditional notice.

(e) *Effect of Notice.* A certificate of the Paying Agent that notice of redemption has been given to Owners as herein provided shall be conclusive as against all parties. Neither the failure to receive the notice of redemption as provided in this Section, nor any defect in such notice shall affect the sufficiency of the proceedings for the redemption of the Series 2019 Bonds or the cessation of interest on the date fixed for redemption.

When notice of redemption has been given substantially as provided for herein, and when the redemption price of the Series 2019 Bonds called for redemption is set aside for the purpose as described in subsection (g) of this Section, the Series 2019 Bonds designated for redemption shall become due and payable on the specified redemption date and interest shall cease to accrue thereon as of the redemption date, and upon presentation and surrender of such Series 2019 Bonds at the place specified in the notice of redemption, such Series 2019 Bonds shall be redeemed and paid at the redemption price thereof out of the money provided therefor. The Owners of such Series 2019 Bonds so called for redemption after such redemption date shall be entitled to payment thereof only from the interest and sinking fund or the trust fund established for such purpose. All Series 2019 Bonds redeemed shall be cancelled forthwith by the Paying Agent and shall not be reissued.

(f) *Right to Rescind Notice.* The District may rescind any optional redemption and notice thereof for any reason on any date prior to the date fixed for redemption by causing written notice of the rescission to be given to the owners of the Series 2019 Bonds so called for redemption. Any optional redemption and notice thereof shall be rescinded if for any reason on the date fixed for redemption moneys are not available in the related interest and sinking fund or otherwise held in trust for such purpose in an amount sufficient to pay in full on said date the principal of, interest, and any premium due on the Series 2019 Bonds called for redemption. Notice of rescission of redemption shall be given in the same manner in which notice of redemption was originally given. The actual receipt by the owner of any Series 2019 Bond of notice of such rescission shall not be a condition precedent to rescission, and failure to receive such notice or any defect in such notice shall not affect the validity of the rescission.

(g) *Funds for Redemption.* Prior to or on the redemption date of any Series 2019 Bonds there shall be available in the related interest and sinking fund of the District, or held in trust for such purpose as provided by law, monies for the purpose and sufficient to redeem, at the redemption prices as in this Resolution provided, the Series 2019 Bonds designated in the notice of redemption. Such monies shall be applied on or after the redemption date solely for payment

of principal of, interest and premium, if any, on the Series 2019 Bonds to be redeemed upon presentation and surrender of such Series 2019 Bonds, provided that all monies in the related interest and sinking fund of the District shall be used for the purposes established and permitted by law. Any interest due on or prior to the redemption date shall be paid from the related interest and sinking fund of the District, unless otherwise provided to be paid from such monies held in trust. If, after all of the Series 2019 Bonds have been redeemed and cancelled or paid and cancelled, there are monies remaining in the related interest and sinking fund of the District or otherwise held in trust for the payment of redemption price of the Series 2019 Bonds, the monies shall be held in or returned or transferred to any interest and sinking fund of the District for payment of any outstanding Bonds of the District payable from such fund; provided, however, that if the monies are part of the proceeds of Bonds of the District, the monies shall be transferred to the fund created for the payment of principal of and interest on such Bonds. If no such Bonds of the District are at such time outstanding, the monies shall be transferred to the general fund of the District as provided and permitted by law.

(h) *Defeasance of Bonds.* If at any time the District shall pay or cause to be paid or there shall otherwise be paid to the Owners of any or all of the outstanding Series 2019 Bonds all or any part of the principal, interest and premium, if any, on the Series 2019 Bonds at the times and in the manner provided herein and in the Series 2019 Bonds, or as provided in the following paragraph, or as otherwise provided by law consistent herewith, then such Owners shall cease to be entitled to the obligation of the District and each County as provided in Section 6 hereof, and such obligation and all agreements and covenants of the District and of each County to such Owners ~~hereunder and under the Series 2019 Bonds shall thereupon be satisfied and discharged and shall terminate~~, except only that the District shall remain liable for payment of all principal, interest and premium, if any, represented by the Series 2019 Bonds, but only out of monies on deposit in the interest and sinking fund or otherwise held in trust for such payment; and provided further, however, that the provisions of subsection (i) of this Section shall apply in all events.

For purposes of this Section, the District may pay and discharge any or all of the Series 2019 Bonds by depositing in trust with the Paying Agent or an escrow agent, selected by the District, at or before maturity, money or non-callable direct obligations of the United States of America (including zero interest bearing State and Local Government Series) or other non-callable obligations the payment of the principal of and interest on which is guaranteed by a pledge of the full faith and credit of the United States of America, in an amount which will, together with the interest to accrue thereon and available monies then on deposit in the related interest and sinking fund of the District, be fully sufficient to pay and discharge the indebtedness on such Series 2019 Bonds (including all principal, interest and redemption premiums) at or before their respective maturity dates.

(i) *Unclaimed Monies.* Any money held in any fund created pursuant to this Resolution, or by the Paying Agent or an escrow agent in trust, for the payment of the principal, redemption premium, if any, or interest on the Series 2019 Bonds and remaining unclaimed for two years after the principal of all of the Series 2019 Bonds has become due and payable (whether by maturity or upon prior redemption) shall be transferred to any interest and sinking fund of the District for payment of any outstanding Bonds of the District payable from the fund; or, if no such Bonds of the District are at such time outstanding, the monies shall be transferred to the general fund of the District as provided and permitted by law.

**Section 8. Paying Agent.** (a) *Appointment; Payment of Fees and Expenses.* This Board of Trustees does hereby consent to and confirm the appointment of the Treasurer of Los Angeles County, to act as the initial paying agent for the Series 2019 Bonds. The Treasurer is hereby authorized to contract with any third party to perform the services of Paying Agent under this Resolution. All fees and expenses of the Paying Agent shall be the sole responsibility of the District, and to the extent not paid from the proceeds of sale of the Series 2019 Bonds, or from the related interest and sinking fund of the District, insofar as permitted by law, including specifically by Section 15232 of the Education Code, such fees and expenses shall be paid by the District.

(b) *Resignation, Removal and Replacement of Paying Agent.* The Paying Agent initially appointed or any successor Paying Agent may resign from service as Paying Agent and may be removed at any time by the District. If at any time the Paying Agent shall resign or be removed, including by operation of law in the event there is a change in the county superintendent of which has jurisdiction over the District, the District shall appoint a successor Paying Agent, which shall be the Treasurer of the County, the county superintendent of which has jurisdiction over the District, or any bank, trust company, national banking association or other financial institution doing business in and having a corporate trust office in California, with at least \$50,000,000 in net assets.

(c) *Principal Corporate Trust Office.* Unless otherwise specifically noted, any reference herein to the Paying Agent shall initially mean the Treasurer and his designated agents or his successors or assigns, acting in the capacity of the Paying Agent, and any reference herein to the “principal corporate trust office” of the Paying Agent for purposes of transfer, registration, exchange, payment, and surrender of the Series 2019 Bonds shall initially mean the office of the Treasurer of Los Angeles County or the principal corporate trust office of his designated agent bank or other office of his designated agent bank designated thereby for a particular purpose; provided, however, that in the event that “Paying Agent” shall refer to any successor paying agent, bond registrar, authenticating agent or transfer agent for the Series 2019 Bonds, “principal corporate trust office” shall include the principal corporate trust office or other office of such successor Paying Agent designated thereby for a particular purpose.

(d) *Registration Books.* The Paying Agent shall keep or cause to be kept at its principal corporate trust office sufficient books for the registration and transfer of the Series 2019 Bonds, which shall at all times be open to inspection by the District and the County, the county superintendent of which has jurisdiction over the District, and, upon presentation for such purpose, the Paying Agent shall, under such reasonable regulations as it may prescribe, register or transfer or cause to be registered or transferred on the Registration Books, Series 2019 Bonds as provided in Sections 9 and 10 hereof. The Paying Agent shall keep accurate records of all funds administered by it and of all Series 2019 Bonds paid and discharged by it. Such records shall be provided, upon reasonable request, to the District in a format mutually agreeable to the Paying Agent and the District.

**Section 9. Transfer Under Book-Entry System; Discontinuation of Book-Entry System.** (a) *Appointment of Depository; Book-Entry System.* Unless otherwise specified in the Certificate of Award, DTC is hereby appointed depository for each series of the Series 2019 Bonds and the Series 2019 Bonds shall be issued in book-entry form only, and shall be initially

registered in the name of "Cede & Co.," as nominee of DTC. One bond certificate shall be issued for each maturity of each series or subseries of the Series 2019 Bonds; provided, however, that if different CUSIP numbers are assigned to Series 2019 Bonds of a series or subseries maturing in a single year or, if Series 2019 Bonds of the same series or subseries maturing in a single year are issued with different interest rates, additional bond certificates shall be prepared for each such maturity. Registered ownership of such Series 2019 Bonds of each such maturity, or any portion thereof, may not thereafter be transferred except as provided in this Section or Section 10 hereof:

(i) To any successor of DTC, or its nominee, or to any substitute depository designated pursuant to clause (ii) of this Section (a "substitute depository"); provided, however that any successor of DTC, as nominee of DTC or substitute depository, shall be qualified under any applicable laws to provide the services proposed to be provided by it;

(ii) To any substitute depository not objected to by the District, upon (1) the resignation of DTC or its successor (or any substitute depository or its successor) from its functions as depository, or (2) a determination by the District to substitute another depository for DTC (or its successor) because DTC or its successor (or any substitute depository or its successor) is no longer able to carry out its functions as depository; provided, that any such substitute depository shall be qualified under any applicable laws to provide the services proposed to be provided by it; or

(iii) To any person as provided below, upon (1) the resignation of DTC or its successor (or substitute depository or its successor) from its functions as depository; provided that no substitute depository which is not objected to by the District can be obtained, or (2) a determination by the District that it is in the best interests of the District to remove DTC or its successor (or any substitute depository or its successor) from its functions as depository.

(b) *Transfers.* In the case of any transfer pursuant to clause (i) or clause (ii) of subsection (a) of this Section, upon receipt of the outstanding Series 2019 Bonds by the Paying Agent, together with a written request of the District to the Paying Agent, a new Series 2019 Bond for each maturity shall be executed and delivered (in the aggregate principal amount of such Series 2019 Bonds then outstanding), registered in the name of such successor or such substitute depository, or their nominees, as the case may be, all as specified in such written request of the District. In the case of any transfer pursuant to clause (iii) of subsection (a) of this Section, upon receipt of the outstanding Series 2019 Bonds by the Paying Agent together with a written request of the District to the Paying Agent, new Series 2019 Bonds shall be executed and delivered in such denominations, numbered in the manner determined by the Paying Agent, and registered in the names of such persons, as are requested in such written request of the District, subject to the limitations of Section 5 hereof and the receipt of such a written request of the District, and thereafter, the Series 2019 Bonds shall be transferred pursuant to the provisions set forth in Section 10 hereof; provided, however, that the Paying Agent shall not be required to deliver such new Series 2019 Bonds within a period of less than 60 days after the receipt of any such written request of the District.

(c) *Partial or Advance Refundings.* In the case of partial redemption or an advance refunding of the Series 2019 Bonds evidencing all or a portion of the principal amount then outstanding, DTC shall make an appropriate notation on the Series 2019 Bonds indicating the date and amounts of such reduction in principal.

(d) *Treatment of Registered Owner.* The District and the Paying Agent shall be entitled to treat the person in whose name any Series 2019 Bond is registered as the owner thereof, notwithstanding any notice to the contrary received by the District or the Paying Agent; and the District and the Paying Agent shall have no responsibility for transmitting payments to, communicating with, notifying, or otherwise dealing with any beneficial owners of the Series 2019 Bonds, and neither the District nor the Paying Agent shall have any responsibility or obligation, legal or otherwise, to the beneficial owners or to any other party, including DTC or its successor (or substitute depository or its successor), except for the Owner of any Series 2019 Bonds.

(e) *Form of Payment.* So long as the outstanding Series 2019 Bonds are registered in the name of Cede & Co. or its registered assigns, the District and the Paying Agent shall cooperate with Cede & Co., as sole registered Owner, or its registered assigns in effecting payment of the principal of and interest on the Series 2019 Bonds by arranging for payment in such manner that funds for such payments are properly identified and are made immediately available on the date they are due.

**Section 10. Transfer and Exchange.** (a) *Transfer.* Following the termination or removal of DTC or successor depository pursuant to Section 9 hereof, any Series 2019 Bond may, in accordance with its terms, be transferred, upon the Registration Books, by the Owner thereof, in person or by the duly authorized attorney of such Owner, upon surrender of such Series 2019 Bond to the Paying Agent for cancellation, accompanied by delivery of a duly executed written instrument of transfer in a form approved by the Paying Agent.

Whenever any Series 2019 Bond or Series 2019 Bonds shall be surrendered for transfer, the designated District officials shall execute and the Paying Agent shall authenticate and deliver, as provided in Section 4 hereof, a new Series 2019 Bond or Series 2019 Bonds, of the same maturity, Interest Payment Date and interest rate or rates (for a like aggregate principal amount). The Paying Agent may require the payment by any Owner of Series 2019 Bonds requesting any such transfer of any tax or other governmental charge required to be paid with respect to such transfer.

No transfer of any Series 2019 Bond shall be required to be made by the Paying Agent (i) during the period established by the Paying Agent for selection of the Series 2019 Bonds for redemption, and (ii) after any Series 2019 Bond has been selected for redemption.

(b) *Exchange.* The Series 2019 Bonds may be exchanged for Series 2019 Bonds of other authorized denominations of the same maturity, Interest Payment Date and interest rate or rates, by the Owner thereof, in person or by the duly authorized attorney of such Owner, upon surrender of such Series 2019 Bond to the Paying Agent for cancellation, accompanied by delivery of a duly executed request for exchange in a form approved by the Paying Agent.



Whenever any Series 2019 Bond or Series 2019 Bonds shall be surrendered for exchange, the designated District officials shall execute and the Paying Agent shall authenticate and deliver, as provided in Section 4 hereof, a new Series 2019 Bond or Series 2019 Bonds of the same maturity and interest payment mode and interest rate or rates (for a like aggregate principal amount). The Paying Agent may require the payment by the Owner requesting such exchange of any tax or other governmental charge required to be paid with respect to such exchange.

No exchange of any Series 2019 Bonds shall be required to be made by the Paying Agent (i) during the period established by the Paying Agent for selection of the Series 2019 Bonds for redemption, and (ii) after any Series 2019 Bond has been selected for redemption.

**Section 11. Sale of Bonds.** (a) *Official Notice of Sale; Date of Sale.* The Official Notice of Sale inviting bids for the Series 2019 Bonds, in substantially the form submitted to this meeting and made a part hereof as though set forth herein, with such changes, insertions and omissions therein as may be approved by an Authorized Officer, be and the same is hereby approved, and the Authorized Officers are, and each of them is, hereby authorized, and any one of the Authorized Officers is hereby directed, to cause the Official Notice of Sale to be completed, upon consultation with the District's Municipal Advisor, by inserting therein the maturity schedules for the Series 2019 Bonds, and making such other changes, insertions and omissions as deemed necessary. The Authorized Officers are, and each of them is, hereby authorized, and any one of the Authorized Officers is hereby directed, to execute the Official Notice of Sale in its final form, and any amendment or supplement thereto, for and in the name of the District, and the use of the Official Notice of Sale in connection with the offering and public sale of the Series 2019 Bonds is hereby authorized and approved. Bids for the Series 2019 Bonds shall be received on behalf of this Board of Trustees on such date as shall be determined by an Authorized Officer, at the hour and place designated in the Official Notice of Sale.

(b) *Advertisement for Bids.* The Notice of Intention to Sell Bonds, in substantially the form submitted to this meeting and made a part hereof as though set forth herein, is hereby approved, and the Authorized Officers are each hereby authorized and directed to cause the Notice of Intention to Sell Bonds, subject to such changes, insertions and omissions thereto as shall be deemed necessary, to be published before the date of sale in accordance with State law and the Act, and such publication is hereby expressly ratified and approved.

(c) *Award of Bonds; Certificate of Award.* The Authorized Officers are, and each of them is, hereby authorized, and any one of the Authorized Officers is hereby directed, to entertain bids for the Series 2019 Bonds, and to accept the lowest true interest cost bid and, if such true interest cost is acceptable to such Authorize Officer, to award the sale of the Series 2019 Bonds by executing the Certificate of Award, in substantially the form submitted to this meeting and made a part hereof as though set forth herein, naming the successful bidder and determining all remaining terms of the Series 2019 Bonds, and such execution shall constitute conclusive evidence of the approval of the Authorized Officer of the terms of the Series 2019 Bonds and the sale thereof; provided that (i) such true interest cost shall be no greater than 5.50%, calculated as specified in the Official Notice of Sale, (ii) the minimum price to be paid for the Series 2019 Bonds shall not be less than the principal amount thereof, plus accrued interest, if any, to the date of delivery, (iii) the ratio of total debt service to principal of the Series

2019 Bonds shall not exceed four to one, and (iv) the Series 2019 Bonds shall otherwise conform to the limitations specified herein contained in this Resolution.

The Certificate of Award shall recite the aggregate principal amount of the Series 2019 Bonds, the date thereof, the maturity dates, principal amounts and annual rates of interest of each maturity thereof, the initial and semiannual Interest Payment Dates thereof, and the terms of optional and mandatory sinking fund redemption thereof.

If no bid is acceptable, the Authorized Officers are, and each of them is, hereby authorized, and any one of the Authorized Officers is hereby directed, to reject all bids and to re-bid the Series 2019 Bonds or, if an Authorized Officer determines it in the best interest of the District, to sell Series 2019 Bonds by negotiated sale as permitted by law, upon terms and conditions and otherwise in conformity with the limitations contained in this Resolution.

(d) *Reserves and Capitalized Interest.* In accordance with subsections (i) and (j) of Section 15146 of the Education Code, the Authorized Officers are each hereby authorized to cause to be deposited in the interest and sinking fund of the District proceeds of sale of the Series 2019 Bonds (in addition to any premium or accrued interest received) to fund (i) an annual reserve permitted by Section 15250 of the Education Code, and/or (ii) capitalized interest in an amount not exceeding the interest scheduled to become due on the Series 2019 Bonds for a period of two years from the date of issuance of the Series 2019 Bonds, if such a deposit is deemed by the Authorized Officer to be in the best interests of the District.

(e) *Good Faith Estimates.* In accordance with Government Code Section 5852.1 and subsection (b) of Section 15146 of the Education Code, good faith estimates of the following have been obtained from the Municipal Advisor and are set forth on Exhibit A attached hereto: (a) the true interest cost of the Series 2019 Bonds, (b) the sum of all fees and charges paid to third parties with respect to the Series 2019 Bonds, (c) the amount of proceeds of the Series 2019 Bonds expected to be received net of the fees and charges paid to third parties and any reserves or capitalized interest paid or funded with proceeds of the Series 2019 Bonds, and (d) the sum total of all debt service payments on the Series 2019 Bonds calculated to the final maturity of the Series 2019 Bonds plus the fees and charges paid to third parties not paid with the proceeds of the Series 2019 Bonds. In accordance with Section 15146(b)(4) of the Education Code, the actual costs associated with the issuance of the Series 2019 Bonds shall be presented to this Board of Trustees at its next scheduled public meeting following the sale of the Series 2019 Bonds.

(f) *Costs of Issuance.* In accordance with subsection (h) of Section 15146 of the Education Code, the Authorized Officers are each hereby authorized to cause to be deposited in a costs of issuance account, which may be held by a bank, national banking association or trust company meeting the qualifications necessary to be a paying agent set forth in Section 8, as cost of issuance administrator, proceeds of sale of the Series 2019 Bonds (exclusive of any premium or accrued interest received) in an amount not exceeding 2.00% of the principal amount of the Series 2019 Bonds sold, for the purposes of paying the costs associated with the issuance of the Series 2019 Bonds. Such costs, as provided for in subsection (a) of Section 15145(a) of the Education Code, include but are limited to, fees of an independent financial consultant, the preparation, printing and distribution of an official statement, the obtaining of a rating, the

purchase of insurance insuring the prompt payment of interest and principal, the preparation of the certified copy of the bond transcript, the printing of the bonds, and legal fees of independent bond counsel retained by the District.

**Section 12. Continuing Disclosure Certificate.** The Continuing Disclosure Certificate, in substantially the form submitted to this meeting and made a part hereof as though set forth herein, is hereby approved, and the Authorized Officers are each hereby authorized and directed, for and in the name and on behalf of the District, to execute and deliver the Continuing Disclosure Certificate in substantially said form, as is necessary to cause the requirements of Rule 15c2-12 to be satisfied, with such changes, insertions and omissions as the Authorized Officer executing the same may require or approve, such determination, requirement or approval to be conclusively evidenced by the execution of the Continuing Disclosure Certificate by such Authorized Officer.

**Section 13. Preliminary Official Statement.** The Preliminary Official Statement to be distributed in connection with the public offering of the Series 2019 Bonds, in substantially the form submitted to this meeting and made a part hereof as though set forth herein, with such changes, insertions and omissions as may be approved by an Authorized Officer, is hereby approved, and the use of such Preliminary Official Statement in connection with the offering and sale of the Series 2019 Bonds is hereby authorized and approved. The Authorized Officers are each hereby authorized to certify on behalf of the District that such Preliminary Official Statement is deemed final as of its date, within the meaning of Rule 15c2-12 (except for the omission of certain final pricing, rating and related information as permitted by Rule 15c2-12).

**Section 14. Official Statement.** The preparation and delivery of an Official Statement with respect to the Series 2019 Bonds, and its use in connection with the offering and sale of the Series 2019 Bonds, is hereby authorized and approved. Such Official Statement shall be in substantially the form of the Preliminary Official Statement distributed in connection with the public offering of the Series 2019 Bonds with such changes, insertions and omissions as may be approved by an Authorized Officer, such approval to be conclusively evidenced by the execution and delivery thereof. The Authorized Officers are each hereby authorized and directed, for and in the name of and on behalf of the District, to execute the final Official Statement with respect to the Series 2019 Bonds and any amendment or supplement thereto.

**Section 15. Investment of Proceeds.** (a) *Deposit of Proceeds.* As provided in subsection (g) of Section 15146 of the Education Code, (i) the proceeds of the sale of the Series 2019 Bonds, exclusive of any premium or accrued interest received, shall be deposited in the County treasury of the County, the county superintendent of which has jurisdiction over the District, to the credit of the building fund of the District, (ii) the proceeds deposited in the building fund of the District shall be drawn out as other school moneys are drawn out, and (iii) the bond proceeds withdrawn shall not be applied to any purposes other than those for which the Series 2019 Bonds were issued. In accordance with subsection (g) of Section 15146 of the Education Code, at no time shall the proceeds of the Series 2019 Bonds be withdrawn by the District for investment outside the County treasury of the County, the county superintendent of which has jurisdiction over the District. Amounts in the building fund of the District shall be invested so as to be available for the aforementioned disbursements and the District shall keep a written record of such disbursements. Pursuant to subsection (g) of Section 15146 of the

Education Code, any premium or accrued interest received by the District from the sale of the Series 2019 Bonds shall be deposited in the related interest and sinking fund of the District.

(b) *Investment of Proceeds.* All funds held in an interest and sinking fund of the District established for the Series 2019 Bonds shall be invested at the discretion of the Treasurer of the County, the county superintendent of which has jurisdiction over the District, pursuant to State law, including Government Code Section 53601 *et. seq.*, and the investment policy of the County, the county superintendent of which has jurisdiction over the District, as either may be amended or supplemented from time to time. In the absence of a written request from the District as provided in subsection (c), proceeds of the Series 2019 Bonds held in the building fund of the District shall be invested at the discretion of the Treasurer of the County, the county superintendent of which has jurisdiction over the District, pursuant to State law, including Government Code Section 53601 *et. seq.*, and the investment policy of the County, the county superintendent of which has jurisdiction over the District, as either may be amended or supplemented from time to time.

(c) *Investment Agreements.* To the extent permitted by law, at the written request of an Authorized Officer, each of whom is hereby expressly authorized to make such request, all or any portion of the building fund of the District may be invested on behalf of the District, in investment agreements, including guaranteed investment contracts, float contracts or other investment products (collectively, "Investment Agreements"), which comply with the requirements of each rating agency then rating the Series 2019 Bonds necessary in order to maintain the then-current rating on the Series 2019 Bonds. Pursuant to Section 5922 of the Government Code, the Board of Trustees hereby finds and determines that the Investment Agreements will reduce the amount and duration of interest rate risk with respect to amounts invested pursuant to the Investment Agreements and are designed to reduce the amount or duration of payment, rate, spread or similar risk or result in a lower cost of borrowing when used in combination with the Series 2019 Bonds or enhance the relationship between risk and return with respect to investments of proceeds of the Series 2019 Bonds and funds held to pay the Series 2019 Bonds.

**Section 16. Tax Covenants.** (a) *General.* The District shall not take any action, or fail to take any action, if such action or failure to take such action would adversely affect the exclusion from gross income of the interest payable on a Tax-Exempt series of Series 2019 Bonds under Section 103 of the Code. Without limiting the generality of the foregoing, the District hereby covenants that it will comply with the requirements of the Tax Certificate to be executed by the District on the date of issuance of each Tax-Exempt series of Series 2019 Bonds. The provisions of this subsection (a) shall survive payment in full or defeasance of the Series 2019 Bonds.

(b) *Yield Restriction.* In the event that at any time the District is of the opinion that for purposes of this Section it is necessary or helpful to restrict or limit the yield on the investment of any monies held by the Treasurer of the County, the county superintendent of which has jurisdiction over the District, on behalf of the District, in accordance with this Resolution or pursuant to law, the District shall so request of the Treasurer in writing, and the District shall make its best efforts to ensure that the Treasurer shall take such action as may be necessary in accordance with such instructions.

(c) *Reliance on Opinion of Bond Counsel.* Notwithstanding any provision of this Section, if the District shall provide to the Treasurer of the County, the county superintendent of which has jurisdiction over the District, an Opinion of Bond Counsel that any specified action required under this Section is no longer required or that some further or different action is required to maintain the exclusion from federal income tax of interest on Series 2019 Bonds not issued as Taxable Bonds under Section 103 of the Code, the Treasurer may conclusively rely on such Opinion of Bond Counsel in complying with the requirements of this Section and of each Tax Certificate with respect to the Series 2019 Bonds not issued as Taxable Bonds, and the covenants hereunder shall be deemed to be modified to that extent.

**Section 17. Professional Services.** Fieldman, Rolapp & Associates, Inc. shall serve as Municipal Advisor to the District for the Series 2019 Bonds. Orrick, Herrington & Sutcliffe LLP shall serve as bond counsel and as disclosure counsel to the District for the Series 2019 Bonds.

**Section 18. Delegation of Authority.** The Authorized Officers are hereby authorized and directed, jointly and severally, to do any and all things which they may deem necessary or advisable in order to consummate the transactions herein authorized and otherwise to carry out, give effect to and comply with the terms and intent of this Resolution, including, without limitation negotiating the terms of the insurance policy, if any, referred to herein.

**Section 19. Approval of Actions.** All actions heretofore taken by the officers, employees and agents of the District with respect to the transactions set forth above are hereby approved, confirmed and ratified.

**Section 20. Debt Management Policy; Notice to California Debt and Investment Advisory Commission.** With the passage of this Resolution, the Board of Trustees hereby certifies that the Debt Management Policy complies with Government Code Section 8855(i), and that the Series 2019 Bonds authorized to be issued pursuant to this Resolution are consistent with such policy, and instructs Bond Counsel, on behalf of the District, with respect to each series of Series 2019 Bonds issued pursuant to this Resolution, (a) to cause notices of the proposed sale and final sale of the Series 2019 Bonds to be filed in a timely manner with the California Debt and Investment Advisory Commission pursuant to Government Code Section 8855, and (b) to check, on behalf of the District, the "Yes" box relating to such certifications in the notice of proposed sale filed pursuant to Government Code Section 8855.

**Section 21. Filing with Counties.** The Superintendent, or such other officer or employee of the District as the Superintendent may designate, is hereby authorized and directed to report to the Auditor-Controller of each County the final terms of sale of the Series 2019 Bonds, and to file with the Auditor-Controller and with the Treasurer of each County a copy of this Resolution, and the schedule of amortization of the principal of and payment of interest on the Series 2019 Bonds, and to file with the Treasurer of the County, the county superintendent of which has jurisdiction over the District, a proposed schedule of draws on the building fund of the District, and this Resolution shall serve as the notice required to be given by Section 15140(c) of the Education Code and as the District's request to the Auditor-Controller of each County and the Board of Supervisors of each County to propose and adopt in each year a tax rate applicable to all taxable property of the District for payment of the Series 2019 Bonds, pursuant to law; and to the other officers of each County to levy and collect said taxes for the payment of the Series

2019 Bonds, to pay in a timely manner to the Paying Agent on behalf of the Owners of the Series 2019 Bonds the principal, interest, and premium, if any, due on the Series 2019 Bonds in each year, and to create in the treasury of the County, the county superintendent of which has jurisdiction over the District, to the credit of the District a building fund and all needed interest and sinking funds pursuant to Section 15146 of the Education Code.

**Section 22. Contract with Bondholders.** The provisions of this Resolution shall be a contract with each and every owner of Bonds and the duties of the District and of the Board of Trustees and the officers of the District shall be enforceable by any owner of Bonds by mandamus or other appropriate suit, action or proceeding in any court of competent jurisdiction.

**Section 23. Amendments.** This Resolution may be modified or amended without the consent of the Owners in order to cure ambiguities or provide clarification, provided that such modification or amendment does not materially adversely affect the rights of owners of Bonds. For any other purpose, this Resolution may be modified or amended only with the consent of the Owners of a majority of the aggregate principal amount of all Series 2019 Bonds then outstanding; provided that any such modification or amendment to Section 6(f) or Section 22 shall require the consent of the owners of a majority of the aggregate principal amount of all Bonds then outstanding. No such modification or amendment shall extend the maturity of, reduce the interest rate or redemption premium on or principal amount of any Series 2019 Bond or reduce the percentage of consent required for amendment hereof without the express consent of all the owners so affected.

**Section 24. Effective Date.** This Resolution shall take effect from and after its date of adoption.

**APPROVED AND ADOPTED** this 13<sup>th</sup> day of May 2019, by the following vote:

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

NOES: None

ABSTAIN: None


ABSENT: None

I, Jim Coombs, Secretary to the Board of Trustees of the Lowell Joint School District, Los Angeles and Orange Counties, California, hereby certify that the foregoing is a full, true and correct copy of a resolution duly adopted at a regular meeting of the Board of Trustees of said District duly and regularly held at the regular meeting place thereof on May 13, 2019, and entered in the minutes thereof, of which meeting all of the members of the Board of Trustees had due notice and at which a quorum thereof was present, and that at said meeting the resolution was adopted by the following vote:

An agenda of the meeting was posted at least 72 hours before the meeting at 11019 Valley Home Avenue, Whittier, California, a location freely accessible to members of the public, and a brief description of the resolution appeared on the agenda.

I further certify that I have carefully compared the same with the original minutes of said meeting on file and of record in my office; the foregoing resolution is a full, true and correct copy of the original resolution adopted at said meeting and entered in said minutes; and that said resolution has not been amended, modified or rescinded since the date of its adoption, and the same is now in full force and effect.

**IN WITNESS WHEREOF**, I have hereunto set my hand and seal this 13<sup>th</sup> day of May 2019.



---

Jim Coombs  
Secretary to the Board of Trustees

## EXHIBIT A

### GOOD FAITH ESTIMATES

The good faith estimates set forth herein are provided with respect to the Series 2019 Bonds in compliance with Section 15146(b)(1)(D) of the California Education Code and Section 5852.1 of the California Government Code. Such good faith estimates have been provided to the District by Fieldman, Rolapp & Associates, Inc., as the District's financial advisor under Education Code Section 15146(b)(1)(C) and as municipal advisor under Section 15B of the Securities Exchange Act of 1934 (the "Municipal Advisor").

*Principal Amount.* The Municipal Advisor has informed the District that, based on the District's financing plan and current market conditions, its good faith estimate of the aggregate principal amount of the Series 2019 Bonds to be sold is \$14,000,000 (the "Estimated Principal Amount").

*True Interest Cost of the Series 2019 Bonds.* The Municipal Advisor has informed the District that, assuming that the Estimated Principal Amount of the Series 2019 Bonds is sold, and based on market interest rates prevailing at the time of preparation of such estimate, its good faith estimate of the true interest cost of the Series 2019 Bonds, which means the rate necessary to discount the amounts payable on the respective principal and interest payment dates to the purchase price received for the Series 2019 Bonds, is 3.893%.

*Finance Charge of the Series 2019 Bonds.* The Municipal Advisor has informed the District that, assuming that the Estimated Principal Amount of the Series 2019 Bonds is sold, and based on market interest rates prevailing at the time of preparation of such estimate, its good faith estimate of the finance charge for the Series 2019 Bonds, which means the sum of all fees and charges paid to third parties (or costs associated with the Series 2019 Bonds), is \$426,000, as follows:

a)	Underwriter's Discount	\$196,000.00
b)	Credit Enhancement	50,000.00
c)	Bond Counsel and Disbursements	50,000.00
d)	Disclosure Counsel and Disbursements	23,500.00
e)	Municipal Advisor and Disbursements	57,500.00
f)	Rating Agency	22,000.00
g)	Other Expenses	27,000.00

\* A municipal bond insurance policy with respect to the Series 2019 Bonds may be obtained at the option of the winning bidder.

*Amount of Proceeds to be Received.* The Municipal Advisor has informed the District that, assuming that the Estimated Principal Amount of the Series 2019 Bonds is sold, and based on market interest rates prevailing at the time of preparation of such estimate, its good faith estimate of the amount of proceeds expected to be received by the District for sale of the Series 2019 Bonds, less the finance charge of the Series 2019 Bonds, as estimated above, and any reserves or capitalized interest paid or funded with proceeds of the Series 2019 Bonds, is \$13,820,000.



*Total Payment Amount.* The Municipal Advisor has informed the District that, assuming that the Estimated Principal Amount of the Series 2019 Bonds is sold, and based on market interest rates prevailing at the time of preparation of such estimate, its good faith estimate of the total payment amount, which means the sum total of all payments the District will make to pay debt service on the Series 2019 Bonds, plus the finance charge for the Series 2019 Bonds, as described above, not paid with the proceeds of the Series 2019 Bonds, calculated to the final maturity of the Series 2019 Bonds, is \$24,040,143.47.

The foregoing estimates constitute good faith estimates only. The actual principal amount of the Series 2019 Bonds issued and sold, the true interest cost thereof, the finance charges thereof, the amount of proceeds received therefrom and total payment amount with respect thereto may differ from such good faith estimates due to (a) the actual date of the sale of the Series 2019 Bonds being different than the date assumed for purposes of such estimates, (b) the actual principal amount of Series 2019 Bonds sold being different from the Estimated Principal Amount, (c) the actual amortization of the Series 2019 Bonds being different than the amortization assumed for purposes of such estimates, (d) the actual market interest rates at the time of sale of the Series 2019 Bonds being different than those estimated for purposes of such estimates, (e) other market conditions, or (f) alterations in the District's financing plan, or a combination of such factors. The actual date of sale of the Series 2019 Bonds and the actual principal amount of Series 2019 Bonds sold will be determined by the District based on the need for project funds and other factors. The actual interest rates borne by the Series 2019 Bonds will depend on market interest rates at the time of sale thereof. The actual amortization of the Series 2019 Bonds will also depend, in part, on market interest rates at the time of sale thereof. Market interest rates are affected by economic and other factors beyond the control of the District. The Board of Trustees has approved the issuance of the Series 2019 Bonds with a maximum true interest cost of 5.50%.

**EXHIBIT B**

**FORM OF SERIES 2019 BOND**

**Number** **UNITED STATES OF AMERICA** **Amount**  
**R-\_\_** **STATE OF CALIFORNIA** **\$ \_\_\_\_\_**  
**LOS ANGELES AND ORANGE COUNTIES**

**LOWELL JOINT SCHOOL DISTRICT**  
**(LOS ANGELES AND ORANGE COUNTIES, CALIFORNIA)**  
**General Obligation Bonds, Election of 2018, Series 2019**

**Maturity Date** **Interest Rate** **Dated as of** **CUSIP No.**  
August 1, 20\_\_ % \_\_\_\_\_, 20\_\_ \_\_\_\_\_

**Registered Owner:** CEDE & CO.

**Principal Amount:** \_\_\_\_\_ **DOUARS**

Lowell Joint School District, Los Angeles and Orange Counties, State of California (the "District"), acknowledges itself obligated to and promises to pay to the Registered Owner identified above or registered assigns, on the Maturity Date set forth above or upon prior redemption hereof, the Principal Amount specified above in lawful money of the United States of America, and to pay interest thereon in like lawful money from the interest payment date next preceding the date of authentication of this Bond (unless this bond is authenticated after the close of business on a Record Date (as defined herein) and on or prior to the succeeding interest payment date, in which event it shall bear interest from such interest payment date, or unless this Bond is authenticated on or before \_\_\_\_\_ 15, 20\_\_, in which event it shall bear interest from the date hereof) at the Interest Rate per annum stated above, payable commencing on \_\_\_\_\_ 1, 20\_\_, and thereafter on February 1 and August 1 in each year, until payment of the Principal Amount. This Bond is issued pursuant to a Resolution adopted by the Board of Trustees of the District on May 13, 2019 (the "Resolution"). Capitalized undefined terms used herein have the meanings ascribed thereto in the Resolution.

The principal hereof is payable to the Registered Owner hereof upon the surrender hereof at the principal corporate trust office of the paying agent/registrars and transfer agent of the District (the "Paying Agent"), initially the Treasurer and Tax Collector of the County of Los Angeles. The interest hereon is payable to the person whose name appears on the bond registration books of the Paying Agent as the Registered Owner hereof as of the close of business on the 15<sup>th</sup> day of the month preceding an interest payment date (the "Record Date"), whether or not such day is a business day, such interest to be paid by check or draft mailed to such Registered Owner at the owner's address as it appears on such registration books, or at such other address filed with the Paying Agent for that purpose. Upon written request, given no later than the Record Date immediately preceding an interest payment date, of the owner of bonds

aggregating at least \$1,000,000 in principal amount, interest will be paid by wire transfer in immediately available funds to an account maintained in the United States as specified by the Registered Owner in such request. So long as Cede & Co. or its registered assigns shall be the Registered Owner of this Bond, payment shall be made in immediately available funds as provided in the Resolution hereinafter described.

This Bond is one of a duly authorized issue of bonds of like tenor (except for such variations, if any, as may be required to designate varying series, numbers, denominations, interest rates, interest payment modes, maturities and redemption provisions), in the aggregate principal amount of \$ \_\_\_\_\_, and designated as "Lowell Joint School District (Los Angeles and Orange Counties, California) General Obligation Bonds, Election of 2018, Series 2019" (the "Bonds"). The Bonds were authorized by a vote of at least 55% percent of the voters voting at an election duly and legally called, held and conducted in the District on November 6, 2018. The Bonds are issued and sold by the Board of Trustees of the District pursuant to and in strict conformity with the provisions of the Constitution and laws of the State, and of the Resolution, and subject to the more particular terms specified in the Certificate of Award of the Bonds executed by the District on \_\_\_\_\_, 2019 (the "Certificate of Award").

The Bonds are issuable as fully registered bonds without coupons in the denomination of \$5,000 principal amount or any integral multiple thereof, provided that no Bond shall have principal maturing on more than one principal maturity date. Subject to the limitations and conditions and upon payment of the charges, if any, as provided in the Resolution, Bonds may be exchanged for a like aggregate principal amount of Bonds of the same tenor, interest payment mode, and maturity of other authorized denominations.

This Bond is transferable by the Registered Owner hereof, in person or by attorney duly authorized in writing, at the principal corporate trust office of the Paying Agent, but only in the manner, subject to the limitations and upon payment of the charges provided in the Resolution, and upon surrender and cancellation of this Bond. Upon such transfer, a new Bond or Bonds of authorized denomination or denominations of the same tenor, interest payment mode, and same aggregate principal amount will be issued to the transferee in exchange herefor.

The District and the Paying Agent may treat the registered owner hereof as the absolute owner hereof for all purposes, and the District and the Paying Agent shall not be affected by any notice to the contrary.

[The Bonds are subject to optional and mandatory sinking fund redemption on the terms and subject to the conditions specified in the Resolution and the Certificate of Award. If this Bond is called for redemption and payment is duly provided therefor, interest shall cease to accrue hereon from and after the date fixed for redemption.]

The Board of Trustees of the District hereby certifies and declares that the total amount of indebtedness of the District, including the amount of this Bond, is within the limit provided by law; that all acts, conditions and things required by law to be done or performed precedent to and in the issuance of this Bond have been done and performed in strict conformity with the laws authorizing the issuance of this Bond; and that this Bond is in substantially the form prescribed by order of the Board of Trustees duly made and entered on its minutes. The Bonds represent an

obligation payable out of the related interest and sinking fund of the District, and the money for the payment of principal of, premium, if any, and interest hereon, shall be raised by taxation upon the taxable property of the District.

Unless this Bond is presented by an authorized representative of The Depository Trust Company, a New York corporation ("DTC"), to the Paying Agent for registration of transfer, exchange, or payment, and any Bond issued is registered in the name of Cede & Co. or in such other name as is requested by an authorized representative of DTC (and any payment is made to Cede & Co. or to such other entity as is requested by an authorized representative of DTC), ANY TRANSFER, PLEDGE, OR OTHER USE HEREOF FOR VALUE OR OTHERWISE BY OR TO ANY PERSON IS WRONGFUL inasmuch as the Registered Owner hereof, Cede & Co., has an interest herein.

This Bond shall not be entitled to any benefit under the Resolution, or become valid or obligatory for any purpose, until the certificate of authentication and registration hereon endorsed shall have been signed by the Paying Agent.

**IN WITNESS WHEREOF**, the Board of Trustees of the Lowell Joint School District, Los Angeles and Orange Counties, State of California, has caused this bond to be signed by its President and countersigned by the Clerk of said Board, as of the date set forth above.

\_\_\_\_\_  
President of the Board of Trustees of the  
Lowell Joint School District

Countersigned:

\_\_\_\_\_  
Clerk of the Board of Trustees of the  
Lowell Joint School District

**CERTIFICATE OF AUTHENTICATION AND REGISTRATION**

This is one of the Bonds described in the within-mentioned Resolution and authenticated and registered on \_\_\_\_\_.

**TREASURER AND TAX COLLECTOR  
OF THE COUNTY OF LOS ANGELES,  
CALIFORNIA, as Paying  
Agent/Registrar and Transfer Agent**

**By: U.S. Bank National Association,  
as agent**

By: \_\_\_\_\_  
Authorized Officer

## ASSIGNMENT

For value received the undersigned do(es) hereby sell, assign and transfer unto \_\_\_\_\_ the within-mentioned Bond and hereby irrevocably constitute(s) and appoint(s) \_\_\_\_\_ attorney, to transfer the same on the books of the Paying Agent with full power of substitution in the premises.

I.D. Number \_\_\_\_\_

Note: The signature(s) on this Assignment must correspond with the name(s) as written on the face of the within Bond in every particular, without alteration or enlargement or any change whatsoever.

Dated: \_\_\_\_\_

Signature Guarantee: \_\_\_\_\_  
Note: Signature must be guaranteed by an eligible guarantor institution.

## PURCHASE ORDERS FOR BOARD APPROVAL

May 6, 2019

NO#	VENDOR	DESCRIPTION	AMOUNT
84967	ICS SERVICE CO.	JORDAN, SERVICE	\$100.00
84968	BRUCE CAMPBELL SAND & GRAVEL	EP,JO,MACY, OLITA-GROUNDS SUPPLIES	\$3,083.60
84969	F.M. THOMAS AIR CONDITIONING	OLITA, SERVICE	\$970.00
84970	ACT ENVIRO	MAINTENANCE, SERVICE	\$5,197.45
84971	DAVE BANG ASSOCIATES	MEADOW GREEN, SERVICE	\$4,908.31
84972	D3 DEVELOPMENT GROUP	MACY, SERVICE	\$14,500.00
84973	CF ENVIRONMENTAL	MEADOW GREEN, SERVICE	\$2,610.65
84974	THOMPSON ENGINEERING	MACY, REPAIRS	\$196.00
84975	MAGIC CARPET	JORDAN, SUPPLIES	\$288.99
84976	ENCORP	MACY, SERVICE	\$735.00
84977	FULLERTON SCHOOL DISTRICT-PRINT SHOP	OLITA-RECESS REPORT 80 PADS	\$108.00
84978	DOC TRACKING SERVICES	TRANSLATION SVCS-RS	\$150.00
84979	DATA IMPRESSIONS	GO GUARDIAN ANNUAL RENEWAL	11,450.00
84980	AMAZON	NITRILE EXAM GLOVES	\$67.78
84981	VEX ROBOTICS	RANCHO, ROBOTICS CLASS SUPPLIES	\$933.43
84982	AMAZON	BASKETBALL NETS	\$29.01
84983	SCHOOL LIFE	JORDAN-STUDENT INCENTIVES	\$65.63
84984	J.W. PEPPER	BAND ACCT-EQUIPMENT REPAIR	\$187.35
84985	IMPERIAL BAND	BAND ACCT-EQUIPMENT REPAIR	\$345.39
84986	J.W. PEPPER	CHOIR-SHEET MUSIC	\$403.47
84987	GT DESIGNS	SPIRIT WEAR	\$638.02
84988	BOOK ORDER	SHERI/LINDA BOOK ORDER-PER MR. HOWE	\$2,575.00
84989	SCHOOL LIFE	STUDENT INCENTIVES ORDER ADDED	\$65.00
84990	CBS COMPLETE	INK MASTERS	\$816.76
84991	CDW-GOVERNMENT	PROJECTOR	\$600.00
84992	CASBO-SAN DIEGO	REGISTRATION-ANDREA REYNOLD	\$1,200.00
84993	FULLERTON SCHOOL DISTRICT-PRINT SHOP	PRINTING -AWARD CERTIFICATES	\$102.00
84994	CDW-GOVERNMENT	DOCUMENT CAMERA	\$648.78
84995	CDW-GOVERNMENT	EPSON PROJECTOR	\$549.00
84996	GT DESIGNS	TOP 100 PROGRAMS	\$275.00
84997	VOID	VOID	VOID
84998	REALLY GOOD STUFF	CLASSROOM SUPPLIES	\$342.39
84999	PEARSON ASSESSMENTS	FORMS	\$105.16
85000	PAR	FORMS	\$432.59
85001	AVB PRESS	FORMS	\$257.19
85002	ATKINSON, ANDELSON, LOYA, RUUD & ROMO	LEGAL SERVICES-JANUARY 2019	\$2,882.50
85003	NO EXCUSES UNIVERSITY	19/20 NEU STUDENT PLANNERS	\$1,457.63
85004	YORKTOWN	TONER-FISCAL SVCS, TREVINO	\$90.00
85005	ISTE	ISTE CONFERENCE-A. MAO	\$595.00
85006	LAKESHORE	STUDENT SUPPLIES	\$471.86
85007	PRENTICE SCHOOL	SPEECH SESSIONS	\$180.00
85008	PRENTICE SCHOOL	SPEECH SESSIONS	\$315.00
85009	NATURE GIFT STORE	BUTTERFLY KITS	\$125.50
85010	EAST WHITTIER CITY SCHOOL DISTRICT	STEP PROGRAM 8/14/18-02/08/19	\$43,102.00
85011	THOMPSON ENGINEERING	MG-SERVICE CALL	\$250.00
85012	D3 DEVELOPMENT GROUP	EP-SERVICES	\$3,828.00
85013	SITE ONE LANDSCAPE SUPPLY	GROUNDS-SUPPLIES	\$300.00
85014	THOMPSON ENGINEERING	RS-SERVICE CALL	\$250.00
85015	AC POWER 1 INC.	RS-SERVICE CALL	\$1,201.84
85016	CITY OF LA HABRA	GROUNDS, MAINTENANCE, NUTRITION-FUEL SU	\$1,370.84
85017	ROBERT BROOKE & ASSOCIATES	RS-SUPPLIES	\$848.20
85018	CAL SCHOOL & SPORT	MG-SUPPLIES	\$164.00
85019	ICS SERVICE CO.	MAYBROOK SITE-SERVICE	\$588.00
85020	AUTOZONE	GROUNDS-SUPPLIES	\$15.84
85021	LRP PUBLICATIONS	SUBSCRIPTION RENEWAL	\$534.00





"B" WARRANTS FOR BOARD APPROVAL ON:  
**May 6, 2019**

"B" WARRANT DOCUMENTS : 1550 - 1862, 3112 - 3128

<b>755,691.20</b>
-------------------

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
1550	SCHOOL LIFE-JO, STUDENT INCENTIVES	123.76
1556	WHITTIER HS, RS, FACES OF FREEDOM AUDITORIUM	753.78
1562	KRISTA VAN HOOGMOED - PRINCIPALS LUNCH	47.80
1576	SHERWIN WILLIAMS - RANCHO STARBUCK/ SUPPLIES	263.87
1578	CITY OF LA HABRA WATER DEPT. - FEBRUARY - MARCH	355.69
1579	SOUTHERN CALIFORNIA GAS - FEBRUARY - MARCH	891.83
1587	LAURIE KUDLER-MACY, PURCHASE REIMBURSEMENT	30.09
1592	MICHELLE VALDEZ - PURCHASE REIMBURSEMENT	120.00
1594	XCELL INC, TECH, REPAIRS	60.00
1597	AUTOZONE - MAINTENANCE SUPPLIES	31.25
1598	BUENA PARK HIGH SCHOOL - FLOWERS/ EMPLOYEES	520.00
1599	COMPLETE BUSINESS SYSTEMS - INK SUPPLIES	1,194.88
1600	CTL CORP. - CHROMEBOOK LICENSE FOR SITES	3,794.95
1601	DANGELO CO. - JORDAN/ MEADOW GREEN, IRRIGATION	679.99
1602	DARREL ADAIR - MILEAGE REIMBURSEMENT	63.63
1603	ERIC CHITTUM - MATERIALS/ REIMBURSEMENT	631.68
1604	HAUFFE CO. - JORDAN FIRE ALARM INSPECTIONS	415.00
1605	JIM COOMBS - BOARD MEMBER MEETING	54.78
1606	LINDA TAKACS - MATERIALS/ REIMBURSEMENT	544.76
1607	PASTUSAK PLUMBING CO. - SEWER LINE REPAIRS	1,480.00
1608	SHERI MCDONALD - RS BOOKS/ REIMBURSEMENT	1,598.24
1609	JIM COOMBS - COFFEE WITH COOMBS REIMBURSEMENT	84.65
1610	MJ EVANOFF - COOKIES W/ COOMBS REIMBURSEMENT	241.58
1611	WENDI RAPP - CONFERENCE REIMBURSEMENT	143.54
1612	SOUTHERN CALIFORNIA EDISON - FEBRUARY - MARCH	5,101.55
1613	FRONTIER COMMUNICATION - MARCH - APRIL	2,384.93
1614	MCI A VERIZON CO. - JANUARY - FEBRUARY	6.63
1615	DEANNA MORRISON - SUPPLIES REIMBURSEMENT	15.11
1616	DENISE SOTO - MG, PURCHASE REIMBURSEMENT	530.34
1617	ARIANA CAZARES - MATERIALS FOR FLEX CLASS	22.16
1618	CATHY KATO - MATERIALS FOR FLEX CLASS	134.03
1619	DARCIE HULTBERG - SUPPLIES REIMBURSEMENT	25.18
1620	JESSICA GALLI - SUPPLIES REIMBURSEMENT	42.87
1621	SHERI MCDONALD - SUPPLIES REIMBURSEMENT	37.41
1622	TARA RYAN - CLASSROOM SUPPLIES REIMBURSEMENT	106.57
	EARLY RETIREE REIMBURSEMENTS - APRIL 2019	
1624	DAWN AANDAHL	482.64
1625	DEBORAH ANDERSON	1,101.28
1626	JOANNE DAVIS	482.64

1627	MARIANNE DOYLE MEDINA	482.64
1628	ELIZABETH KANESHIRO	945.52
1629	KIM LIKERT	1,101.28
1630	SHELLY MARKER	482.64
1631	PENNY MAYERCHECK	1,101.28
1632	CATHERINE MILWARD	878.91
1633	RONALD RANDOLPH	653.66
1634	GAYLE ROGERS	258.83
1635	NANCY ROGERS	1,101.28
1636	HOLLY WOLFE	482.64
1637	SOTUHERN CALIFORNIA GAS - FEBRUARY - MARCH	624.11
1638	SOUTHERN CALIFORNIA EDISON - FEBRUARY - MARCH	3,622.62
1639	VERIZON WIRELESS - FEBRUARY - MARCH	940.93
1640	UNUM LIFE INSURANCE PREMIUM- GROUP INS. APR.-JUN.	542.73
1641	NIGRO & NIGRO-BUS SVCS, AUDIT SERVICES	5,400.00
1642	KIM BROOKS-EP, CONF EXP REIMB	136.49
1643	BARBARA CASTILLO-EP, CONF EXP REIMB	120.71
1644	MELISSA DE LA HAYE-EP, CONF EXP REIMB	138.15
1645	CAROLYN KANE-EP, CONF EXP REIMB	224.41
1646	JEANNIE NICHOLS-EP, CONF EXP REIMB	194.34
1647	LAURA REMME-EP, CONF EXP REIMB	149.17
1648	BECKY SMITH, EP, CONF EXP REIMB	156.06
1649	BECKY STEPHENSON, EP, CONF EXP REIMB	161.14
1650	CARRIE WOOD-EP, CONF EXP REIMB	244.12
1652	READY REFRESH-DO, SUPPLIES	64.04
1653	ADRIANA PONCE-JO, PURCH REIMB	27.00
1654	KRISTEN COOKE-JO, CONF EXP REIMB	125.40
1655	ANDREA DESMOND-JO, PURCH REIMB	18.00
1656	CREDIT UNION OF SO. CAL.- VOL. DEDUCTIONS, MAR.	2,887.80
1657	SCHOOLS FIRST FEDERAL C.U.- EMP.DEDUCTIONS, MAR.	19,155.00
1658	AMERICAN FIDELITY FLEX/ EMP. DEDUCTIONS, MAR.	5,587.00
1665	KELLY ALDECOA - SCHOLASTIC REIMBURSEMENT	150.00
1666	CF ENVIRONMENTAL-MG, SERVICES	2,610.65
1666	NICOLE BALLARD - PURCHASE REIMBURSEMENT	353.93
1667	KAITLYN CAMPBELL - NO EXCUSES UNIVERSITY	18.03
1667	SOUTHERN CALIFORNIA EDISON - FEBRUARY - MARCH	3,549.27
1668	KAITLYN CAMPBELL - CUE CONFERENCE REIMB.	147.77
1669	KARI DANIEL - NO EXCUSES UNIVERSITY REIMB.	288.01
1670	RHONDA ESPARZA - NO EXCUSES UNIV. REIMBURSEMENT	295.34
1671	RHONDA ESPARZA - ILLUMINATE CONF. REIMBURSEMENT	312.77
1672	LAUREN ORNELAS - MACY'S ROBOTIC COMPETITION	84.68
1673	LAURA REMME - CUE CONFERENCE REIMBURSEMENT	229.54
1674	CUMMING CONSTRUCTION MGMT. - CONTRACT SERVICE	350.00
1675	MATTHEW GALLEGOS-RS, CONTRACT SVCS	275.00
1676	EDWARD MIJARES-RS, CONTRACT SVCS	625.00
1677	DANIEL RAMIREZ - CONTRACT SERVICES	275.00
1678	JOSHUA ESCUTIA - CONTRACT SERVICES	100.00

1679	SCHOOL FACILITITES SUPPORT - CONTRACT SERVICES	9,570.00
1680	TARGET SPECIALTY PRODUCTS - STOCK/ GROUNDS	272.80
1681	THOMPSON ENGINEERING - SCHOOL BELL REPAIR	1,070.75
1682	THOMPSON ENGINEERING - SPEAKER REPAIRS	196.00
1683	VOYAGER SPORIS LEARNING - POWER READERS	140.50
1686	AMERICAN FIDELITY ASSURANCE/ EMP. DEDUCTIONS, MAR.	10,442.67
1687	ASSOC. OF CA. SCHOOL ADMIN./EMP. DEDUCTIONS, MAR.	171.23
1688	CA. ASSOC. OF SCHOOL PSYCH/ EMP.DEDUCTIONS, MAR.	15.50
1689	CALIF. TEACHERS ASSOC./EMPLOYEE DEDUCTIONS, MAR.	12,595.15
1690	PACIFIC EDUCATORS, INC./EMP. DEDUCTIONS, MAR.	77.00
1691	UNITED WAY OF GREATER L.A./EMP.DEDUCTIONS, MAR.	10.00
1692	CALIF. PUBLIC EMPLOYEES RET. SYSTEM/ MED. INS., MAR.	265,845.78
1693	CALIF. PUBLIC EMPLOYEES RET. SYSTEM/ MED. INS., MAR.	7,887.93
1694	DELTA DENTAL-APRIL 2019	1,924.04
1695	DARREL ADAIR - MILEAGE REIMBURSEMENT, MARCH	44.66
1696	AMERICAN TIME - MAINTENANCE STOCK/ CLOCKS	402.14
1697	ASSOC. OF CA. SCHOOL ADMIN./ EVERY CHILD COUNTS	190.00
1698	BEE GONE - MG, BEE REMOVAL SERVICE	100.00
1699	CA. ASSOC. OF SCHOOL BUSINESS - ANNUAL CONF.	1,165.00
1700	CITY OF LA HABRA - FUEL/ GROUNDS MAINTENANCE	1,277.44
1701	COALITION FOR ADEQUATE SCHOOL HOUSING - ANNUAL CONF.	1,101.00
1702	DISCOUNT SCHOOL SUPPLY - CLASSROOM SUPPLIES	80.37
1703	DOCUMENT TRACKING SERVICES - TRANSLATIONS	150.00
1704	FM THOMAS AIR CONDITIONING - HEATER REPAIRS	970.00
1705	FENN TERMITE & PEST CONTROL - PEST CONTROL	450.00
1706	FUN AND FUNCTION - CLASSROOM SUPPLIES	511.80
1707	GRAINGER - RAIN COAT/ MAINTENANCE GROUNDS	18.88
1708	GREAT SCOTT TREE SVC-MG PTA, TREE REPLACEMENT	1,315.00
1709	ATKINSON, ANDELSON, LOYA, RUUD & ROMO - LEGAL, JAN.	2,882.50
1710	CDW GOVERNMENT - RANCHO STARBUCK, PROJECTOR	615.19
1712	EAST WHITTIER CITY SD-TUITION SERVICES	43,102.00
1713	PROJECT SUPPORT SERVICES-JO, SUPPLIES	1,208.81
1714	SCHOOL SERVICES OF CA-MARCH 2019 SERVICES	275.00
1716	GT DESIGN-RS, SUPPLIES	445.67
1717	RACHEL COLEMAN-MACY, SUPPLIES	50.00
1719	NICOLE BRASKI-JO, CONF EXP REIMBURSEMENT	168.39
1720	KRISTEN COOKE-JO, CONF EXP REIMBURSEMENT	136.94
1721	VEX ROBOTICS-RS, SUPPLIES	114.56
1722	SUPER DUPER PUBLICATIONS-SPEC ED, SUPPLIES	652.36
1725	D & D EDUCATION CONSULTING - CONTRACT SERVICE	5,213.41
1726	DARREL ADAIR - MILEAGE REIMBURSEMENT	62.35
1727	REBECCA CHAMPION-DO, PURCHASE REIMBURSEMENT	113.04
1728	BARCO PRODUCTS CO-EP, MG-SUPPLIES	1,704.52
1729	BUDDY'S ALL STARS-MACY, SUPPLIES	54.13
1730	CDW GOVERNMENT -EP, JO-SUPPLIES	658.58
1731	COMPLETE BUSINESS SYSTEMS-MACY, SUPPLIES	797.98
1732	D3 DEVELOPMENT GROUP-MACY, SERVICES	14,500.00
1733	DEMCO-RS, SUPPLIES	520.54

1734	ANDREA REYNOLDS - EXPENSE REIMBURSEMENT	73.25
1735	BEST LAWNMOWER, GROUNDS, SUPPLIES	402.12
1736	BUG FLIP-EP,JO,RS-SUPPLIES	260.00
1737	CANNINGS HARDWARE LA HABRA-EP,JO,MG-SUPPLIES	129.34
1738	GANAHL LUMBER CO-MACY, SUPPLIES	32.26
1739	LOWE'S-MA,MG,RS-SUPPLIES	90.96
1740	SOUTHEAST CONSTRUCTION PROD-EP, JO, SUPPLIES	222.23
1741	SUPPLYWORKS - MAINTENANCE/ STOCK SUPPLIES	2,775.02
1743	KYA SERVICES-RS, CONTRACT SVCS	84,603.54
1746	SO CAL GAS CO-JORDAN, DISTRICT- UTILITIES	590.60
1747	SUBURBAN WATER SYSTEMS-RS, DO-UTILITIES	1,213.34
1748	JIVE COMMUNICATIONS-DISTRICT, UTILITIES	3,161.90
1749	WARE DISPOSAL-DISTRICT WIDE-UTILITIES, APR 2019	2,868.13
1750	AMERICAN EXPRESS - CREDIT EXPENSES, MARCH	16,970.62
1751	MISSION SAN JUAN CAPISTRANO-OLITA FIELD TRIP	768.00
1752	ORANGE COUNTY DEPT. OF ED. - SYMPOSIUM/ WORKSHOP	1,050.00
1753	BEHAVIOR AND EDUCATION, INC. - NPA, FEBRUARY	7,502.91
1754	THE PRENTICE SCHOOL - SPEECH SERVICE, JAN.- FEB.	495.00
1755	ALBERT J. MELARAGNO - OT/PT CONTRACT, MARCH	43.75
1756	KATRYN ALLSMAN-OLITA, SUPPLIES	177.05
1757	CHERI SANDOVAL-OL, PURCHASE REIMBURSEMENT	91.03
1758	YOLANDA DIAZ-CONFERENCE EXPENSE REIMBURSEMENT	152.95
1759	MATTHEW CUKRO-MG, PURCHASE REIMBURSEMENT	28.64
1760	DENISE SOTO - MG, PURCHASE REIMBURSEMENT	280.00
1761	DEANNA MORRISON-MG, PURCHASE REIMBURSEMENT	11.84
1762	NORTHERN SPEECH SERVICES-SPEC ED, SUPPLIES	580.85
1763	JANELLE PUBLICATIONS-MG, SUPPLIES	83.60
1764	CLASSROOM PRODUCTS-MG, SUPPLIES	29.90
1765	KEY2ED-SPEC ED, SUPPLIES	231.00
1767	PEAP-MG, SUPPLIES	145.00
1768	MHS-SPEC ED, SUPPLIES	532.17
1769	POSITIVE PROMOTIONS-OLITA, SUPPLIES	259.30
1770	PAR-SPEC ED, SUPPLIES	390.96
1771	NCS PEARSON-SPEC ED, SUPPLIES	691.68
1772	NATIONAL AUTISM RESOURCES-EP, SUPPLIES	131.04
1773	LEARNING A-Z - SPECIAL ED/ RAZ-KIDS LICENSE	109.95
1774	LAKESHORE LEARNING MATERIALS-MA,MG, OL-SUPPLIES	790.23
1775	DANIEL TIRE SERVICE - MAINTENANCE/ SERVICE	2,092.59
1776	JAMES HARDWARE CO. - MAINTENANCE SUPPLIES	153.78
1777	PLUMBING WHOLESALE OUTLET - MAINTENANCE SUPPLIES	490.64
1778	THE SHERWIN-WILLIAMS CO. - MAINTENANCE SUPPLIES	1,241.00
1779	WALTERS WHOLESALE ELECTRIC - MAINTENANCE	1,925.06
1780	IMPERIAL SPRINKLER SUPPLY - MAINTENANCE/ SUPPLIES	137.90
1781	CALIF. SCHOOL EMPLOYEES ASSOC./EMP. DEDUCTIONS	2,893.15
1782	THE STANDARD INSURANCE - VOL. DEDUCTIONS	5,116.53
1783	GLASBY - MAINTENANCE/ CUSTODIAN SUPPLIES	5,957.20
1784	ABES PLUMBING - SEWER AND PIPE REPAIRS	13,500.00
1785	CDW GOVERNMENT - STEAM LAB SUPPLIES	632.95

1786	FULLERTON JOINT UNION H.S. DISTRICT - TRANSPORTATION	1,185.80
1787	DELTA DENTAL- CERT. RETIREE VOL. PLAN., FEBRUARY	2,094.36
1788	THE HARTFORD - PREMIUM G.ROGERS, MAY - JUL.	84.96
1789	MJ EVANOFF - RECEPTION REIMBURSEMENT	98.42
1790	AC POWER 1, INC. - PROJECTOR SERVICE REPAIR	1,201.84
1791	BRUCE CAMPBELL SAND & GRAVEL - PLAYSAND	3,083.80
1792	SOUTHERN CALIFORNIA GAS - FEBRUARY - MARCH	193.42
1793	SUBURBAN WATER SYSTEMS - MARCH - APRIL	1,212.16
1794	SOUTHERN CALIFORNIA EDISON - FEB. - MARCH	4,868.88
1795	GALLAGHER PEDIATRIC-SP ED, CONTRACT SVCS	7,507.23
1796	PRETEND CITY-FIELD TRIP	209.00
1797	MAGIC CARPET-JO, SUPPLIES	288.99
1799	JACK STRADTMAN-FEB/MAR 2019 MILEAGE REIMBURSEMENT	765.60
1800	CA DEPT OF TAX/FEEES-Q2 2019-SALES/USE TAX	929.00
1808	SOUTHWEST SCHOOL SUPPLY-MG, SUPPLIES	213.49
1809	SOUTHWEST SCH SUPPLY-DO,MO,EP,MA,OL, RS-SUPPLIES	4,042.29
1810	VELOCITY FUNDRAISING-RS, KNOTTS TICKETS	1,980.00
1811	SPARKLETTS - RANCHO STARBUCK, WATER	158.82
1812	YUMI YAMAMOTO-JO, PURCHASE REIMBURSEMENT	60.38
1816	MATTHEW CUKRO-MG,PURCHASE REIMBURSEMENT	119.95
1817	DEANNA MORRISON-MG, SUPPLIES	41.75
1818	LA HABRA ROTARY CLUB-SUPT. OFFC, MEMBERSHIP	320.00
1819	MYSTERY SCIENCE-OLITA, ANNUAL RENEWAL 19/20	999.00
1820	JONES SCHOOL SUPPLY-RS, SUPPLIES	356.69
1821	LAKESHORE LEARNING MATERIALS-JO,MG,OL-SUPPLIES	1,051.80
1823	IMPERIAL BAND INSTRUMENTS-RS, SUPPLIES	345.39
1824	MCIVERIZON-DO, UTILITIES	29.98
1826	FRONTIER-TECH, UTILITIES MAR 2019	56.97
1827	SO CAL EDISON-EP,MA-UTILITIES, MAR 2019	4,553.40
1828	SO CAL GAS-EP,OL, UTILITIES, MAR 2019	288.21
1829	CITY OF LA HABRA WATER-EP, UTILITIES MAR 2019	391.77
1830	ALAN MAO-DO, PURCHASE REIMBURSEMENT	261.53
1831	JIM COOMBS-SUPT.-PURCHASE REIMBURSEMENT	411.87
1832	CHRISTIAN MANGOLD-MACY, CONF EXP REIMBURSEMENT	202.69
1833	VALERIE CARRILLO-JO, CONF EXP REIMBURSEMENT	272.68
1834	CLAUDIA SCHALCHLIN-JORDAN, PURCHASE REIMBURSEMENT	184.06
1835	MARIKATE WISSMAN-JO, PURCHASE REIMBURSEMENT	66.49
1836	TIFFANY SHUN-HERNANDEZ-JO, PURCHASE REIMBURSEMENT	310.86
1840	JANICE JACOBSEN-EP, MG, OL-ART, MARCH 2019	924.00
	EARLY RETIREE REIMBURSEMENTS - MAY 2019	
1841	DAWN AANDAHL	482.64
1842	DEBORAH ANDERSEN	1,101.28
1843	JOANNE DAVIS	482.64
1844	MARIANNE DOYLE MEDINA	482.64
1845	ELIZABETH KANESHIRO	945.52
1846	KIM LIKERT	1,101.28
1847	SHELLEY MARKER	482.64
1848	PENNY MAYERCHECK	1,101.28

1849	CATHERINE MILWARD	878.91
1850	RONALD RANDOLPH	653.66
1851	GAYLE ROGERS	258.83
1852	HOLLY WOLFE	482.64
1853	RYAN ANDERSON-RS, PURCHASE REIMBURSEMENT	90.49
1854	JESSICA GALLI-RS, PURCHASE REIMBURSEMENT	138.69
1855	CREDIT UNION OF SO. CAL.- VOL. DEDUCTIONS, APR.	2,887.80
1856	SCHOOLS FIRST FEDERAL C.U.- EMP.DEDUCTIONS, APR.	19,255.00
1857	AMERICAN FIDELITY FLEX/ EMP. DEDUCTIONS, APR.	5,467.00
1859	ASSOC. OF CA. SCHOOL ADMIN./EMP. DEDUCTIONS, APR.	171.23
1860	CA. ASSOC. OF SCHOOL PSYCH/ EMP.DEDUCTIONS, APR.	15.50
1861	UNITED WAY OF GREATER L.A./EMP.DEDUCTIONS, APR.	10.00
1862	PACIFIC EDUCATORS, INC./EMP. DEDUCTIONS, APR.	77.00
3112	EVALIA RIVAS - NUTRITON, PREPAID MEAL REFUND	48.25
3114	GOLD STAR FOODS-NUTRITION SVCS, SUPPLIES	18,251.69
3115	BERNIER REFRIGERATION, NUTRITION SVCS, SUPPLIES	2,619.53
3116	BUG FLIP-NUTRITION SVCS, SUPPLIES	180.00
3117	VALPRO, INC.-NUTRITION SVCS, SUPPLIES	4,468.08
3118	LOVE TO SNACK-NUTRITION SVCS, SUPPLIES	555.12
3119	P&R PAPER SUPPLY-NUTRITION SVCS, SUPPLIES	3,396.12
3120	SO CAL PIZZA CO.-NUTRITION SVCS, SUPPLIES	4,852.80
3121	DRIFTWOOD DAIRY-NUTRITION SVCS, SUPPLIES	6,401.52
3123	ACTION SALES-NUTRITION SVCS, SUPPLIES	716.91
3124	ECOLAB-NUTRITION SVCS, SUPPLIES	351.15
3125	CHRISTINA DAVIS-NUTRITION SVCS, PURCH REIMBURSEMENT	59.84
3126	SHARON KIM-NUTRITION SVCS, MILEAGE, MAR 2019	61.57
3127	CHRISITNA DAVIS - PROFESSIONAL DEV. DAY REIMB.	97.41
3128	DANIELS TIRE SERVICE - NUTRITION SERVICES VEHICLE	42.46

LOWELL JOINT SCHOOL DISTRICT  
EMPLOYER-EMPLOYEE RELATIONS/PERSONNEL REPORT 2018/19 #10

May 13, 2019

I. CERTIFICATED EMPLOYEES

A. CHANGE OF STATUS

NAME	EFFECTIVE DATE	END DATE	RANGE/STEP	SITE	COMMENT
Melissa De La Haye	03/01/19	04/26/19		EP	FMLA (AB375) Maternity Leave
Melissa De La Haye	04/29/19	05/31/19		EP	Correction of EER #9 FMLA (AB375) baby bonding
Amy Abell	01/11/19	01/29/19		EP	FMLA (AB375) Family Leave Correction of EER #7
Rhonda Esparza	07/01/19		Column 4	DO	Director of Educational Services. Correction of EER #9

B. EXTRA DUTY PAY/STIPENDS

NAME	EFFECTIVE DATE	END DATE	SITE	COMMENTS
Rachel Guerrero	06/01/19	06/30/19	EP	To be paid \$35.00 per hour not to exceed 6 hours for Professional Development during the month June 2019. Funding source to be determined.
Kaitlyn Campbell	06/01/19	06/30/19	EP	To be paid \$35.00 per hour not to exceed 6 hours for Professional Development during the month June 2019. Funding source to be determined.
Carrie Wood	06/01/19	06/30/19	EP	To be paid \$35.00 per hour not to exceed 6 hours for Professional Development during the month June 2019. Funding source to be determined.
Chrissy Illinsky	06/01/19	06/30/19	EP	To be paid \$35.00 per hour not to exceed 6 hours for Professional Development during the month June 2019. Funding source to be determined.
Laura Remme	06/01/19	06/30/19	EP	To be paid \$35.00 per hour not to exceed 6 hours for Professional Development during the month June 2019. Funding source to be determined.
Kimberly Jeffrey	06/01/19	06/30/19	EP	To be paid \$35.00 per hour not to exceed 6 hours for Professional Development during the month June 2019. Funding source to be determined.
Rebecca Stephenson	06/01/19	06/30/19	EP	To be paid \$35.00 per hour not to exceed 6 hours for Professional Development during the month June 2019. Funding source to be determined.

				month June 2019. Funding source to be determined.
Jeannie Nichols	06/01/19	06/30/19	EP	To be paid \$35.00 per hour not to exceed 6 hours for Professional Development during the month June 2019. Funding source to be determined.
Amy Abell	06/01/19	06/30/19	EP	To be paid \$35.00 per hour not to exceed 6 hours for Professional Development during the month June 2019. Funding source to be determined.
Kimberly Brooks	06/01/19	06/30/19	EP	To be paid \$35.00 per hour not to exceed 6 hours for Professional Development during the month June 2019. Funding source to be determined.
Valerie Telarico	06/01/19	06/30/19	EP	To be paid \$35.00 per hour not to exceed 6 hours for Professional Development during the month June 2019. Funding source to be determined.
Lecia Gunsalus	06/01/19	06/30/19	JO	To be paid \$35.00 per hour not to exceed 6 hours for Professional Development during the month June 2019. Funding source to be determined.
Andrea Desmond	06/01/19	06/30/19	JO	To be paid \$35.00 per hour not to exceed 6 hours for Professional Development during the month June 2019. Funding source to be determined.
Melinda Kellogg	06/01/19	06/30/19	JO	To be paid \$35.00 per hour not to exceed 6 hours for Professional Development during the month June 2019. Funding source to be determined.
Heather Parreco	06/01/19	06/30/19	JO	To be paid \$35.00 per hour not to exceed 6 hours for Professional Development during the month June 2019. Funding source to be determined.
Claudia Schacklin	06/01/19	06/30/19	JO	To be paid \$35.00 per hour not to exceed 6 hours for Professional Development during the month June 2019. Funding source to be determined.
Allison Fonti	06/01/19	06/30/19	JO	To be paid \$35.00 per hour not to exceed 6 hours for Professional Development during the month June 2019. Funding source to be determined.
Shelly Pimper	06/01/19	06/30/19	MA	To be paid \$35.00 per hour not to exceed 6 hours for Professional Development during the month June 2019. Funding source to be determined.
Debbie Needham	06/01/19	06/30/19	MA	To be paid \$35.00 per hour not to exceed 6 hours for Professional Development during the month June 2019. Funding source to be determined.
Carol Bernhard	06/01/19	06/30/19	MA	To be paid \$35.00 per hour not to exceed 6 hours for Professional Development during the month June 2019. Funding source to be determined.
Amy McTeggart	06/01/19	06/30/19	MA	To be paid \$35.00 per hour not to exceed 6



				hours for Professional Development during the month June 2019. Funding source to be determined.
Julie Roth	06/01/19	06/30/19	MA	To be paid \$35.00 per hour not to exceed 6 hours for Professional Development during the month June 2019. Funding source to be determined.
Laurie Kudler	06/01/19	06/30/19	MA	To be paid \$35.00 per hour not to exceed 6 hours for Professional Development during the month June 2019. Funding source to be determined.
Bonnie Tyner	06/01/19	06/30/19	MA	To be paid \$35.00 per hour not to exceed 6 hours for Professional Development during the month June 2019. Funding source to be determined.
Lilian Wartian	06/01/19	06/30/19	MG	To be paid \$35.00 per hour not to exceed 6 hours for Professional Development during the month June 2019. Funding source to be determined.
Susie Perez	06/01/19	06/30/19	MG	To be paid \$35.00 per hour not to exceed 6 hours for Professional Development during the month June 2019. Funding source to be determined.
Mayra Rodriguez	06/01/19	06/30/19	MG	To be paid \$35.00 per hour not to exceed 6 hours for Professional Development during the month June 2019. Funding source to be determined.
Paula Martinez	06/01/19	06/30/19	MG	To be paid \$35.00 per hour not to exceed 6 hours for Professional Development during the month June 2019. Funding source to be determined.
Susan Toice	06/01/19	06/30/19	MG	To be paid \$35.00 per hour not to exceed 6 hours for Professional Development during the month June 2019. Funding source to be determined.
Eloise David	06/01/19	06/30/19	MG	To be paid \$35.00 per hour not to exceed 6 hours for Professional Development during the month June 2019. Funding source to be determined.
Stefanie Miller	06/01/19	06/30/19	MG	To be paid \$35.00 per hour not to exceed 6 hours for Professional Development during the month June 2019. Funding source to be determined.
Vickie Robertson	06/01/19	06/30/19	MG	To be paid \$35.00 per hour not to exceed 6 hours for Professional Development during the month June 2019. Funding source to be determined.
Deborah Naples	06/01/19	06/30/19	OL	To be paid \$35.00 per hour not to exceed 6 hours for Professional Development during the month June 2019. Funding source to be determined.
Gracia Haworth	06/01/19	06/30/19	OL	To be paid \$35.00 per hour not to exceed 6 hours for Professional Development during the month June 2019. Funding source to be determined.
Margaret Palmer	06/01/19	06/30/19	OL	To be paid \$35.00 per hour not to exceed 6

				hours for Professional Development during the month June 2019. Funding source to be determined.
Kathryn Allsman	06/01/19	06/30/19	OL	To be paid \$35.00 per hour not to exceed 6 hours for Professional Development during the month June 2019. Funding source to be determined.
Deborah Coleman	06/01/19	06/30/19	OL	To be paid \$35.00 per hour not to exceed 6 hours for Professional Development during the month June 2019. Funding source to be determined.
Lareina Ayers	06/01/19	06/30/19	OL	To be paid \$35.00 per hour not to exceed 6 hours for Professional Development during the month June 2019. Funding source to be determined.
Julie Bosari	06/01/19	06/30/19	OL	To be paid \$35.00 per hour not to exceed 6 hours for Professional Development during the month June 2019. Funding source to be determined.
Diaz, Yolanda	05/31/19		MG	To be paid a total of \$150.00 for being a Master Teacher to Biola University. To be paid from Biola University
Jeffrey, Kimberly	05/31/19		EP	To be paid a total of \$150.00 for being a Master Teacher to Biola University. To be paid from Biola University
Fonti, Allison	05/31/19		JO	To be paid a total of \$150.00 for being a Master Teacher to Biola University. To be paid from Biola University
Tyner, Bonnie	05/31/19		MA	To be paid a total of \$150.00 for being a Master Teacher to Biola University. To be paid from Biola University
Ghabour, Kylee	05/31/19		MG	To be paid a total of \$150.00 for being a Master Teacher to Biola University. To be paid from Biola University
Perumean, Stacy	05/31/19		MG	To be paid a total of \$150.00 for being a Master Teacher to Biola University. To be paid from Biola University
Allsman, Kathryn	05/31/19		OL	To be paid a total of \$150.00 for being a Master Teacher to Biola University. To be paid from Biola University

C. SUBSTITUTE CHANGE OF PAY

NAME	EFFECTIVE DATE	END DATE	SITE	COMMENT
Lisa Milton	03/01/19	05/31/19	DO	To be paid special long term rate of \$170.00 for El Portal Elementary School for RSP classroom (Correction of EER #9)
Christine Serrano	04/01/19	05/31/19		To be paid special long term rate of \$170.00 for Rancho Starbuck

School P.E.(Correction of EER #9)

Tiffany Shun Hernandez 04/01/19 05/31/19

To be paid special long term rate of \$170.00 for Jordan School for Kindergarten classroom (Correction of EER # 9)

\*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  
 May 13, 2019

B. MONTHLY – GENERAL FUND

<u>NAME/ EMPLOYEE ID#</u>	<u>EFFECTI VE DATE</u>	<u>END DATE</u>	<u>RANGE / STEP</u>	<u>SITE</u>	<u>COMMENTS</u>
1. Wakefield, Emily	06/30/19			MNT	Secretary-Maintenance and Operations/Resignation due to Retirement

C. HOURLY – GENERAL FUND

<u>NAME/ EMPLOYEE ID#</u>	<u>EFFECTI VE DATE</u>	<u>END DATE</u>	<u>RANGE/ STEP</u>	<u>SITE</u>	<u>COMMENTS</u>
1. Husodo, Kris	05/31/19			RS	Instructional Assistant-Special Ed/Resignation
2. Jan, Sandy	04/01/19	04/30/19		DO	Secretary-Guidance/Curriculum/Temporary Increase of one hour per day
3. Jan, Sandy	05/01/19			DO	Secretary-Guidance/Curriculum/Permanent increase of one hour per day
4. Montanez, Laurie	05/01/19		R15/S1	OL	Special Education Support Aide/Replacement for Vacancy
5. Soto, Denise	06/01/19		R23/S8	OL	School Office Manager/Performance Recognition Increase

6. Villicana, Desiree	05/03/19			RS	Noon Duty Aide/Resignation
-----------------------	----------	--	--	----	----------------------------

D. HOURLY – CAFETERIA 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. Abbond, Karey	04/04/19	05/31/9		RS	Cafeteria Worker/Unpaid Leave of Absence

E. CLASSIFIED JOB DESCRIPTIONS:

- Revised to change classification title from Library Technician-School to Library Media Technician

Reclassification

- From Secretary-Maintenance, Operations and Facilities to Facilities and Operations Secretary/Technician



## LOWELL JOINT SCHOOL DISTRICT

### FACILITIES & OPERATIONS SECRETARY/TECHNICIAN

Classified Salary Schedule  
Range 25

#### **JOB SUMMARY**

Under general direction, performs skilled administrative, analytical, and technical duties in support of the District's facilities and operations programs (maintenance and nutrition services); coordinates the office activities; performs complex financial record keeping; and performs other duties as assigned.

#### **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.*

- Organize and perform a variety of complex and technical administrative duties in support of the day-to-day operations of the facilities and operations program.
- Prepare and maintain detailed and complex logs, files and records; including financial and statistical reports.
- Maintain lists of qualified vendors and recommend which ones should be invited to participate in projects.
- Compose correspondence either independently or from oral instructions.
- Respond to inquiries from staff, District personnel or the community according to established procedures; provide information or directions to appropriate personnel; maintain confidentiality of sensitive information.
- Correspond with vendors and others, both orally and in writing, regarding technical facility processes or projects.
- Compare and contrast invoices with original bids or quotes to ensure completeness, identifying errors and omissions.
- Process and issue work orders while managing the District's work order system.
- Process invoices; prepare routine requisitions and documents in preparation for bidding process.
- Prepare routine reports to the Board of Education and correspondence to developers and government agencies.
- Coordinate requests for proposals or bids, pre-qualifications, and performance evaluations for consultants or bidders.
- Provide specialized or technical information
- Prepare materials for district, county, and state construction meetings and follow up on issues and actions.
- Perform other related duties as assigned.

#### **MINIMUM QUALIFICATIONS**

##### **Education/Training/Experience:**

High school diploma or equivalent supplemented by coursework in general office practices and computer programs; three years increasingly responsible secretarial or clerical experience. Actual experience may be substituted for coursework on a year for year basis.

##### **Licenses/Certificates/Special Requirements:**

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

#### **QUALIFICATION GUIDELINES:**

##### **Knowledge of:**

- District organization, operations, policies, and objectives.
- Understand and apply confidentiality to sensitive district information.
- Modern office methods, procedures and techniques.
- Telephone and public relations techniques.
- Budget monitoring and control.
- Operation of a computer and assigned software.
- Correct English usage, grammar, spelling and punctuation and vocabulary.
- Interpersonal skills using tact, patience and courtesy.

---

Facilities & Operations Secretary/Technician

Board Approved: May 13, 2019

- Oral and written communication skills.
- Record-keeping techniques.
- Business correspondence, report preparation and composition techniques.

**Ability to:**

- Develop and monitor record keeping system.
- Analyze, interpret, and explain various procedures and statistical data.
- Maintain and prepare complex records and reports.
- Interpret, apply and explain applicable laws, codes, rules and regulations.
- Maintain confidentiality regarding sensitive district information.
- Work effectively in a demanding environment.
- Work independently with little direction and provide work direction to others.
- Send and receive emails and research information through the Internet.
- Prioritize workload and conflicting demands.
- Problem solve to analyze issues, create plans of action and reach solutions.
- Analyze and evaluate data for specific use.
- Make effective decisions and take independent action.
- Meet schedules and time lines.
- Use time management techniques to organize and prioritize work.
- Maintain reliable, punctual and regular attendance.
- Communicate effectively in writing and orally, to both groups and individuals.
- Use interpersonal techniques with tact, patience and courtesy.
- Maintain consistent, punctual and regular attendance.

**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:**

Physical demands of this position include sitting most of the time, but may involve walking or standing for brief periods; ability to exert 10 to 20 pounds of force frequently to lift, carry, push, pull, or otherwise move objects; perceiving the nature of sound, near and far vision, depth perception, providing oral information, the manual dexterity to operate business related equipment, and handle and work with various materials and objects are important aspects of this 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; work under deadlines with constant interruptions; and interact cooperatively with District staff, vendors, contractors, other organizations, and the general public.

**Work Environment:**

While performing the duties of this position, employees will work in an office setting where the noise level is usually quiet. Negative interactions with employees and vendors can result in stressful situations. These positions may be high volume positions and may work without direct and/or constant supervision.

*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.*

**WORK PERIOD:** 12 months per year, 5 days per week, 8 hours per day

---

Facilities & Operations Secretary/Technician

Board Approved: May 13, 2019



## LOWELL JOINT SCHOOL DISTRICT

### LIBRARY MEDIA TECHNICIAN-SCHOOL

Classified Salary Schedule  
Range 20

#### **JOB SUMMARY:**

Under the direction of the school principal, provide library services related to the circulation, distribution and recovery of library books; assist students and teachers in the selection, location, and use of library materials; utilize computerized library system to process and maintain books; schedule library center activities and perform moderate level clerical duties.

#### **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 class.*

- Assist students in the library, individually, in small groups, and by classes; instruct students in library skills.
- Instruct students in the use of the library computer program; researching and locating materials.
- Check-out and receive checked-in materials to library; maintain record of overdue materials and send notices to students and teachers; assess and collect fines and fees; create and distribute library cards.
- Prepare bulletin boards and displays to reflect reading and special events encouraging students to read.
- Assist students, staff, and volunteers in use of basic computer applications; maintain software updates.
- Assist in ordering new library books and materials; purchase and process new library materials according to established guidelines.
- Perform minor repairs to damaged books and library materials; maintain library in neat and orderly condition.
- Maintain a variety of reports, records, and logs pertaining to library materials and equipment.
- Perform moderate level clerical functions and provide customer services.
- Perform other related duties as assigned.

#### **QUALIFICATION GUIDELINES:**

##### **Knowledge of:**

- Dewey Decimal System and computerized catalog system.
- Library and media center storage and retrieval methods, terminology, and procedures.
- Library reference materials and resources; including children's literature and District curriculum.
- Operation of a computer and related equipment.
- Inventory and ordering methods and practices.
- Basic record keeping techniques.

##### **Ability to:**

- Plan, coordinate, and provide library media services relating to the acquisition, circulation, distribution and recovery of library books, materials, equipment, and other instructional materials.
- Motivate, encourage, and assist students and teachers in the selection and location of library materials.
- Accurately and effectively perform cataloging and classification, storage, and circulation procedures.
- Monitor and maintain acceptable student behavior.
- Maintain library in a neat and orderly condition.
- Work independently with minimal supervision.
- Communicate clearly and concisely, both orally and in writing.
- Establish and maintain cooperative and effective working relationships with others.
- Perform clerical duties; establish and maintain effective record keeping procedures.
- Lift and move items weighing up to 10 pounds.

**Education/Training/Experience:**

Graduation from high school or its equivalent. Successful completion of courses in library science and/or one or more years experience in general library or media center work. Must meet one of the following qualifications as defined by the NCLB Act (SB1405): (1) AA degree or higher; (2) completion of at least 48 units of course work at an institution of higher education; (3) successfully pass the District's local assessment test.

**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:**

Physical demands of this position include sitting or standing for extended periods of time. The employee is required to frequently walk. May stand, stoop or kneel, bend at the waist and will occasionally push, pull and reach above the shoulders. Some lifting is required up to 10 pounds without assistance.

**Mental Demands:**

Employee must be able to comprehend and follow written and oral instructions; read and interpret data, information and documents; interpret policies and procedures; work with constant interruptions; and interact cooperatively with students, District staff, and volunteers.

**Work Environment:**

While performing the duties of this job, the employee is subject to constant interruptions and is in direct contact with students and staff. The noise level in a library environment is usually quiet, however the school site setting may be somewhat louder.

*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.*

**WORK PERIOD:**

11 months per year, 5 days per week, 8 hours per day (intermediate school); 4 hours per day (elementary school)



LOWELL JOINT SCHOOL DISTRICT  
June 10, 2019

To: President Shackelford and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Public Hearing for Proposed Adopted 2019/20 Budget      PUBLIC HEARING/  
INFORMATION/  
(FIRST READING)

Education Code 42103 requires that the Board of Trustees conduct a Public Hearing of the Proposed 2019/20 Budget. Final approval of the Budget is scheduled for June 24, 2019.

In submitting the 2019/20 Adopted Budget, the Board understands its fiduciary responsibility to maintain fiscal solvency for the current and subsequent two fiscal years.

As required by Education Code, a three year projection is included for stakeholder information, county office and state evaluation. Because of conservative enrollment projections and the state budget not yet being approved, a prudent budget proposal is recommended for the Board's consideration.

When a final state budget is approved by the Governor and impacts are known and actual enrollment and staffing is also known, the district will incorporate these figures into its budget at the First Interim Budget presented for approval at the December board meeting. The First Interim Budget report will require a certification from the Board of the district's ability to meet its financial obligations for the current and subsequent two fiscal years.

It is recommended that the Board of Trustees conduct the Public Hearing for the Proposed Adopted 2019/20 Budget. No further action is required at this time.

AR/md

---

Superintendent's Comment:

INFORMATION ONLY.

LOWELL JOINT SCHOOL DISTRICT  
June 10, 2019

To: President Shackelford and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: District Local Control Accountability Plan

PUBLIC HEARING/  
INFORMATION  
(First Reading)

As part of the Local Control Funding Formula (LCFF), school districts, County Offices of Education, and charter schools are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP), using a template that was adopted by the California State Board of Education (SBE).

This is the final year of the current three-year LCAP cycle. The LCAP includes the Annual Review for the current year as well as updates for the coming year based on stakeholder input.

---

Superintendent's Comment:

INFORMATION ONLY.

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Lowell Joint School District

CDS Code: 19647660000000

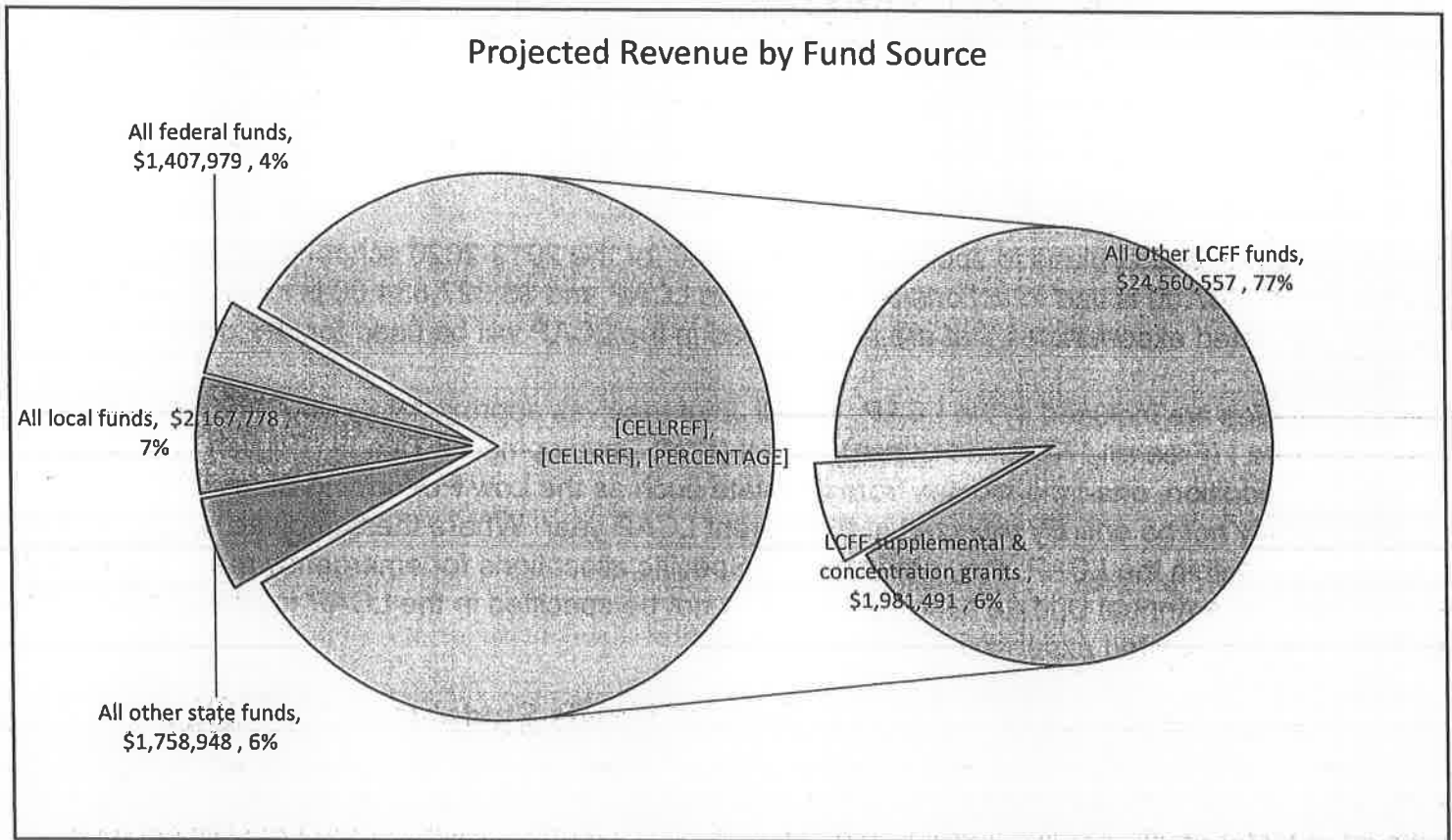
Local Control and Accountability Plan (LCAP) Year: 2019-2020

LEA contact information: Jim Coombs; 562 902-4203; jcoombs@ljsd.org

**DRAFT**

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

## Budget Overview for the 2019-2020 LCAP Year

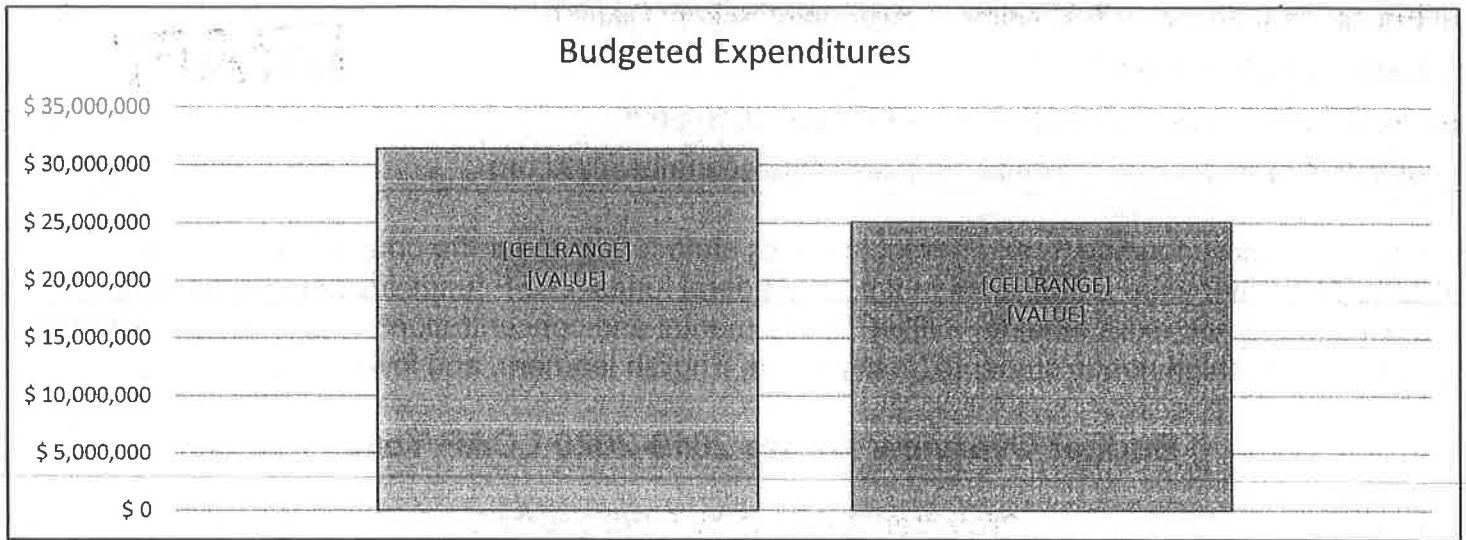


This chart shows the total general purpose revenue Lowell Joint School District expects to receive in the coming year from all sources.

The total revenue projected for Lowell Joint School District is \$31,876,753.00, of which \$26,542,048.00 is Local Control Funding Formula (LCFF), \$1,758,948.00 is other state funds, \$2,167,778.00 is local funds, and \$1,407,979.00 is federal funds. Of the \$26,542,048.00 in LCFF Funds, \$1,981,491.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

# LCFF Budget Overview for Parents



This chart provides a quick summary of how much Lowell Joint School District plans to spend for 2019-2020. It shows how much of the total is tied to planned actions and services in the LCAP.

Lowell Joint School District plans to spend \$31,409,421.00 for the 2019-2020 school year. Of that amount, \$25,081,587.00 is tied to actions/services in the LCAP and \$6,327,834.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

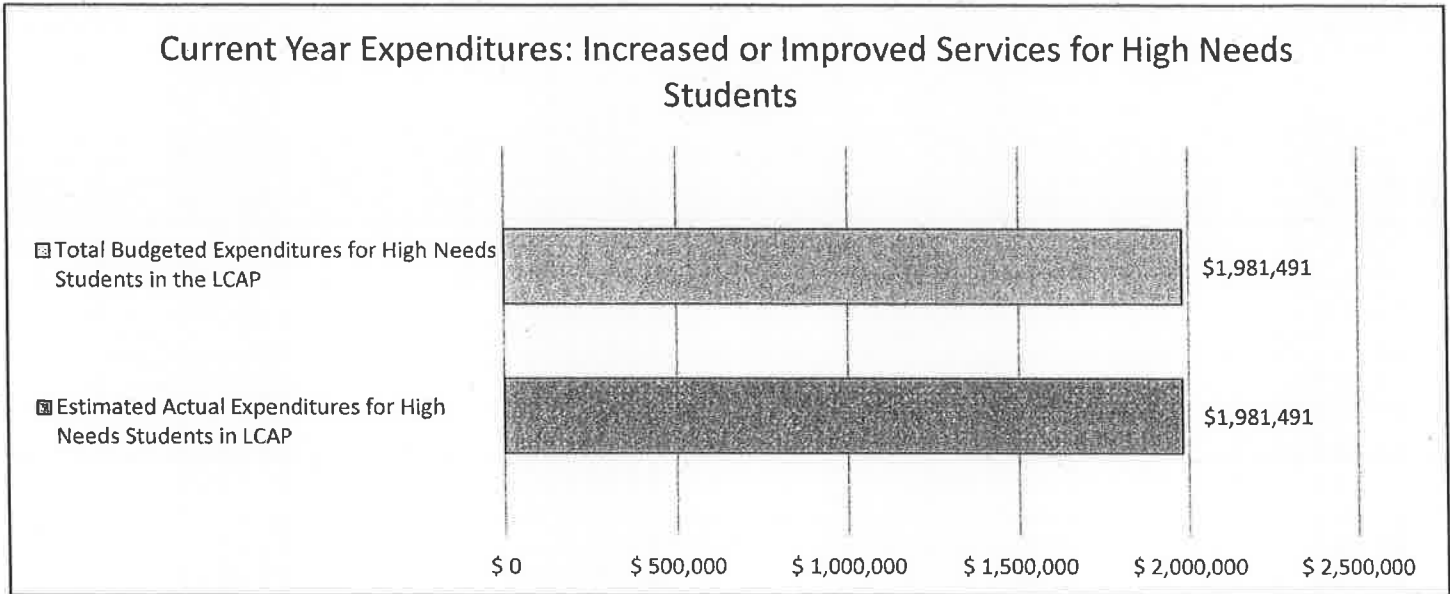
Not all Title monies are included in the LCAP. Lowell Joint receives approximately \$500,000 in Title monies from Title I (Free and Reduced Lunch); Title II (Staff Development); Title III (English Learners) and Title IV. In addition, one-time monies from the state such as the Low Performing Block Grant or other grant funding may not be entirely reflected in the current LCAP year. Where these monies support Action Items and Goals within the LCAP, they are included. Specific allocations for emergency maintenance are often included in the Annual Update although they may not be specified in the LCAP for the current year since these are unexpected expenses.

## Increased or Improved Services for High Needs Students in 2019-2020

In 2019-2020, Lowell Joint School District is projecting it will receive \$1,981,491.00 based on the enrollment of foster youth, English learner, and low-income students. Lowell Joint School District must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Lowell Joint School District plans to spend \$1,981,491.00 on actions to meet this requirement.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2018-2019



This chart compares what Lowell Joint School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Lowell Joint School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-2019, Lowell Joint School District's LCAP budgeted \$1,981,491.00 for planned actions to increase or improve services for high needs students. Lowell Joint School District estimates that it will actually spend \$1,981,491.00 for actions to increase or improve services for high needs students in 2018-2019.

# LCTF Budget Overview for Parents

Update on increased or improved services for high needs students in 2018-2019

Category	2017-2018	2018-2019
Special Education	\$1,200,000	\$1,300,000
Behavioral Services	\$500,000	\$550,000
Intensive Case Management	\$300,000	\$320,000
Therapeutic Services	\$200,000	\$210,000
Other Support Services	\$100,000	\$110,000

The above categories were reviewed and approved by the LCTF in 2017-2018. The LCTF will continue to monitor the budget and make adjustments as needed. The LCTF will also continue to work with the Board of Education to ensure that the budget is aligned with the district's strategic plan.

In 2018-2019, the LCTF will continue to support the district's efforts to improve services for high needs students. The LCTF will also continue to work with the Board of Education to ensure that the budget is aligned with the district's strategic plan.



**Lowell Joint  
School District**

*A Tradition of Excellence Since 1906*

**DRAFT**

# Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

California School Dashboard: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Lowell Joint School District	Jim Coombs Superintendent	jcoombs@ljsd.org 562.902.4203

## 2017-20 Plan Summary

### The Story

Describe the students and community and how the LEA serves them.

The Lowell Joint School District was established in 1906 and encompasses 8 square miles in the cities of La Habra, La Habra Heights, Whittier, and portions of unincorporated Los Angeles County. The District serves the educational needs of approximately 3,150 students in Transitional Kindergarten through eighth grade at five TK-6 elementary schools and one intermediate school. There is also a special needs preschool at one elementary site. The ethnic break down of the student population includes significant subgroups for Hispanic at 67% and White, non-Hispanic at 23%. There are also 4% Asian and 1% African American with a few students in other ethnicities. Within the overall student population, approximately 9% are Special Ed, 8% are English Learners, and 40% are Socio-Economically Disadvantaged. While Foster Youth and McKinney Vento students do not make up significant subgroups, we are experiencing a growing number of students within these groupings.

All six schools have received the California Distinguished School Award and the Gold Ribbon Award. Rancho Starbuck Intermediate was also designated as a School To Watch in the 2016-17 school year, and all Title 1 schools were honored with the Title I Academic Achievement Award in 2015-16 as well as the Business Excellence Award. The District is committed to providing strong academics, basic skills, and a well-rounded program of traditional subject offerings. We emphasize





the importance of education, the family, and traditional American values: higher education, personal integrity, social responsibility, Character Education, and an appreciation of our national heritage are all stressed at District schools. All students in 3rd-8th grade are provided with a Chromebook as part of our 1:1 Chromebook Initiative along with professional development for teachers in instructional practices for technology integration. All students have access to technology in a computer lab set up and through STEAM activities either within the classroom or in the STEAM Lab including 3D printers, Virtual Reality, Green Screen set-ups, and Ozobots. Both Rancho Starbuck and El Portal have been honored with Golden Bell Awards, and El Portal has been selected as a No Excuses University site in this current year (2019) The Board Goals are listed below.



# GUIDING GOALS

"...the education of one generation develops the leaders and government of the next generation..." Mrs. Janet B. Averill

## DISTRICT GOAL 1: Academic Excellence – Learning for All Students

*Vision:* Every student experiences educational success at the highest levels of achievement. We believe that each student has a unique ability to learn in an environment that is enriched with a challenging curriculum, where learning is modeled and expectations are both known and high. We expect all students to demonstrate continued and improved academic achievement, through Collaboration, Communication, Critical Thinking, and Creativity, to be college and career ready, and to become lifelong learners.



## DISTRICT GOAL 2: Safe, Orderly, Positive, Respectful Learning Environments

*Vision:* All campuses provide an aesthetic, orderly environment that is organized to ensure learning. We believe in a collaborative spirit of place where all feel safe, welcomed, valued, and respected. We foster a culture that promotes the emotional health, safety, well-being and involvement of students, staff, family and community.



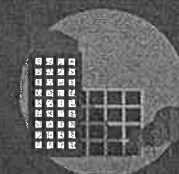
## DISTRICT GOAL 3: Highly Qualified Staff Providing High Quality Service

*Vision:* All staff possesses the appropriate knowledge, skills, and attitudes needed to provide high quality services leading to high quality results. We believe that high quality service is achieved when staff is well trained, proactive, responsive, and collaborative. We attract, train, and retain high performing staff that actively engage, collaborate, and support students in effective instruction and the use of current technologies.



## DISTRICT GOAL 4: School/Family/Community Partnerships & Communication

*Vision:* High quality student learning is supported by partnerships. We believe these partnerships are enhanced through effective communication and collaboration. We establish a culture which encourages positive relationships among our students, staff, and families as well as educational, business, and community partners. We believe these partnerships and communication must be nurtured to optimize opportunities for learning and personal growth for students.



## DISTRICT GOAL 5: Acquisition & Allocation of Resources to Support Fiscal Excellence

*Vision:* Resources are focused to achieve district goals. We believe that public schools deserve sufficient resources to achieve high quality student learning. We believe that efficiency, transparency, and cost-effective practices must characterize District and school operations to ensure that resources are aligned and applied to achieve established goals. We are committed to remaining fiscally solvent by effectively managing resources and pursuing new revenue sources.



LOWELL JOINT SCHOOL DISTRICT

*A Tradition of Excellence Since 1906*

## LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

The district has STEAM Innovation Labs at all sites and works collaboratively with Cod.Ed, a non profit organization, to expand coding opportunities for students in 5th-8th grades at all sites. Additional coding opportunities are provided to students in all grade levels through STEAM activities. All students in 3rd-8th grade are provided with a Chromebook as part of our 1:1 Chromebook Initiative, and teachers receive ongoing professional development in instructional practices for technology integration. The District Technology Committee is in the process of developing a plan for technology integration in TK-2nd grades and has received input from all primary teachers. The primary grades have increased access to technology with more available lab time, and two of the five sites have carts available for use with 2nd grade. The remaining three sites will have carts before the end of this year. The current plan includes the dissemination of carts for access in all 2nd grade classrooms with a cart per grade level for 1st and TK/Kindergarten during the 2019-2020 year as we refresh the technology from the initial year of the Chromebook Initiative for grades 3-8. Our STEAM Coordinators (stipend for teachers) continue to develop and implement STEAM activities on a regular basis for all elementary grades through the STEAM Innovation Labs. Teachers from each site who attend the Computer Using Educator (CUE) conference in March bring information back to share with their colleagues both on site and as part of the professional development day in October. Teachers are able to select from a number of breakout sessions presented by their colleagues and other guests as we continue to develop meaningful learning opportunities through the integration of technology.

Increased choir opportunities, our robust band and drum line, the after school dance program, and offerings for art and drama students have evolved into a Conservatory of Fine Arts (CoFA) at Rancho Starbuck with a Capstone project that allows students to demonstrate high levels of mastery in their respective areas of interest. We had over 20 students take the AP Computer Science test as 7th and 8th graders last year without any prior coding instruction, and seven passed with a three or higher. We have another 19 students taking the exam this year who had exposure to coding in either 6th or 7th grade last year, so we are excited to continue in providing high levels of rigor and instruction for students who are interested in coding.

To support our special needs population, we developed a program to better serve some of our students with behavioral and social needs that includes an "ABA classroom", which focuses on the principles and methodologies of Applied Behavior Analysis (ABA). We have a Program Specialist position to provide all schools with social and behavioral support. This is in addition to the focused intervention provided through our Multi-Tiered System of Supports (MTSS). As a result of stakeholder input from last year, we were able to hire eight interns (four counseling and four psych interns), which dramatically increased the social emotional services that we were able to provide for a much broader range of students. The feedback from parents, students, teachers, and administrators has all been overwhelmingly positive with unanimous support for maintaining the interns after this initial year.

We are also continuing to expand our services to English learners who have done quite well on measures of language growth. To target the needs of our long-term English learners and monitor the academic success of reclassified students, we started using the LAS Links assessment to get feedback on both language growth and content knowledge connected to standards. Since this is new this year, we are in the beginning stages of planning for how the data will shape our programs and supports for next year.

The community passed Measure LL in November of 2018 with overwhelming support for our Lowell Joint schools. This bond will support the upgrade and modernization of facilities that were constructed in the 1950s and 60s. An architect for each site has been hired and the process has begun for determining the scope of work for each site. Since the Olita major maintenance project had already been approved with all plans submitted to the appropriate agencies, it will be the first to begin. With the closing of the private school at the district's Maybrook site, that space will be used temporarily for housing students as we rotate sites through over the next few years. This allows for completion of construction in a more timely manner without having to work around students on campus, which is less disruptive for their educational experience. With the additional bond monies for identified upgrades to roofing, HVAC, and associated plumbing and electrical, district funds for maintenance will be available to expedite much needed repairs and or upgrades to the sites outside of the scope of the bond.

## Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

## Greatest Progress

We have been actively monitoring our chronic absentee rates for the last four years internally, so it was exciting to see our data from the state in its first release this year. Lowell Joint had a chronic absentee rate of 4.8% in comparison to the State at 9%. We will continue to provide small incentives for schools to encourage attendance in addition to providing Principals with monthly lists of students where attendance needs to be addressed. Our Chronic Absentee rate for both our Homeless and African American student groups went down significantly with our overall and four additional student groups maintaining their rates.

While Lowell Joint has always been a high performing district, there has definitely been a need to address the students who have not been successful in the traditional program. The district has worked closely with each of the sites to determine the areas of greatest need and how to address those needs. Rancho Starbuck has an award-winning intervention program that provides additional support for students struggling with reading, mathematics, or language development. Two sections each of reading intervention, math intervention, and ELD support provide targeted assistance to students needing a little extra help to be successful academically. Additional STEAM offerings provide enrichment and engagement for students including a pathway that leads to AP Computer Science. Of the 20+ students who took the AP Computer Science exam in May of 2018 we had 7 students pass who will be receiving college credit for their achievement when entering college. We had an additional 19 students take the exam this year, so we look forward to getting their results. Rancho Starbuck was honored as a School to Watch in 2016 for their ongoing efforts in creating an engaging environment for learning that supports all students in high levels of achievement. Academically, Rancho Starbuck is in the "Green" performance category for both English Language Arts and Mathematics for the 2018-19 year on the California School Dashboard. Ongoing professional development with both the English and mathematics departments around increasing rigor and engagement for students was provided throughout the 2018-19 school year.

For all sites, providing intervention opportunities within the school day has been an ongoing focus. Refining our Multi-tiered System of Support (MTSS) to meet the needs of all students and close

performance gaps is an ongoing process based on changes in data each year. In the 2018-19 year, the sites continued adding mathematics intervention, and we again partnered with Khan Academy in grades 5-8 to provide an additional tool for students in individualizing support based on student need. Two sites increased overall performance, one maintained and three decreased, so this will continue to be an area for improvement. For English Language Arts, our Asian, Homeless, and African American student groups all showed increases with the overall average and our SED, EL, White, and Hispanic student groups also maintaining their status.

Another highlight across the District is the high number of students being redesignated from their English learner classification (Redesignated Fluent English Proficient or RFEP). Students are making appropriate growth on English language proficiency to be on par with their peers. We have been monitoring our RFEP students in terms of their academic progress as well, and this group had an overall increase of over 8 points in English Language Arts this year and over 6 points for mathematics. There is still about a 20 point gap in comparison to English only students in both areas, but it was noteworthy progress in reducing the gap. We have added the LAS links assessment this year, which provides additional data that is directly linked to state standards in both ELA and mathematics. We are evaluating that data now to determine any needed program changes for the coming year that may increase their progress.

The English Learner Progress Indicator was in the "Yellow" performance band for 2017-18, which was an improvement from the prior year. There was no assigned color for the 2018-19 school year with the transition to ELPAC.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

## **Greatest Needs**

In terms of overall performance for the district, there is one area that falls within the "Orange" performance band this year with no areas in "Red". There are no areas under Local Indicators that are Not Met or Not Met for Two or More Years.

### **Suspension Indicator - Orange**

Our Suspension Indicator is in the "Orange" performance band due to a .6 increase on our Suspension rate from the prior year. With 2.5% of students suspended across the District, this represents a total of 79 students across 6 sites. We are below the state average which is 3.5%. This indicator is extremely volatile with fairly small student group populations; however, we do have our Students with Disabilities subgroup in the "Red" performance band with a 5.7% suspension rate, which is still below the state average of 6.8%. We have added a number of counseling and psych interns to provide additional behavioral supports for all students, but there is a targeted focus on our students with the greatest needs. We are looking into other possible alternative settings, but we have already seen a dramatic reduction in the number of suspensions for this current year based on preliminary analysis of data with the increase in support services. Our Asian and Foster Youth are in the "Blue" performance band with Two or More Races in "Green", and White in "Yellow". In addition to the overall for the district being in "Orange", the African American, English Learner, Hispanic, Homeless, and Socially Economically Disadvantaged student groups are in the "Orange". In all cases, the district is below state averages. We are monitoring to identify any disproportional

suspension rates, however, there will continue to be fluctuations on this indicator when the suspension of a single student can create a 2% increase or higher with a group of 50 students or less. We are still looking at ways to increase student engagement and encourage positive behaviors. Two of the elementary schools continue to implement Positive Behavioral Interventions and Supports (PBIS), and we continue to recognize and honor good behavior, increase student engagement through Universal Design for Learning, and add additional supports under MTSS for the social-emotional needs of students. On the elementary student survey, 72% of students said always or often to the statement "Good behavior is noticed at my school". This is about the same as last year's 73%. For the intermediate level, however, only 49% of students agreed or strongly agreed that "Students are frequently recognized for good behavior", which is actually a decrease of 8% from last year. While the sites did more student recognition related to good behavior, this is an indication that we need to find other ways to validate good behavior.

While the "Yellow" and "Orange" performance bands fluctuate significantly with small student groups, we are still looking at ways to increase student engagement and encourage positive behaviors. Two of the elementary schools continue to implement Positive Behavioral Interventions and Supports (PBIS), and we are looking at ways to recognize and honor good behavior, increase student engagement through Universal Design for Learning, and add additional supports under MTSS for the social-emotional needs of students. On the elementary student survey, 72% of students felt "Good behavior is noticed at my school" either always or often. For the intermediate level, however, only 49% of students agreed or strongly agreed that "Students are frequently recognized for good behavior". While the percentage was almost the same for elementary, this is a decrease of 8% for the intermediate site. So we will continue to look at different ways to reinforce and recognize students for positive behavior in the 2019-20 school year. The survey results, gathered in May of 2019, will be disseminated to Principals in June for planning purposes as the SPSAs are developed for the 2019-20 school year.

Principals have received training in Mental Health First Responders and other support staff were trained in Brief Intervention Training in addition to the ABA classroom and Program Specialist added last year to address some of the behavioral and social emotional needs of our students. It was abundantly clear throughout the stakeholder process of gathering input for the LCAP that maintaining the additional counseling and psych services for all students (not just students with special needs) was a high priority for both parents and teachers. This is addressed under Goal 3 in the LCAP with ongoing services provided through the hiring of interns to expand services across the district.

#### English Learners

While we did not decline in percentage for our English Language Arts (ELA) scores with our English learners, maintaining the same level of proficiency is not growth. We dropped from the "Yellow" performance band to the "Orange" performance band in ELA. With the adoption of new English Language Arts and English Language Development materials in the 2017-18 school year, we are hoping to see better results with an additional year of implementation completed. With the new curriculum, teachers were given both professional development and time to plan for meeting the needs of our struggling student groups. An additional focus on early literacy to support language development in the primary grades will be a focus for the coming year. With more than half of our English learner students in Transitional Kindergarten, Kindergarten, and 1st grade, we need to develop strong foundational skills in the primary grades to then transition well into academic content areas in upper elementary and intermediate school. An action item for early literacy has been added under Goal 2 in addition to the revised action items around our supports for English learners. There was a 13 point decrease in mathematics for our English learners, which will also need to be addressed in the coming year. In both cases, there are only 99 students within the English learner

student group. Approximately 44% scored in the Well-Developed band on the ELPAC with another 34% in the Moderately Developed band. Ultimately, as we move students through to reclassification, these gaps are closed significantly: in ELA, from our English learners at 66.7 below Standard Met to 1.7 above Standard Met for those reclassified; for mathematics, from 71.5 below Standard Met for English Learners to 12.5 below Standard Met for those reclassified. With the addition of the LAS Links assessment, which has direct connections to ELA and Math Standards, we will analyze that data to see where we can improve our targeted supports.

#### Academic Indicators - Green

While the district's All Students are in the Green band for both mathematics and ELA, there was still a 3.9 point decline in mathematics and only a slight 1.2 point increase in ELA. Cognitively Guided Instruction (CGI) for mathematics was continued at the pilot site for this year. Once we have current assessment results, we can see the impact of this training and coaching support in mathematics to determine next steps. We completed training last year in Universal Design for Learning (UDL) to support differentiation and better meet the needs of these subgroups in academic content areas, so we need to continue with implementation of these best practices to increase overall student performance. Principals participated in and will continue with professional development around UDL in the coming year. The intermediate school mathematics teachers are engaged in professional learning around Mathematical Mindsets, the work of Jo Bohler from Stanford University, to integrate these principles into their lesson design. Achievement gaps for student groups in comparison to the All Student group are addressed in the next section.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

## Performance Gaps

According to the California Dashboard, there are three indicators applicable to Lowell Joint to determine gaps: Suspension, Chronic Absenteeism, and the Academic Indicator, which includes both English Language Arts (grades 3-8) and Mathematics (grades 3-8). The Graduation Indicator is not calculated since we do not have a high school, and the EL Progress Indicator does not show gaps in comparison to other student groups like the other three indicators. Lowell Joint has two state indicators in which there is a gap of two or more performance bands below the "All Student" performance for some identified student groups.

#### Academic Indicator

For Lowell Joint as a district with "All Students", we are in the "Green" performance band on both Academic Indicators (ELA and Mathematics). For Mathematics, we have three performance gaps: English Learners (EL), Socioeconomically Disadvantaged (SED), and Students with Disabilities (SWD) are in the "Orange" performance band with Homeless and Hispanic in "Yellow". All other reported student groups are in the "Green" or "Blue" performance bands. Our English Learners actually maintained, but since there was no growth, they dropped to the "Orange" Performance Band. SED students declined by 3 points and SWD students by about 12 points. It is important to note that each of these student groups is still well above state averages: our ELs, SED, and SWD are 38.8, 40.2, and 33.1 points higher than state averages respectively. For ELA, we had four student groups last year that dropped into the "Orange" performance band creating a performance gap: English Learners, Students with Disabilities, Socioeconomically Disadvantaged, and Homeless (reported for the first time last year). Our Homeless student group increased by 11.8 points and moved up into the "Yellow" Performance Band. The performance gap still exists for the remaining student groups. Our EL and SED both grew by 1.5 points, which is considered maintaining, so they

remain in the "Orange" Performance Band. Our SWD student group declined by 7.2 points and dropped to the "Red" Performance Band. Again, it is important to note that these student groups are performing above state averages being 27.3, 26.9, and 23.4 points higher than state averages for EL, SED, and SWD respectively.

While the relatively small numbers of students in these isolated student groups are very sensitive to fluctuations based on very few students moving up or down, we take all performance gaps very seriously and are striving to support the individual needs of all students. With the addition of both counseling and psych services for students, we have already seen a decrease in the number of suspensions across the district. Ideally, this creates more engagement and instructional time for students that will result in academic gains. We have begun to do goal setting with our English learners and the students who qualify under the Low Performing Student Block grant to increase monitoring and supports while connecting students with an adult on campus. We are continuing to evaluate our interventions, but we lack quality tracking of students using various services to help determine program effectiveness. So we will develop systems for the 2019-20 year to better monitor which students are taking advantage of which supports. We are implementing Thinking Maps as a new initiative across the district for all teachers TK-8 as a first step to increase the rigor and supports within the academic setting for our various student groups that are not currently making adequate growth. This is the first stage of a comprehensive professional development plan over the next three to five years that will significantly increase the expectations for writing across the district. Additional professional development will be provided for working with English learners and Students with Disabilities. As part of Differentiated Assistance for our Students with Disabilities, we are working with the county to explore additional supports for our students. We had an opportunity to showcase what we have already put into place for the current year as we eagerly await our new data sets to determine the effectiveness of our steps in addressing these performance gaps. For the current year, we have increased the stipend for Intervention Coordinators to add the additional students for goal setting, so that over 200 students will have one-to-one meetings to discuss progress and strategies for growth in addition to their classroom teacher. In addition to the eight counseling and psych interns who check in weekly with our Foster and Homeless Youth, we have eight speech and language interns to service both special and general education. We have also added an Occupational Therapist to service the needs of our students. Both students and parents have been surveyed on the impact of the services and we have been tracking the number of office referrals and attendance for these students. Over the past three to four years, there has been a dramatic reduction in the number of students qualified for special ed in the primary grades as additional supports under MTSS have helped to meet the needs within the general education setting. With each new adoption of materials, we are looking to provide additional support for our teachers on differentiating for our students with special needs: whatever that need may be. We will be adopting a new History/Social Studies curriculum this year, which will allow for articulation across grades and departments to discuss how best to meet the needs of students. Teachers are given time on early-release Mondays as well as full days during the year for planning. With the addition of the LAS Links assessment for our English learners, we are developing more targeted supports to increase the academic achievement within core content areas in addition to their growth in language proficiency. We will continue to monitor our reclassified students while developing additional supports for the students who are still struggling in the content areas. Adjustments in support are part of ongoing analysis of program effectiveness under our Multi-Tiered System of Supports for all student groups.

#### Chronic Absenteeism

In addition to the Academic Indicator, we have three student groups that are two performance bands below our All Students for Chronic Absenteeism. While the district as a whole is in the "Green" Performance Band at 4.8% compared to the state's 9%, our English learners, Foster Youth, and Socioeconomically Disadvantaged are in the "Orange" Performance Band. All three had very small



increases with 1.2, 1.6 and .6 percent respectively. Our Foster Youth are the only student group slightly above the state average (18.5%) at 19.2%, which represents five students. With the addition of our counseling and psych interns, we have dramatically increased the monitoring of our Foster Youth, who meet weekly with an intern or staff member to check in. Building these bridges to engage students is extremely important to avoid disruption of schooling as much as possible while experiencing difficult life circumstances. We have 22 English learners that we are goal setting with in one-on-one conversations and just over 100 SED students. We have been developing the SARB process for the district over the last year, and so we anticipate moving students through the SARB process. We have a number of students with multiple SST meetings and letters sent home, but we will be monitoring earlier in the year for flagged students to determine the timeline for a SARB. While we provide the Principals with monthly lists of students who are chronically absent, we need to start pulling students who are on the verge of becoming chronically absent to address things more proactively. With the Director of Educational Services position vacant for six months during the current year, this was a challenge. With the hiring of a new Director for the 2019-20 school year, we will be able to increase the focus on catching students before they reach the chronically absent level.

## Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

### Schools Identified

Identify the schools within the LEA that have been identified for CSI.

We do not have any schools identified for CSI at this time.

### Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

We do not have any schools identified for CSI at this time; however, we require all schools complete a School Plan for Student Achievement (SPSA) whether they receive Title I funding or not. As part of the development of that plan, schools conduct a needs assessment and work with the School Site Council to develop goals based on the analysis of that data. As part of the overall Multi-Tiered System of Support, schools identify specific, evidence-based interventions to support the targeted needs of students. A universal screener is used at each site with additional assessments as needed to determine flexible groupings which shift on a regular basis based on student need. In addition to clear expectations for first, best instruction in Tier I, the district continues to refine supports in Tier 2 and 3 each year based on analysis of the data to determine gaps and the greatest areas of need.

### Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Again, while we have no schools in CSI, we do require a plan from each site that is monitored throughout the year by the School Site Council including a mid-year and end-of-year review to determine if student needs are being met and if adjustments need to be made to the plan.

# Annual Update

## LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

### Goal 1

All students of the Lowell Joint School District will have appropriate conditions for successful learning outcomes.

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
  - Priority 2: State Standards (Conditions of Learning)
  - Priority 7: Course Access (Conditions of Learning)
  - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: Student Achievement and Fiscal Excellence

**Annual Measurable Outcomes**  
Expected

**Metric/Indicator**

Credential Audit and data from CBEDS

Board minutes for William's sufficiency

Board minutes for progress on facilities

FIT Reports

Certificated staff survey on implementation of standards

Chromebook Initiative records for professional development and purchasing

Master schedules, resources allocated for STEAM Innovation Labs, and courses of study

Actual

1.1) Teachers will continue to be fully credentialed and appropriately assigned as measured by credential audits. There were no misassignments for the current year.

1.2) Every student will continue to have standards-aligned materials as measured by Williams compliance documentation. The Principals verify compliance with materials at the site level, and all records were submitted to the District office for certification at the regularly scheduled, October 2018 Board meeting.

1.3) 100% of students have access to standards aligned curriculum and materials. The Principals verify compliance with materials at the site level, and all records were submitted to the District office for certification at the regularly scheduled, October 2018 Board meeting.

1.4) Continue to prioritize facility needs and address the identified needs as budget allows.

With the passing of Measure LL in November of 2018, ongoing documentation of updates and prioritized needs has been a part of almost every Board meeting in the 2018-19 school year and is reflected in the Board minutes.

1.5) Maintain 100% of facilities with good or higher rating with minimal deficiencies.

All sites were in the "Good" rating overall on the FIT Reports with one to two areas in Fair or Poor to be addressed by either deferred maintenance of the bond.

1.6) Over 95% of certificated staff members who teach core content areas said they Agree or Strongly Agree to the statement "I am comfortable in my understanding and implementation of California State Standards" as measured by the annual teacher survey.

1.7) All 3-8th grade teachers will have chromebook carts. Logs and purchase orders reflect the ongoing support of the initiative with both professional development and the beginning of the refresh cycles for the first cohort. This has also allowed for additional carts in 2nd grade and the site labs at the elementary level.

1.8) Intermediate students continue to have access to a broad course of study as documented in master schedules, courses of study and access to STEAM activities.

Expected

18-19

- 1.1) Teachers will continue to be fully credentialed and appropriately assigned as measured by credentials audits.
- 1.2) Every student will continue to have standards-aligned materials as measured by Williams compliance documentation.
- 1.3) 100% of students have access to standards aligned curriculum and materials.
- 1.4) Continue to prioritize facility needs and address the identified needs as budget allows.
- 1.5) Maintain 100% of facilities with good or higher rating with minimal deficiencies.
- 1.6) 65% of certificated staff members who teacher core content areas will rate themselves a 4 or 5 on a five point rating scale, when asked, "Rate your level of comfort in working with and understanding the CCSS" as measured through a teacher survey.
- 1.7) All 3-8th grade teachers will have chromebook carts.
- 1.8) Intermediate students will continue to have access to a broad course of study as measured by master schedules, courses of study and access to STEAM activities.
- 1.9) All elementary schools sites will provide STEAM activities to students as measured by lesson plans and access to STEAM labs.

Actual

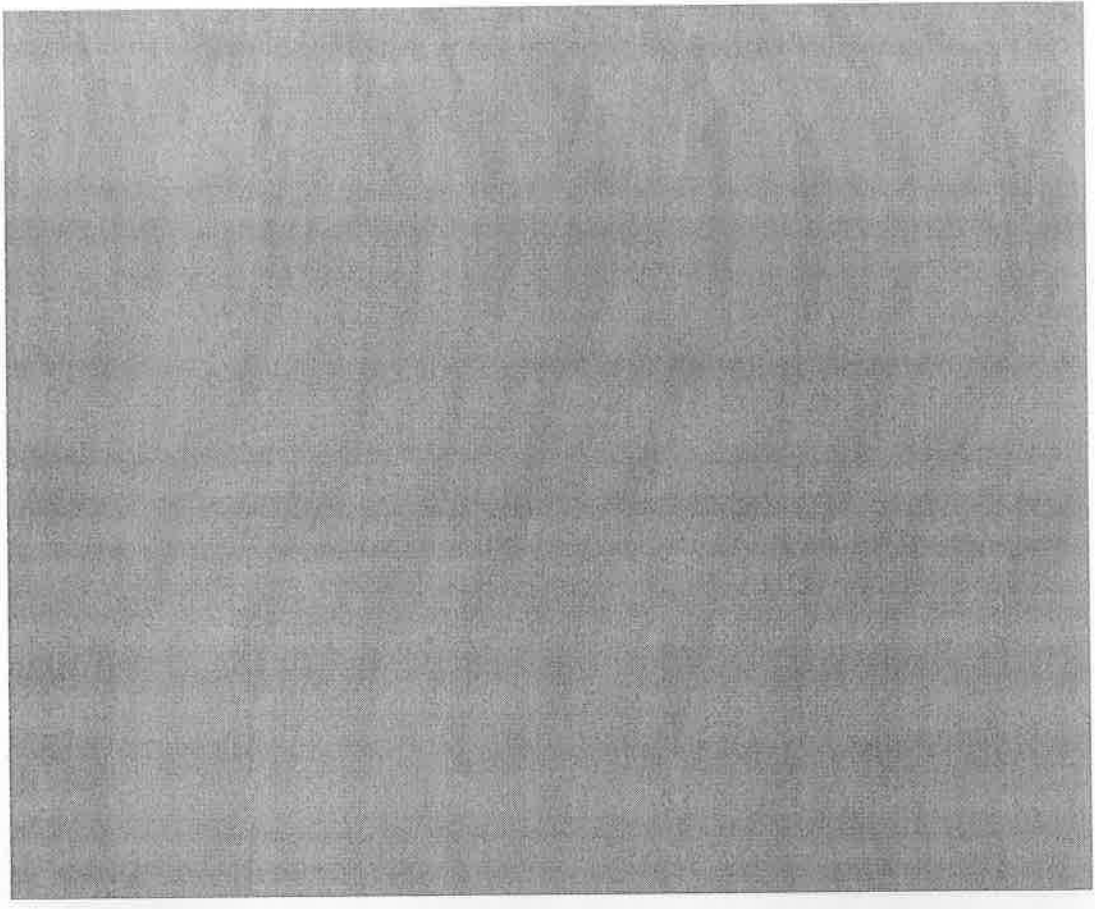
- 1.9) All elementary schools sites will provide STEAM activities to students as documented by lesson plans and access to STEAM labs with an identified STEAM Coordinator at each elementary site.

Expected

**Baseline**

- 1.1) 100% of students are taught by fully credentialed and appropriately assigned teachers.
- 1.2) At the October 3, 2016 Board meeting, the Lowell Joint Board of Trustees certified that all students within the District had sufficient materials.
- 1.3) 100% of students had access to standards aligned curriculum and materials.
- 1.4) A multi-million dollar project to upgrade air conditioning and roofing at Olita is underway with planning and bids for work to begin this summer (2017).
- 1.5) We did not have 100% of facilities with good or higher on the annual Facilities Inspection Tool (FIT). Two schools received a rating of Fair.
- 1.6) In May of 2016, 37% of certificated staff members who teach core content areas rated themselves a 4 or 5 on a five point rating scale, when asked, "Rate your level of comfort in working with and understanding the CCSS". An additional 43% rated themselves a 3, which is "becoming comfortable" with standards.
- 1.7) 29 teachers received chromebook carts for the 2016-17 school year.
- 1.8) All students will continue to have access to a broad course of study, STEAM activities.
- 1.9) Four of the five elementary schools sites will provide STEAM activities to students as measured by lesson plans and access to STEAM labs.

Actual



**Actions / Services**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

**Action 1**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Fully credentialed/certified teachers will be employed and appropriately assigned. <b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b> <b>Students to be Served</b> All <b>Location(s)</b> All Schools	Fully credentialed/certified teachers were employed and appropriately assigned. There were no misassignments reported for the year.	1000-1999: Certificated Personnel Salaries Base \$12,297,845 3000-3999: Employee Benefits Base \$4,888,314	1000-1999: Certificated Personnel Salaries Base 3000-3999: Employee Benefits Base

**Action 2**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide basic custodial, maintenance, and grounds services. <b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b> <b>Students to be Served</b> All <b>Location(s)</b> All Schools	Basic custodial, maintenance, and grounds services were provided.	2000-2999: Classified Personnel Salaries Base \$1,149,141 3000-3999: Employee Benefits Base \$692,657 Fund 14 2000-2999: Classified Personnel Salaries Other 72000 Fund 14 3000-3999: Employee Benefits Other 35575	2000-2999: Classified Personnel Salaries Base 3000-3999: Employee Benefits Base Fund 14 2000-2999: Classified Personnel Salaries Other Fund 14 3000-3999: Employee Benefits Other

**Action 3**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

2000-2999: Classified Personnel Salaries Supplemental  
 3000-3999: Employee Benefits Supplemental

2000-2999: Classified Personnel Salaries Supplemental \$123780  
 3000-3999: Employee Benefits Supplemental \$69327

Additional night custodians beyond base needs were funded to provide daily cleaning of classrooms. This allows for a safe and positive school environment when increasing the demands on existing custodial staff due to before and after school interventions, parent engagement activities, extended professional development, collaboration meetings, and other events funded by supplemental monies.

Continue to fund additional night custodians beyond base needs to provide daily cleaning of classrooms. This allows for a safe and positive school environment when increasing the demands on existing custodial staff due to before and after school interventions, parent engagement activities, extended professional development, collaboration meetings, and other events funded by supplemental monies.

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

**Students to be Served**  
 English Learners  
 Foster Youth  
 Low Income

**Scope of Services**  
 LEA-wide

**Locations**  
 All Schools

**Action 4**

**Planned Actions/Services**  
 Prioritize facility needs.

**Actual Actions/Services**  
 The District continues to prioritize facility needs, and with the passing of a bond, Measure LL, there will be additional monies available to begin the modernization and upgrading of all sites over the next few years. The primary focus of the bond is related to roofing and

**Budgeted Expenditures**  
 2000-2999: Classified Personnel Salaries Base 95064  
 Repeated Expenditure: The benefits are accounted for in Goal 1, Action 2 \$43,699

**Estimated Actual Expenditures**  
 2000-2999: Classified Personnel Salaries Base  
 Repeated Expenditure: The benefits are accounted for in Goal 1, Action 2 \$43,699??

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

**Students to be Served**  
All

**Location(s)**  
All Schools

HVAC with the associated electrical and plumbing. These additional dollars will allow the District funds for maintenance to be used on other needs in the prioritized list.

3000-3999: Employee Benefits Base 0

3000-3999: Employee Benefits Base

**Action 5**

**Planned Actions/Services**

Based on available funding, identify facilities projects to be completed that are most urgent. With the potential of a Bond Measure in November of 2018, work on the delayed Olita Major Maintenance project could begin in 2019.

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

**Students to be Served**  
All

**Location(s)**  
All Schools

**Actual Actions/Services**

Facilities projects have been identified based on the passing of the bond, Measure LL, in November of 2018. The Olita Major Maintenance project will begin in December of 2019 or shortly thereafter. There was an unexpected vacancy at the Maybrook site within the district that had been leased to a private school. This allowed for the consideration of using that site as temporary housing for the six schools as the repairs to roofing and HVAC systems are completed. No students present on site allows for a faster construction timeline, which decreases the overall cost of the project. It also means students will not be disrupted during the day by construction.

Budgeted Expenditures

Special Reserve for Capital Outlay-Fund 40 Other 25000

Special Reserve for Capital Outlay 5000-5999: Services And Other Operating Expenditures Other 528500

Special Reserve for Capital Outlay-Fund 40 6000-6999: Capital Outlay Other 500000

Estimated Actual Expenditures

Special Reserve for Capital Outlay-Fund 40 Other

Special Reserve for Capital Outlay-Fund 40 5000-5999: Services And Other Operating Expenditures Other

Special Reserve for Capital Outlay-Fund 40 6000-6999: Capital Outlay Other

**Action 6**

**Planned Actions/Services**

**Actual Actions/Services**

Budgeted Expenditures

Estimated Actual Expenditures



Provide for basic utility services.  
**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

**Students to be Served**  
 All

**Location(s)**  
 All Schools

Basic utility services were provided for water, gas, electric, etc.

5000-5999: Services And Other Operating Expenditures Base 644464

5000-5999: Services And Other Operating Expenditures Base

### Action 7

**Planned Actions/Services**

Continue to inspect all school sites to ensure that facilities are in "Good Repair." This is a repeated expense for the Director of Maintenance and Operations as part of his job description.  
**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

**Students to be Served**  
 All

**Location(s)**  
 All Schools

**Actual Actions/Services**

All school sites were inspected using the Facilities Inspection Tool (FIT) to ensure that facilities are in "Good Repair." This is a repeated expense for the Director of Maintenance and Operations as part of his job description.

**Budgeted Expenditures**

Repeated Expenditure: Salary accounted for in Goal 1 Action 4- \$95,064 2000-2999: Classified Personnel Salaries Base 0

Repeated Expenditure: Benefits accounted for in Goal 1, Action 2- \$43,699 3000-3999: Employee Benefits Base 0

**Estimated Actual Expenditures**

Repeated Expenditure: Salary accounted for in Goal 1 Action 4- \$95,064 2000-2999: Classified Personnel Salaries Base 0

Repeated Expenditure: Salary accounted for in Goal 1 Action 4- \$43,699 3000-3999: Employee Benefits Base 0

### Action 8

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Continue to fund a Teacher on Special Assignment (TOSA) to assist staff in the integration of technology with the content standards to provide access to specialized support programs and resources for differentiating instruction for UDPs. The TOSA also provides support for illuminate and training teachers on reports for data analysis. Includes stipend for work outside contracted days.

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

**Students to be Served**

- English Learners
- Foster Youth
- Low Income

**Scope of Services**

LEA-wide

**Locations**

All Schools

A Teacher on Special Assignment (TOSA) was funded to assist staff in the integration of technology with the content standards to provide access to specialized support programs and resources for differentiating instruction for UDPs. The TOSA provided support for illuminate and training teachers on reports for data analysis. The TOSA also supports teachers with professional development of QR codes, video, 3-D printers, virtual reality, and robotics. The TOSA organizes attendance at the Computer Using Educator (CUE) conference including the professional development day in October that attendees then share what they have learned with other staff. Includes stipend for work outside contracted days.

## Action 9

Planned  
Actions/Services

Provide additional professional development in California Content Standards including support for the new ELA Adoption, Math, NGSS, Social Studies, and Health. Training is to target differentiated instruction for UDPs based on data analysis. Added costs reflect the end of Educator Effectiveness

Actual  
Actions/Services

Additional professional development was provided in California Content Standards including support for the new ELA Adoption, Math, NGSS, Social Studies, and Health. Training is to target differentiated instruction for UDPs based on data analysis.

1000-1999: Certificated Personnel Salaries Supplemental 99822

3000-3999: Employee Benefits Supplemental 21169

1000-1999: Certificated Personnel Salaries Supplemental

3000-3999: Employee Benefits Supplemental

Budgeted  
Expenditures

1000-1999: Certificated Personnel Salaries Supplemental \$90,000

3000-3999: Employee Benefits Supplemental \$30,000

Estimated Actual  
Expenditures

1000-1999: Certificated Personnel Salaries Supplemental

3000-3999: Employee Benefits Supplemental

Funds and an increase to rates for substitutes used for professional development.

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

**Students to be Served**

- English Learners
- Foster Youth
- Low Income

**Scope of Services**

LEA-wide

**Locations**

All Schools

## Action 10

**Planned  
Actions/Services**

Teachers will continue to collaborate to differentiate California Content Standards units of study, formative assessments, and success criteria for UDPs. Maintain the addition of a music teacher to provide time for elementary teachers to plan while also increasing access to VAPA standards for elementary students.

**Actual  
Actions/Services**

Teachers collaborated to differentiate California Content Standards units of study, formative assessments, and success criteria for UDPs. Maintain the addition of a music teacher to provide time for elementary teachers to plan while also increasing access to VAPA standards for elementary students.

**Budgeted  
Expenditures**

Repeated Expenditure: 55,000 in Goal 1, Action 1 1000-1999: Certificated Personnel Salaries Base 0

Repeated Expenditure: 20000 in Goal 1, Action 1 3000-3999: Employee Benefits Base 0

**Estimated Actual  
Expenditures**

0001-0999: Unrestricted: Locally Defined Base

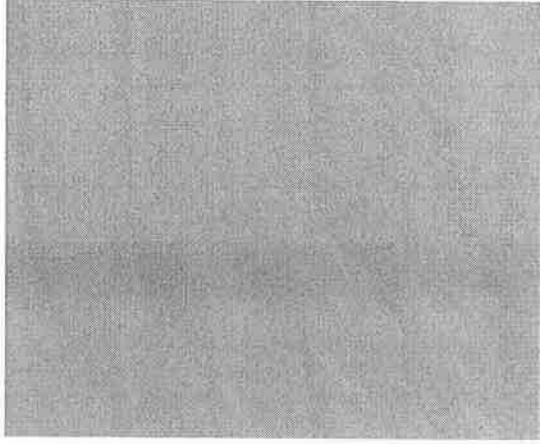
3000-3999: Employee Benefits Base

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

**Students to be Served**  
 English Learners  
 Foster Youth  
 Low Income

**Scope of Services**  
 LEA-wide

**Locations**  
 All Schools



**Action 11**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to expand access to STEAM programs at the elementary level. This becomes increasingly important as we develop College and Career Pathways for our elementary sites to feed into Rancho Starbuck programs.	Continue to expand access to STEAM programs at the elementary level. This becomes increasingly important as we develop College and Career Pathways for our elementary sites to feed into Rancho Starbuck programs.	4000-4999: Books And Supplies Supplemental \$20,000	4000-4999: Books And Supplies Supplemental

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

**Students to be Served**

- English Learners
- Foster Youth
- Low Income

**Scope of Services**

Schoolwide

**Locations**

Specific Grade Spans:  
Elementary

## Action 12

**Planned  
Actions/Services**

Purchase History/Social Science textbooks aligned with the new framework. Significant increase in estimated cost based on the recent ELA adoption.

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

**Students to be Served**

All

**Location(s)**

All Schools

**Actual  
Actions/Services**

History and Social Studies teachers in grades 7 and 8 attended the Instructional Materials Fair at the Orange County Department of Education last year in preparation for selecting curriculum this year. Of the six available programs, they selected three to pilot. Sixth grade teachers had decided early in the year that they wanted to be in alignment with the other grades, so all 6-8 grade H/SS teachers piloted the programs. Teachers were given training on the materials to make the best use of them during the pilot. They were asked to fill out short surveys as they completed each program for discussion purposes at the end. In bringing

**Budgeted  
Expenditures**

Restricted Lottery and Other  
4000-4999: Books And Supplies  
Other 583160

**Estimated Actual  
Expenditures**

Restricted Lottery and Other  
4000-4999: Books And Supplies  
Other

the group together upon completion of the final program, there was not a general consensus about the best program to move forward with. The teachers asked to review the programs that they had not originally selected to pilot. We set up all the programs and teachers were asked to complete a comparison chart to focus their thinking on key elements like assessments, alignment to standards, differentiated activities, etc. Following this meeting, the teachers asked to have the time to do a few lessons out of the program that was not formally piloted. The teachers will reconvene after doing this to make a decision between the final two programs they are still interested in.

Our TK materials purchased in 2017-18, Big Day TK, include content for H/SS, so we were not evaluating new materials for this grade. For the K-5 teachers, we did professional development on the shifts and changes in the H/SS Framework from the last adoption, and then we scheduled presentations from all four of the state-approved programs. Based on those, the committee selected two programs to pilot during the 2018-19 school year. Upon completion of the pilot, they also spent a considerable amount of time comparing the programs on key elements. They were able to come to consensus. The Board is

in the process of reviewing both programs for 6-8 and the selected materials for K-5 with an eye toward formal adoption in June.

### Action 13

Planned  
Actions/Services

Continue to partner with the high school district to provide enrichment and STEAM programs  
**For Actions/Services not included as contributing to meeting the increased or Improved Services Requirement:**

**Students to be Served**  
All

**Location(s)**

Specific Schools: Rancho Starbuck Intermediate

Actual  
Actions/Services

Rancho Starbuck continues to work with Fullerton Joint Union High School District even though the initial Career Pathway grant has ended. The Principal attends regularly scheduled articulation meetings, and we work with the district to ensure that course offerings, like our AP Computer Science, are preparing students for the rigor of high school. In addition to this partnership, various high schools send students to our elementary sites on a regular basis from their Agricultural program to athletes to work on enrichment activities as part of Quest at El Portal or Animal Husbandry at Olita.

Planned  
Actions/Services

Continue to provide each school with a technology allocation to update and expand equipment inventory.

Actual  
Actions/Services

Each school was provided a technology allocation to update and expand equipment inventory with a priority placed on any teacher computer that is five or more years old. After those replacements have been made, the sites work with their site

Budgeted  
Expenditures

Repeated Expenditure: Total: 135,079.62  
Salary-99,738 in Goal 1, Action 1  
1000-1999: Certificated Personnel Salaries Base 0

Benefits-38,505 in Goal 1, Action 1  
3000-3999: Employee Benefits Base 0

Estimated Actual  
Expenditures

Repeated Expenditure: Total: 135,079.62  
Salary-99,738 in Goal 1, Action 1  
1000-1999: Certificated Personnel Salaries Base

3000-3999: Employee Benefits Base

Estimated Actual  
Expenditures

6000-6999: Capital Outlay Base 45000

6000-6999: Capital Outlay Base

### Action 14

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

**Students to be Served**  
All

**Location(s)**  
All Schools

leadership teams to determine how best to use the funds in alignment with their identified needs and goals in their School Plan for Student Achievement (SPSA).

**Action 15**

**Planned  
Actions/Services**

Continue to provide each school with a per pupil allocation for the purchase of instructional supplies. This includes an increase based on the Consumer Price Index (CPI)

**For Actions/Services not included as contributing to Improved Services Requirement:**

**Students to be Served**  
All

**Location(s)**  
All Schools

**Actual  
Actions/Services**

Each school was provided with a per pupil allocation for the purchase of instructional supplies.

**Budgeted  
Expenditures**

4000-4999: Books And Supplies  
Base 262551

**Estimated Actual  
Expenditures**

4000-4999: Books And Supplies  
Base

**Action 16**

**Planned  
Actions/Services**

Maintain and refresh from the first cycle in 2015-16. Complete the professional development for the third cohort.

**Actual  
Actions/Services**

The professional development for the third cohort was completed, and we are making plans for training TK-2 teachers as we begin

**Budgeted  
Expenditures**

4000-4999: Books And Supplies  
Base 130000

**Estimated Actual  
Expenditures**

4000-4999: Books And Supplies  
Base



**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

**Students to be Served**  
All

**Location(s)**  
All Schools

to push more technology down into the lower grades as we prepare for the first refresh cycle of Chromebooks from the 2015-16 year. There is still an additional year or so of life before the devices are no longer able to update to run current software programs. The orders have gone in for the first refresh, so the Chromebooks will be swapped out over the summer. We received a donation of additional carts from Fullerton Joint Union High School District, which will allow us to put the older Chromebooks on carts to disseminate out to all 2nd grade classrooms. In addition, we can provide a cart for each

1000-1999: Certificated Personnel Salaries Base 5775

3000-3999: Employee Benefits Base 2500

1000-1999: Certificated Personnel Salaries Base

3000-3999: Employee Benefits Base

## Action 17

**Planned Actions/Services**

The Technology Department, consisting of three full-time and one part-time employee, will oversee the District's technology needs. This includes monitoring the networks and infrastructure for access to the internet and online testing for the state. This also includes access to resources to support differentiated instruction and intervention through the use of software programs and/or technology components of adopted materials. With the Chromebook Initiative, maintenance and support of devices is an ongoing need. Communication tools such as websites, phone, and email

**Actual**

**Actions/Services**

**Budgeted Expenditures**

2000-2999: Classified Personnel Salaries Base 225000

3000-3999: Employee Benefits Base 110000

**Estimated Actual Expenditures**

2000-2999: Classified Personnel Salaries Base

3000-3999: Employee Benefits Base

systems will also be maintained by the Tech Department as will new safety and security measures such as Raptor which has been purchased for implementation in the 2018-19 school year. Raptor is an electronic check in system for all people visiting a campus that alerts staff to potential issues with a visitor.

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

**Students to be Served**  
All

**Location(s)**  
All Schools

**Action 18**

**Planned  
Actions/Services**

Provide four non-student work days for professional development opportunities beyond early-release Mondays. These days are focused on intensive professional development to close the achievement gap for UDPs

**Actual  
Actions/Services**

[Redacted]

**Budgeted  
Expenditures**

1000-1999: Certificated Personnel Salaries Supplemental 320000

3000-3999: Employee Benefits Supplemental 70000

**Estimated Actual  
Expenditures**

1000-1999: Certificated Personnel Salaries Supplemental

3000-3999: Employee Benefits Supplemental

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

**Students to be Served**

- English Learners
- Foster Youth
- Low Income

**Scope of Services**

LEA-wide

**Locations**

All Schools

**Action 19**

**Planned Actions/Services**

Continue to provide ELD training so that EL students will be provided appropriate access to the California Content Standards based on data analysis of ongoing needs for our students in alignment with best practices.

**Actual Actions/Services**

[Redacted]

**Budgeted Expenditures**

Total Expenditure: \$17,000  
 1000-1999: Certificated Personnel Salaries Supplemental \$15,000

3000-3999: Employee Benefits Supplemental \$2,000

**Estimated Actual Expenditures**

1000-1999: Certificated Personnel Salaries Supplemental

3000-3999: Employee Benefits Supplemental

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

**Students to be Served**

- English Learners
- Foster Youth
- Low Income

**Scope of Services**

LEA-wide

**Locations**

All Schools

**Action 20**

**Planned  
Actions/Services**

The District's Technology Leadership Team will meet regularly to provide guidance and support regarding the implementation of the District's Technology Plan with a primary focus on access for UDPs.

**Actual  
Actions/Services**

The District's Technology Leadership Team met quarterly to provide guidance and support regarding the implementation of the District's Technology Plan with a primary focus on access for UDPs. They helped to develop the plan for adding additional devices for TK-2nd grade students after analyzing survey data received by primary teachers.

**Budgeted  
Expenditures**

4000-4999: Books And Supplies Supplemental \$2000

**Estimated Actual  
Expenditures**

4000-4999: Books And Supplies Supplemental

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

**Students to be Served**

- English Learners
- Foster Youth
- Low Income

**Scope of Services**

- LEA-wide

**Locations**

- All Schools

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Overall, the District has been able to carry out the actions/services identified in the LCAP. With the passing of Measure LL in November of 2018, we are now in a much better position to leverage funds for large-scale projects that will take multiple years to complete across all the sites. Both emergency repairs and general maintenance have continued; however, the planning for expenditures of monies related to the bond (hiring architects, DSA approvals, temporary housing, the scope and sequence of work, necessary Board policies, and required committees) have been a major focal point at Board meetings throughout the year in addition to both staff and parent meetings. Ensuring fully credentialled and appropriately assigned teachers has been accomplished along with the implementation of the Chromebook Initiative for cohorts 1-3. Teachers are working hard to integrate technology in meaningful ways to support student learning and engagement.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The greatest challenge in the area of Conditions for Learning is still the aging facilities; however, with the passage of the bond, Measure LL, in November of 2018, plans are underway to address much needed large-scale repairs such as roofing and HVAC systems with the associated electrical and plumbing. We did have 100% of facilities with good or higher on the annual Facilities Inspection Tool (FIT) this year, which is an improvement from last year. There are still major areas in the poor or fair categories as subsections on the tool. Since the Major Maintenance Project at Olita was already approved and ready to go when the bids came back in high, it will be the first school to undergo construction. It is anticipated that in December of 2019, Olita will move to temporary

housing at the Maybrook campus (owned by the district) that does not currently service any of our students. Roofing and HVAC will be updated with the students scheduled to return to Olita in the fall of 2020. The district will continue to prioritize and address additional needs outside of the scope of the bond as funds are available.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

There is no change to the overall goal; however, we will continue to provide greater detail in the action steps as actual projects are identified for completion under facilities. These will be outlined in Goal 1 as plans move forward in relation to Measure LL. We will continue to evaluate our overall MTSS and refine our supports and interventions as needed to meet the changing needs of our students. We need to add additional layers for both English learners and special needs students for greater gains to close gaps. These specific adjustments will be identified in Goal 2.

# Annual Update

## LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

### Goal 2

All students in the Lowell Joint School District will demonstrate continuous student achievement and progress toward being college and career ready.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities: Academic Excellence and Fiscal Excellence

# Annual Measurable Outcomes

Expected

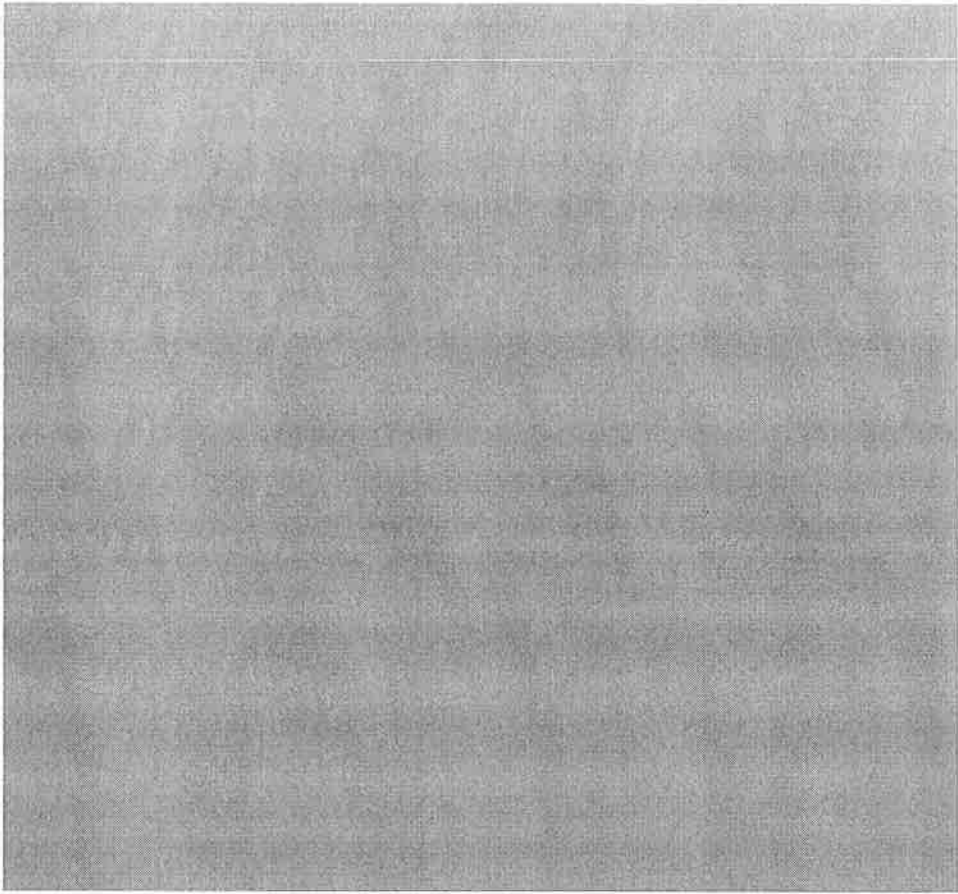
Metric/Indicator  
CA Dashboard  
SBAC Data

CELD/ELPAC Data

CELD/ELPAC Data  
SBAC Data  
Reclassification Rates  
English Language Learner Assessment (ELLA)

Reclassification Rates/Accountability Data

Actual





Expected

18-19

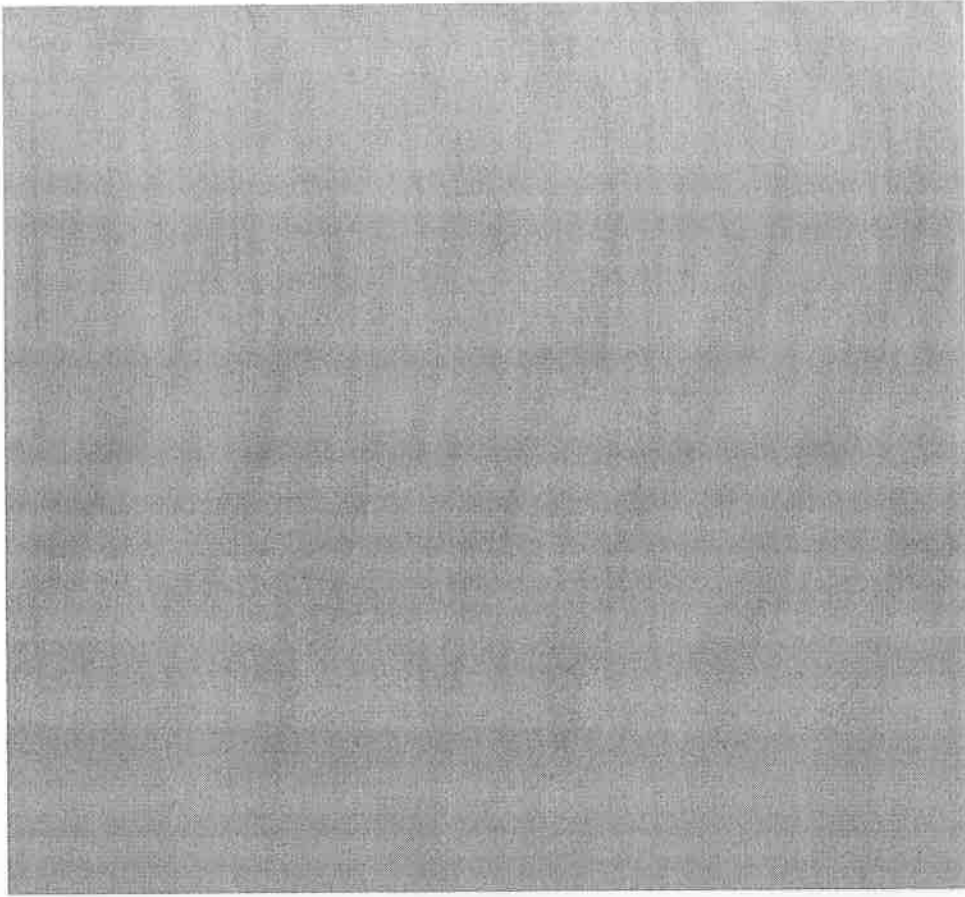
2.1) Student achievement will continue to be above state and county averages as measured by the California Assessment of Student Performance and Progress (CAASPP) for English Language Arts and Math. In addition, the number of students meeting or exceeding the standards will increase by 2% over the prior year. Since there was a slight decline in ELA (61%) and a mathematics increase of 3% (55%), we would like to see a greater gain of 4% overall in ELA with an additional 2% for mathematics.

2.2) Student achievement will increase 3% over the previous year for English learners for English Language Arts and Math to reduce the achievement gap. Our English learners maintained, so we would like to see that 3% growth in the coming year. For mathematics, they increased 8 points in the Distance from Level 3, so would like to see similar gains for the coming year.

2.3) The percentage of ELs demonstrating progress toward English proficiency will be at or above 75.5%. In the 2017-18 year we hit our target at 78.8%. In the transition with state data, we are also using the ELLA to monitor progress toward English proficiency for our English learners. We'd like to see all students show growth with 75% or more of students scoring 80% or higher.

2.4) English learner reclassification rates will be 3-5% above both the state and county averages (13.3% and 15% respectively) as measured by State reclassification ratings. This may be difficult to define in the transitions from CELDT to ELPAC since we are unsure of what the state will produce in terms of data, however, we can continue to compare the percentage of students reclassified to prior years/and or local districts to determine growth. We will re-evaluate the need for growth in 2018-19 to determine if the 2019-20 year needs to increase or maintain existing rates.

Actual



**Expected**

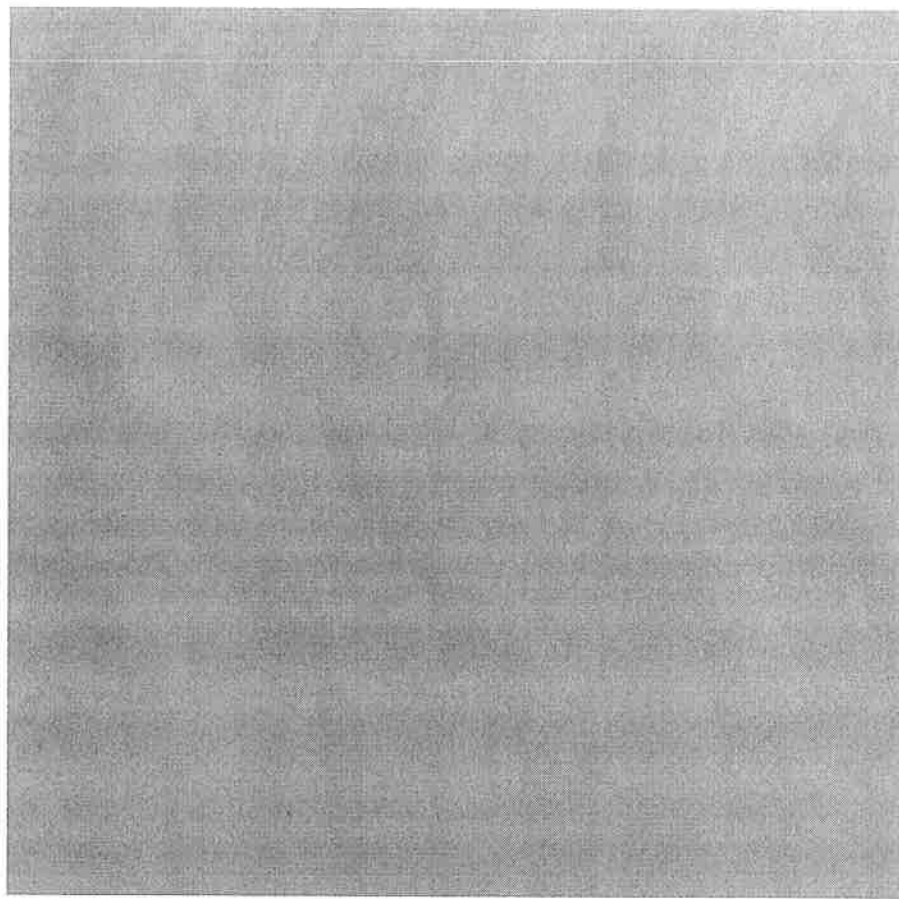
**Baseline**  
 2.1) The number of students meeting or exceeding the standards increased by 7% (56% to 63%) for ELA and by 5% (47% to 52%) for mathematics.

2.2) For English learners, ELA scores dropped by 3% while Math stayed the same. ELA is 1% below the state average while Math is 3% above the state average. Title III Accountability Data shows that students are making great strides in English proficiency based on CELDT.

2.3) The percentage of ELs demonstrating progress toward English proficiency is currently at 74.7% (state target of 62%). For the 2016-17 school year, we have 12 Long Term English Learners (LTELs), 23 at risk of becoming a LTEL, 51 not at risk, and 179 only in the program for 0-3 years.

2.4) The state and county averages for reclassification in the 2016-17 school year were 13.3% and 15% respectively. Lowell Joint redesignated 42.7% of students following the state guidelines for reclassification.

**Actual**



**Actions / Services**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

**Action 1**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
-----------------------------	----------------------------	--------------------------	----------------------------------

<p>SPSA goals will be shared at a regularly scheduled Board meeting For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>The SPSA goals were shared at the regularly scheduled Board meeting in December, 2018. In addition, there was an introductory session on the SPSA for our two new Board members elected in November along with the basics of the LCAP, LEA Addendum, and Consolidated Application.</p>	<p>Repeated Expense: accounted for in Goal 1 Action 1 1000-1999: Certificated Personnel Salaries Base \$0</p> <p>3000-3999: Employee Benefits Base \$0</p>	<p>Repeated Expense: accounted for in Goal 1 Action 1 1000-1999: Certificated Personnel Salaries</p> <p>3000-3999: Employee Benefits</p>
--	---	--	--

**Action 2**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>K-8 benchmark exams will be revised on an as needed based. Additional monies are used to support benchmarks, but this review targets data analysis of UDPs to determine if the benchmarks are giving us accurate data. Pacing Guides and Report Cards will also then be adjusted as needed. With the end of Educator Effectiveness funds, there is an increased cost to this Action Item.</p>	<p>K-8 benchmark exams were reviewed and revised as needed at grade level planning meetings during the year, which are a full release day for teachers to come to the District Office for planning. Additional monies are used to support benchmarks, but this review targets data analysis of UDPs to determine if the benchmarks are giving us accurate data. Pacing Guides and Report Cards were also discussed as part of how best to support communication with parents on student progress.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental \$13,000</p> <p>3000-3999: Employee Benefits Supplemental \$5,000</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental</p> <p>3000-3999: Employee Benefits Supplemental</p>

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

**Students to be Served**

- English Learners
- Foster Youth
- Low Income

**Scope of Services**

LEA-wide

**Locations**

All Schools

**Action 3**

**Planned Actions/Services**

District personnel will coordinate, revise and update the LJSD district-wide Multi-Tiered System of Support (MTSS) for intervention and remediation with Intervention Coordinators. Additional funds are used to target struggling and/or advanced students. As part of MTSS, our Homeless Liaison supports the overall monitoring of support for and achievement of our Homeless students in coordination with sites and the counselor at Rancho Starbuck.

**Actual Actions/Services**

District personnel continue to revise and update the LJSD district-wide Multi-Tiered System of Support (MTSS) for intervention and remediation with Intervention Coordinators and other staff. Additional funds were used to target struggling and/or advanced students with a primary focus this year on early literacy. As part of MTSS, our Homeless Liaison supports the overall monitoring of support for and achievement of our Homeless students in coordination with sites and the counselor at Rancho Starbuck. This includes analysis of data to determine program effectiveness for all student groups with a focus on Foster Youth, English Learners, and Homeless students. Since

**Budgeted Expenditures**

1000-1999: Certificated Personnel Salaries Supplemental 107107  
 4000-4999: Books And Supplies Supplemental 47171  
 4000-4999: Books And Supplies Supplemental \$20,000  
 Homeless Liaison 1000-1999: Certificated Personnel Salaries Title I 26393  
 Homeless Liaison 3000-3999: Employee Benefits Title I 8873

**Estimated Actual Expenditures**

1000-1999: Certificated Personnel Salaries Supplemental  
 3000-3999: Employee Benefits Supplemental  
 4000-4999: Books And Supplies  
 Homeless Liaison 1000-1999: Certificated Personnel Salaries Title I  
 Homeless Liaison 3000-3999: Employee Benefits Title I

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

**Students to be Served**  
 English Learners  
 Foster Youth  
 Low Income

**Scope of Services**  
 LEA-wide

**Locations**  
 All Schools

these groups are very small in number, we are able to do a lot of one-on-one direct support in terms of feedback and goal setting, counseling and psych support weekly, and access to targeted supports through MTSS. The Director of Educational Services position is currently vacant, so there is some cost savings this year with the open position. A few current staff members were provided with stipends to help cover the responsibilities during the vacancy, and the new Director begins July 1st, 2019.

**Action 4**

**Planned Actions/Services**

School libraries will continue to be open additional hours to provide homework and tutoring help. This is in addition to their regular duties as Librarians to support our students needing a place to do homework, get help with tutoring, and/or access to technology they may not have at home.

**Actual Actions/Services**

School libraries were open additional hours to provide homework and tutoring help. The job description has been revised for our Library Media Technicians to reflect the shift to more technology support with digital resources. With each new textbook adoption, the digital citizenship standards, research done electronically, and so forth, there is an ever-increasing demand to support students with media. Moving forward, we will also include the cost for an MOU with Fullerton Joint Union High School District for additional support for our Library Media Technicians.

**Budgeted Expenditures**

2000-2999: Classified Personnel Salaries Supplemental 53647  
 3000-3999: Employee Benefits Supplemental 19138

**Estimated Actual Expenditures**

2000-2999: Classified Personnel Salaries Supplemental  
 3000-3999: Employee Benefits Supplemental

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

**Students to be Served**

- English Learners
- Foster Youth
- Low Income

**Scope of Services**

LEA-wide

**Locations**

All Schools

**Action 5**

**Planned Actions/Services**

Principals and teachers will receive ongoing support in Universal Design for Learning to differentiate instruction to meet the needs of all learners. This may include additional coaching or training beyond the grant-funded activities in 2017-18.

**Actual Actions/Services**

Principals and teachers will receive ongoing support in Universal Design for Learning to differentiate instruction to meet the needs of all learners.

**Budgeted Expenditures**

Total Expenditure: \$16,000  
1000-1999: Certificated Personnel Salaries Supplemental \$14,200  
3000-3999: Employee Benefits Supplemental \$1800  
4000-4999: Books And Supplies Supplemental 10,000

**Estimated Actual Expenditures**

1000-1999: Certificated Personnel Salaries Supplemental  
3000-3999: Employee Benefits Supplemental  
4000-4999: Books And Supplies Supplemental

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

**Students to be Served**

- English Learners
- Foster Youth
- Low Income

**Scope of Services**

LEA-wide

**Locations**

All Schools

**Action 6**

**Planned Actions/Services**

Support and monitor the reclassification of English learners. Our Bilingual Aides work directly with students under the supervision of certificated staff in addition to supporting teachers with pulling the data from Aeries for monitoring and tracking student progress. Teachers meet with students and parents during conference time to discuss English learner progress. The aides complete the basic data portion (assessment scores, enrollment, etc.) The cost savings reflects the retirement of a long-time employee in the 2017-18 school year.

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Part of Bilingual Aides / Parent Liaison salaries 2000-2999: Classified Personnel Salaries Supplemental 75700

2000-2999: Classified Personnel Salaries Supplemental

3000-3999: Employee Benefits Supplemental 40844

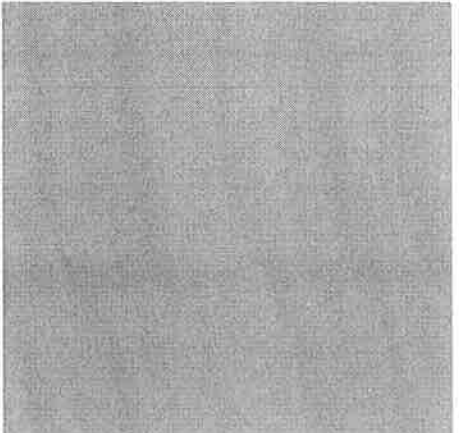
3000-3999: Employee Benefits Supplemental

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

**Students to be Served**  
English Learners

**Scope of Services**  
LEA-wide

**Locations**  
All Schools



**Action 7**

**Planned Actions/Services**

Fully credentialed and appropriately assigned teachers will teach ELD on a daily basis. All 3-8 grade EL students will continue to individually track their own academic and language progress with goal sheets, and teachers will monitor the progress of English learners every trimester and/or quarter and/or implemented as appropriate. This is combining three separate Action Items all performed by the same personnel into a single Action Item moving forward. (Action 10 and 11 are added here)

**Actual Actions/Services**

Fully credentialed and appropriately assigned teachers taught ELD on a daily basis. All 3-8 grade EL tracked their own academic and language progress with goal sheets as they met with Intervention Coordinators at each site. Teachers monitored the progress of English learners every trimester and/or quarter as part of the report card/progress reporting cycle. That information is then used for implementing appropriate interventions. The addition of the LAS Links assessment will allow us to fine tune our supports for English learners with the additional data on how these students are doing in relation to grade level standards for content areas.

Budgeted Expenditures	Estimated Actual Expenditures
Repeated Expenditure from Goal 1, Action 1 (12,297,845 salary, 4,887,314 benefits) 1000-1999: Certificated Personnel Salaries Base 0	1000-1999: Certificated Personnel Salaries Base
3000-3999: Employee Benefits Base	3000-3999: Employee Benefits Base



**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

**Students to be Served**  
All

**Location(s)**  
All Schools

**Action 8**

**Planned Actions/Services**

Two sections of ELD will continue to be implemented to support ELs at the secondary level. This teacher also receives a stipend for monitoring the English learners at Rancho to provide extra support to our Long Term English learners.

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

**Students to be Served**  
English Learners

**Scope of Services**  
Limited to Unduplicated Student Group(s)

**Locations**  
Specific Schools: Rancho Starbuck Intermediate

**Actual Actions/Services**

Two sections of ELD were provided to support ELs at the secondary level. This teacher also receives a stipend for monitoring the English learners at Rancho to provide extra support to our Long Term English learners. This support class is in addition to the ELD they receive within their ELA course with all students and integrated ELD in teh content areas throughout the day.

**Budgeted Expenditures**

Total Expenditure:\$22443 - Accounted for in Goal 1, Action 1 1000-1999: Certificated Personnel Salaries Supplemental 0

Total Expenditure:\$4362- Accounted for in Goal 1, Action 1 3000-3999: Employee Benefits Supplemental 0

\$4000; Rancho Site Allocation from Goal 1, Action 15 1000-1999: Certificated Personnel Salaries Base

\$705; Rancho Site Allocation from Goal 1, Action 15 3000-3999: Employee Benefits Base

**Estimated Actual Expenditures**

Total Expenditure:\$22443 - Accounted for in Goal 1, Action 1 1000-1999: Certificated Personnel Salaries Supplemental 0

Total Expenditure:\$4362- Accounted for in Goal 1, Action 1 3000-3999: Employee Benefits Supplemental 0

\$4000; Rancho Site Allocation from Goal 1, Action 15 1000-1999: Certificated Personnel Salaries Base 0

\$705; Rancho Site Allocation from Goal 1, Action 15 3000-3999: Employee Benefits Base 0

**Action 9**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Continue to monitor English Learner language proficiency through the implementation of a formative language assessment (ELLA). This measure can also be used for additional information to support reclassification. This is extremely important in the transition years from CELDT to ELPAC where we will not have comparison data to determine student progress and the state has not settled on guidelines for reclassification.</p> <p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> English Learners</p> <p><b>Scope of Services</b> Limited to Unduplicated Student Group(s)</p> <p><b>Locations</b> All Schools</p>	<p>We monitored English Learner language proficiency through the implementation of a formative language assessment (ELLA). This measure can also be used for additional information to support reclassification. This is extremely important in the transition years from CELDT to ELPAC where we will not have comparison data to determine student progress.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental \$3,000</p> <p>3000-3999: Employee Benefits Supplemental \$1,000</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental</p> <p>3000-3999: Employee Benefits Supplemental</p>

**Action 10**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>All 3-8 grade EL students will continue to individually track their own academic and language progress with goal sheets. This was done by certificated personnel already accounted for in Goal 1.</p>	<p>[Redacted]</p>	<p>[Redacted]</p>	<p>[Redacted]</p>

Action 1. For future years, this Action will be combined with Action 7.

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

**Students to be Served**  
English Learners

**Scope of Services**  
Limited to Unduplicated Student Group(s)

**Locations**  
All Schools

### Action 11

**Planned  
Actions/Services**

English Learner Language Development and academic progress was monitored every nine weeks and interventions implemented as appropriate. This was done by certificated personnel already accounted for in Goal 1, Action 1. For future years, this Action will be combined with Action 7.

**Actual  
Actions/Services**

**Budgeted  
Expenditures**

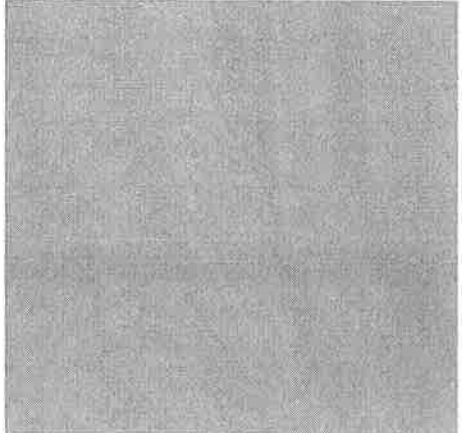
**Estimated Actual  
Expenditures**

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

**Students to be Served**  
English Learners

**Scope of Services**  
LEA-wide

**Locations**  
All Schools



**Action 12**

**Planned Actions/Services**

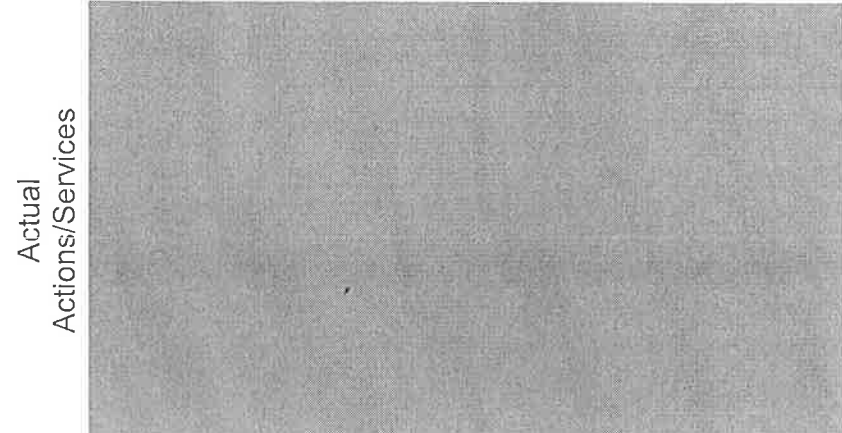
Staff were funded to provide bilingual educational support to students and serve as parent liaisons including more written translations in Spanish (three bilingual aide positions and a portion of one bilingual clerk).

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

**Students to be Served**  
English Learners  
Foster Youth  
Low Income

**Scope of Services**  
LEA-wide

**Locations**  
All Schools



Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Staff were funded to provide bilingual educational support to students and serve as parent liaisons including more written translations in Spanish (three bilingual aide positions and a portion of one bilingual clerk).		Repeated Expenditure (Salary \$75700 and benefits \$40844) 2000-2999; Classified Personnel Salaries Supplemental 0	
		3000-3999: Employee Benefits Supplemental 0	

## Action 13

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to hire staff to provide for extended day intervention classes to targeted students including UDPs. We are looking at ways to increase the number of staff available and/or to partner with outside agencies to provide targeted support for our students needing tutoring.	Staff provided extended day intervention classes to targeted students including UDPs.	Total Expenditure: \$85,000 1000-1999: Certificated Personnel Salaries Supplemental \$70,000	1000-1999: Certificated Personnel Salaries Supplemental
<b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b>		3000-3999: Employee Benefits Supplemental \$15,000	3000-3999: Employee Benefits Supplemental
<b>Students to be Served</b>			
English Learners			
Foster Youth			
Low Income			
<b>Scope of Services</b>			
LEA-wide			
<b>Locations</b>			
All Schools			

## Action 14

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to fund stipends for each school to hire an intervention coach. Coaches meet throughout the year with district personnel to discuss MTSS and needed adjustments to support our Unduplicated Pupil needs. They run reports to facilitate the analysis of data in monitoring our student group	Coaches met throughout the year with district personnel to discuss MTSS and needed adjustments to support our Unduplicated Pupil needs. They run reports to facilitate the analysis of data in monitoring our student group	Total Expenditure: \$17,500 1000-1999: Certificated Personnel Salaries Supplemental \$13,000	1000-1999: Certificated Personnel Salaries Supplemental
		3000-3999: Employee Benefits Supplemental \$4,500	3000-3999: Employee Benefits Supplemental

have been trained in illuminate to run reports to facilitate the analysis of data in monitoring our subgroup populations to determine groupings for intervention and to identify gaps in supports with a primary focus on our English learners, Foster Youth, Homeless, and Socio-economically Disadvantaged.

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

**Students to be Served**

- English Learners
- Foster Youth
- Low Income

**Scope of Services**

LEA-wide

**Locations**

All Schools

populations to determine groupings for intervention and to identify gaps in supports with a primary focus on our English learners, Foster Youth, Homeless, and Socio-economically Disadvantaged. We did additional training this year for the coordinators to administer the LAS Links assessment for our English Learners. This assessment provides more detailed data on both language proficiency and the development of academic language to support success in the content areas. The plan was to administer the assessment in the fall to then drive instructional supports through the administration of the Summative ELPAC in the spring. There were some delays with set up and training since this is our first year with the system. We were able to administer the assessment in April for baseline data this year. We are currently analyzing data for trends and patterns to determine if any adjustments are needed for the 2019-20 school year based on this new data set.

**Actual Actions/Services**

Teachers collaborated regularly to monitor student progress, dialogue about best practices, and design intervention programs.

**Planned Actions/Services**

Teachers will collaborate regularly to monitor student progress, dialogue about best practices, and design intervention programs. This includes an additional FTE for a music teacher, which allows for

EI Portal site Title 1 funds for a second Intervention Coach 1000-1999: Certificated Personnel Salaries Title I-1500

EI Portal site Title 1 funds for a second Intervention Coach 3000-3999: Employee Benefits Title I 265

EI Portal site Title 1 funds for a second Intervention Coach 1000-1999: Certificated Personnel Salaries Title I

EI Portal site Title 1 funds for a second Intervention Coach 3000-3999: Employee Benefits Title I

**Estimated Actual Expenditures**

1000-1999: Certificated Personnel Salaries Base

**Budgeted Expenditures**

Repeated expenditure (Salary \$12,297,845 and benefits \$4,887,314) 1000-1999: Certificated Personnel Salaries Base 0

**Action 15**

additional collaboration time at the elementary level.

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

**Students to be Served**  
All

**Location(s)**  
All Schools

### Action 16

**Planned  
Actions/Services**

Continue to fund two sections of Science to the Rancho-Starbuck master schedule to lower class sizes ensure UDPs have more 1:1 assistance.

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

**Students to be Served**  
English Learners  
Foster Youth  
Low Income

**Scope of Services**  
Schoolwide

**Locations**

Specific Schools: Rancho Starbuck Intermediate

**Actual  
Actions/Services**

Continue to fund two sections of Science to the Rancho-Starbuck master schedule to lower class sizes ensure UDPs have more 1:1 assistance.

**Budgeted  
Expenditures**

Accounted for in Goal 1, Action 1 \$17767 salary and \$6,084 benefits  
1000-1999: Certificated Personnel Salaries Supplemental 0

3000-3999: Employee Benefits Supplemental 0

**Estimated Actual  
Expenditures**

1000-1999: Certificated Personnel Salaries Supplemental

3000-3999: Employee Benefits Supplemental

3000-3999: Employee Benefits Base 0

3000-3999: Employee Benefits Base

## Action 17

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain Math intervention sections at the intermediate school for targeted students (one seventh grade section and one eighth grade section)	Maintain Math intervention sections at the intermediate school for targeted students (one seventh grade section and one eighth grade section)	Accounted for in Goal 1, Action 1 \$21507 salary and \$10512 benefits	1000-1999: Certificated Personnel Salaries Supplemental
<b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b>		1000-1999: Certificated Personnel Salaries Supplemental 0	
<b>Students to be Served</b>		3000-3999: Employee Benefits Supplemental 0	3000-3999: Employee Benefits Supplemental
English Learners			
Foster Youth			
Low Income			
<b>Scope of Services</b>			
Schoolwide			
<b>Locations</b>			
Specific Schools: Rancho Starbuck Intermediate			

## Action 18

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to fund a technology program/system to assist teachers in monitoring student progress and analyze data to close achievement gaps for UDPs (Illuminate)	Continue to fund a technology program/system (Illuminate) to assist teachers in monitoring student progress and analyze data to close achievement gaps for UDPs. This data system allows us to filter and pull data on various student groups for monitoring, as well as identifying students on an early warning system for	Illuminate 4000-4999: Books And Supplies Supplemental 20000	Illuminate 4000-4999: Books And Supplies Supplemental 18876



**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

**Students to be Served**  
 English Learners  
 Foster Youth  
 Low Income

**Scope of Services**  
 LEA-wide

**Locations**  
 All Schools

intervention. All benchmark data is uploaded into the system for teachers to then use as multiple measures in determining the need for intervention and in developing flexible groupings.

**Action 19**

**Planned Actions/Services**  
 Fund a stipend to coordinate additional access to STEAM activities and STEAM Innovation labs for every grade level, multiple times a year with an emphasis in supporting struggling students with math and science support.

**Actual Actions/Services**  
 Fund a stipend to coordinate additional access to STEAM activities and STEAM Innovation labs for every grade level, multiple times a year with an emphasis in supporting struggling students with math and science support.

**Budgeted Expenditures**  
 Total Expenditure: \$20,700  
 1000-1999: Certificated Personnel Salaries Supplemental \$18,000  
 3000-3999: Employee Benefits Supplemental \$2,700

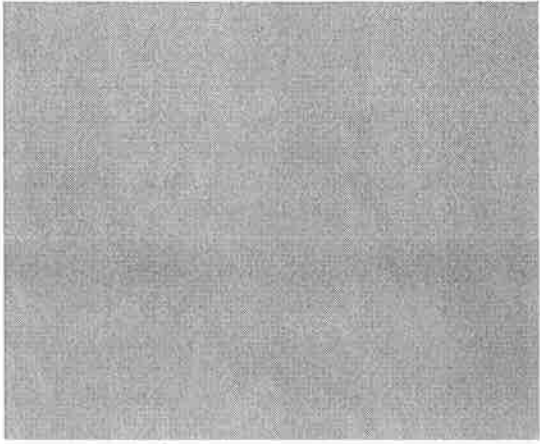
**Estimated Actual Expenditures**  
 1000-1999: Certificated Personnel Salaries Supplemental  
 3000-3999: Employee Benefits Supplemental

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

**Students to be Served**  
 English Learners  
 Foster Youth  
 Low Income

**Scope of Services**  
 LEA-wide

**Locations**  
 All Schools



**Action 20**

**Planned Actions/Services**  
 Maintain sections to the Rancho Starbuck master schedule for reading intervention (one for grade 7 and one for grade 8).

**Actual Actions/Services**  
 Maintain sections to the Rancho Starbuck master schedule for reading intervention (one for grade 7 and one for grade 8).

Budgeted Expenditures	Estimated Actual Expenditures
Accounted for in Goal 1, Action 1 \$29520 salary and \$12069 benefits 1000-1999: Certificated Personnel Salaries Supplemental 0	1000-1999: Certificated Personnel Salaries Supplemental
3000-3999: Employee Benefits Supplemental 0	3000-3999: Employee Benefits Supplemental

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

**Students to be Served**

English Learners

Foster Youth

Low Income

**Scope of Services**

Schoolwide

**Locations**

Specific Schools: Rancho

Starbuck Intermediate

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Refining our overall Multi-Tiered System of Support continues to be an ongoing means of addressing the needs of students at all levels. We are developing additional layers to address the students who qualify under the Low Performing Block grant (one-time funds from the state) as we refine our services and interventions for our English Learners and Students with Disabilities. While we maintained the supports from the prior year, there is clearly a need to provide additional intervention for students to close the achievement gap as opposed to maintaining growth. We are adding some additional counseling and psychological supports for our UDPs, which will allow for more targeted support and monitoring for these student groups that are below the overall average for the district. This is especially true for our English learners and Socioeconomically Disadvantaged students. We want to continue to monitor both the academic and socio-emotional needs of our Foster Youth as well. We are currently evaluating the data from the LAS Links assessment to determine the focus for our English learners next year. We had hoped to have the data in February for planning purposes, however, delays in the set up and training pushed back our administration window to April. With the close out of the year, we will look at the data as baseline information to plan with over the summer for beginning the 2019-20 school year with any necessary adjustments to our English learner supports. This will also allow us to analyze current SBAC data and ELPAC Summative data, which is becoming available now, to make decisions for the coming year.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

While the overall Goal has not changed, we are looking for ways to refine our data collection to determine the discreet skills and needs of our targeted student groups. We are continuing to refine our overall Multi-Tiered System of Support with a number of added pieces to meet the social emotional needs of our students that will be addressed in Goal 3 moving forward. We are looking at more clearly articulating our program for gifted and high achieving students to be sure that we are addressing their needs, which will be included in Goal 2 of the LCAP moving forward. Certificated staff wanted more input into professional development opportunities, so we have developed a survey for input that went out toward the end of this year. We will continue to get input from teachers as we develop a 3-5 year plan for professional development as we continue to balance new adoptions, training in best practices for various student groups like English learners, technology integration, and other important issues like safety and security. These will all be addressed in Goal 2 as part of professional development with some in Goal 3 in relation to School Climate and Engagement elements like social-emotional issues and safety.

# Annual Update

## LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

### Goal 3

Stakeholders, including parents and students, will be engaged in supporting student learning in a positive and safe school climate.

State and/or Local Priorities addressed by this goal:

- State Priorities: Priority 3: Parental Involvement (Engagement)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)

Local Priorities: Safe and Respectful Environment, Family and Community Partnerships

# Annual Measurable Outcomes

Expected

Metric/Indicator
Annual Parent Survey PTA, SSC, ELAC/DELAC participation and input Sign-ins for volunteers, trainings, events
Annual Parent Survey PTA, SSC, ELAC/DELAC participation and input Sign-ins for volunteers, trainings, events
Attendance Data
Attendance Data
CA Dashboard - Suspension indicator Discipline Records
Annual Parent Survey
Dataquest Attendance Data
Student Interviews/Surveys

Actual

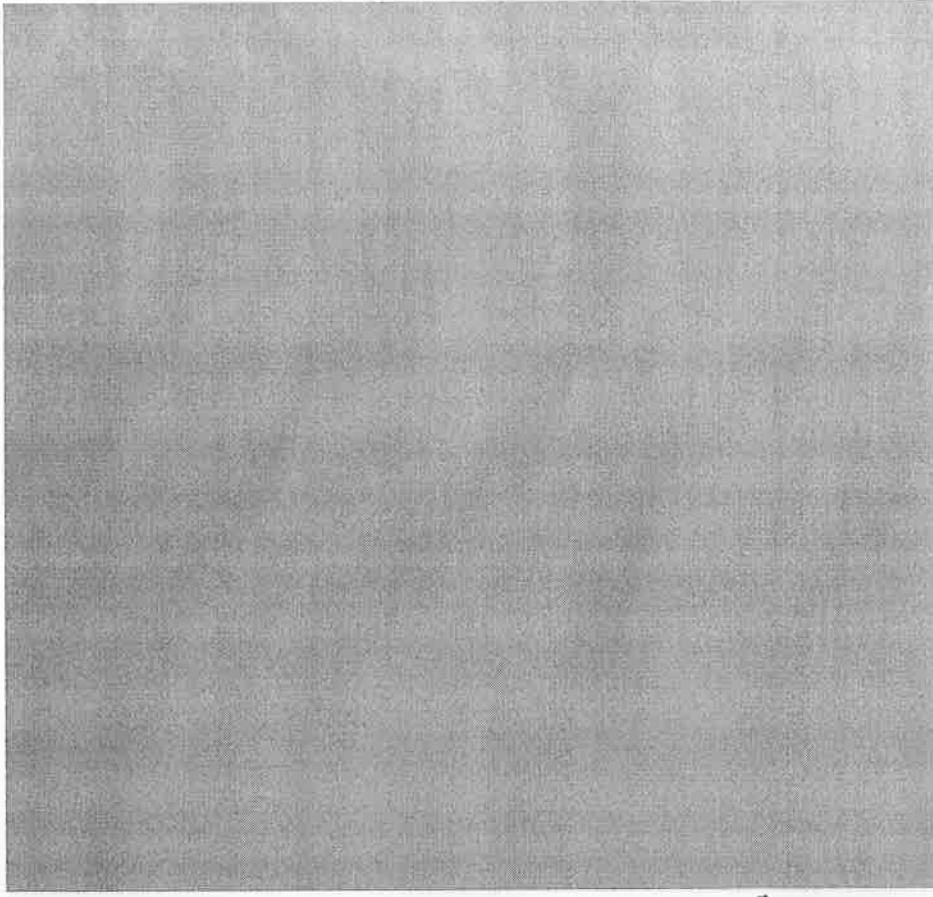
Metric/Indicator
------------------

Expected

18-19

- 3.1) 85% or more of the parent respondents will "Agree" or "Strongly Agree" with the statement, "I feel welcome at my student's school".
- 3.2) 85% or more of the parent respondents will "Agree" or "Strongly Agree" with the statement, "I receive information about my student's academic performance through report cards, progress reports, email, parent-notification letters, and/or parent conferences/phone calls".
- 3.3) Maintain the average attendance rate districtwide at 96% or higher as measured by P2 attendance data.
- 3.4) Maintain or decrease the districtwide chronic absenteeism rate from the previous year as measured by attendance data.
- 3.5) Suspensions and expulsion rates will remain below the State and county rates as measured by the California Department of Education's database.
- 3.6) 85% or more of the parent respondents will "Agree" or "Strongly Agree" with the statement, "My student is safe at school" as measured by the annual parent survey.
- 3.7) The Middle School Dropout Rate will remain at 2% or fewer.
- 3.8) 85% or more of students will "Agree" or "Strongly Agree" with the statement "I feel safe at school" and "I have opportunities to connect with my school".

Actual

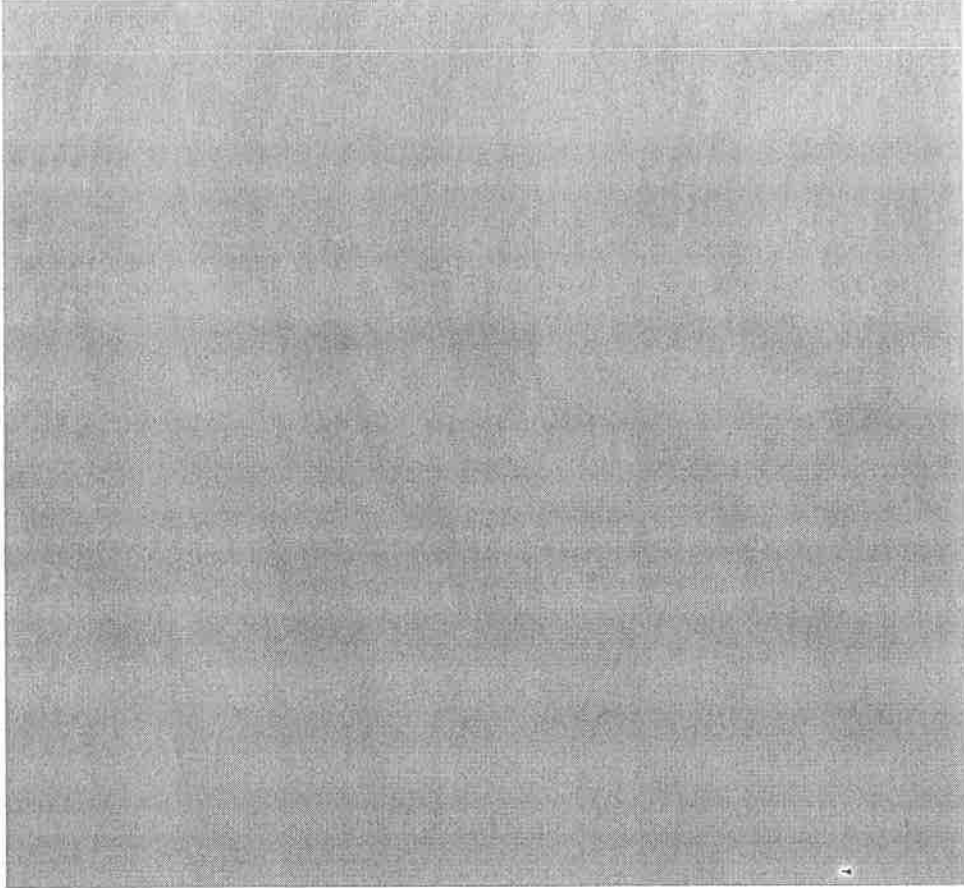


Expected

**Baseline**

- 3.1) 91% of the parents responded "Agree" or "Strongly Agree" with the statement, "I feel welcome at my student's school".
- 3.2) 99% of the parents responded "Agree" or "Strongly Agree" with the statement, "I receive information about my student's academic performance through report cards, progress reports, email, parentnotification letters, and/or parent conferences/phone calls".
- 3.3) The average attendance rate districtwide was 96.55% at P2 (Month 9).
- 3.4) The districtwide chronic absenteeism rate was 3.4%.
- 3.5) Suspensions and expulsion rates remained below the State and county rates. The most current available data has suspensions for Lowell Joint at 1.3% with LA County at 2.2% and the state at 3.8%. We have no expulsions.
- 3.6) 94% of parents responded "Agree" or "Strongly Agree" with the statement, "My student is safe at school" on the annual parent survey.
- 3.7) The Middle School Dropout Rate was less than 2% based on the most current data provided by CDE.
- 3.8) 94% of students responded "Agree" or "Strongly Agree" with the statement "I feel safe at school" and "I have opportunities to connect with my school".

Actual



**Actions / Services**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

**Action 1**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
-----------------------------	----------------------------	--------------------------	----------------------------------



Continue to provide annual training and/or refreshers for School Site Council members on their roles and responsibilities. Each Title I school will hold a Title I meeting to inform parents of opportunities for advisory groups and volunteerism.

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

**Students to be Served**

- English Learners
- Foster Youth
- Low Income

**Scope of Services**

LEA-wide

**Locations**

All Schools

Continue to provide annual training and/or refreshers for School Site Council members on their roles and responsibilities. Each Title I school will hold a Title I meeting to inform parents of opportunities for advisory groups and volunteerism.

Repeated Expense 1000-1999: Certificated Personnel Salaries Supplemental \$0

3000-3999: Employee Benefits Supplemental 0

Repeated Expense 1000-1999: Certificated Personnel Salaries Supplemental 0

Repeated Expense 3000-3999: Employee Benefits Supplemental 0

**Action 2**

**Planned  
Actions/Services**

Purchase the license for Pear Deck which allows teachers to create interactive slideshows for formative assessment in the classroom. Teachers can then differentiate instruction based on the data gathered from the app. This allows for quick "checks for understanding" to assist with flexible grouping and targeted support for struggling students.

**Actual  
Actions/Services**

**Budgeted  
Expenditures**

5000-5999: Services And Other Operating Expenditures Supplemental 3325

**Estimated Actual  
Expenditures**

5000-5999: Services And Other Operating Expenditures Supplemental

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

**Students to be Served**

- English Learners
- Foster Youth
- Low Income

**Scope of Services**

Schoolwide

**Locations**

Specific Schools: El Portal and Meadow Green

**Action 3**

**Planned Actions/Services**

Each school will continue to form a Parent Teacher Association (PTA) with district support to reach out to the parents of UDPs.

**Actual Actions/Services**

Each school formed a Parent Teacher Association (PTA) and discussions were held to determine the best way to encourage participation by a wider range of parents. Meetings are scheduled both in the morning and in the evening to allow for access. PTAs look for ways to include parents in meaningful ways from event planning to roles within the PTA. At least once a year, district personnel attend meetings to discuss the LCAP in addition to parent meetings held by the Superintendent known as "Coffee with Coombs". Site Principals regularly attend meetings to provide information and receive feedback for planning purposes.

**Budgeted Expenditures**

Repeated Expense 1000-1999: Certificated Personnel Salaries Supplemental \$0  
3000-3999: Employee Benefits Supplemental 0

**Estimated Actual Expenditures**

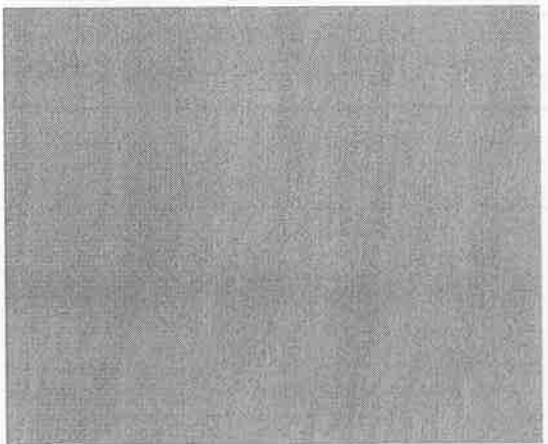
Repeated Expense 1000-1999: Certificated Personnel Salaries Supplemental 0  
Repeated Expense 3000-3999: Employee Benefits Supplemental 0

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

**Students to be Served**  
 English Learners  
 Foster Youth  
 Low Income

**Scope of Services**  
 LEA-wide

**Locations**  
 All Schools



**Action 4**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>The District will support the efforts of the La Habra PTA Council and each school will send a representative to the council meetings.</p>	<p>The District supported the efforts of the La Habra PTA Council through attendance at council meetings. This is part of an ongoing partnership to best meet the needs of our parents within Lowell Joint.</p>	<p>Repeated Expense 1000-1999: Certificated Personnel Salaries Supplemental \$0</p> <p>3000-3999: Employee Benefits Supplemental 0</p>	<p>Repeated Expense 1000-1999: Certificated Personnel Salaries Supplemental 0</p> <p>Repeated Expense 3000-3999: Employee Benefits Supplemental 0</p>

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

**Students to be Served**

- English Learners
- Foster Youth
- Low Income

**Scope of Services**

LEA-wide

**Locations**

All Schools

**Action 5**

**Planned Actions/Services**

A District English Language Advisory Council (DELAC) will be formed annually (Even though the District is not required to base on the number of English learners). Schools will continue to implement an English Language Advisory Council (ELAC) or transfer the responsibilities to the School Site Council.

**Actual Actions/Services**

The District English Language Advisory Council (DELAC) met to provide input on our services for English learners and feedback related to the LCAP. Schools met with their English Language Advisory Council (ELAC) and/or School Site Council on a regular basis to determine goals for the site in the SPSA as well.

**Budgeted Expenditures**

Repeated Expense 1000-1999: Certificated Personnel Salaries Supplemental \$0  
 3000-3999: Employee Benefits Supplemental 0

**Estimated Actual Expenditures**

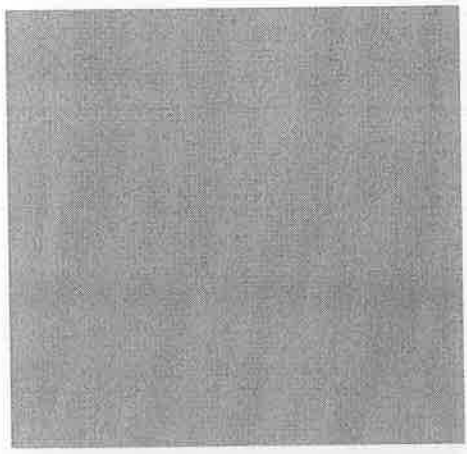
Repeated Expense 1000-1999: Certificated Personnel Salaries Supplemental 0  
 Repeated Expense 3000-3999: Employee Benefits Supplemental 0

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

**Students to be Served**  
English Learners

**Scope of Services**  
LEA-wide

**Locations**  
All Schools



**Action 6**

**Planned Actions/Services**

Both a Program Specialist and an ABA Teacher will be funded this year to increase overall services and opportunities for students struggling with behavior. The primary goal is to re-engage students in meaningful learning opportunities by providing intervention for behavior, mental health, and other nonacademic barriers to learning.

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

**Students to be Served**  
All

**Location(s)**  
All Schools

**Actual Actions/Services**

The Program Specialist and ABA Teacher were funded this year to increase overall services and opportunities for students struggling with behavior. The primary goal remains to re-engage students in meaningful learning opportunities by providing intervention for behavior, mental health, and other nonacademic barriers to learning. The Program Specialist took a position in another district; however, the new Program Specialist was hired and began working within a very short period of time to ensure no disruption of services.

Budgeted Expenditures	Estimated Actual Expenditures
Out of Home Care and Mental Health Funds 1000-1999: Certificated Personnel Salaries Other \$100,342	Out of Home Care and Mental Health Funds 1000-1999: Certificated Personnel Salaries Other
Out of Home Care and Mental Health Funds 3000-3999: Employee Benefits Other \$29564	Out of Home Care and Mental Health Funds 3000-3999: Employee Benefits Other
Repeated Expenditure: Salary-59222 in Goal 1 Action 1 1000-1999: Certificated Personnel Salaries Base \$59222	1000-1999: Certificated Personnel Salaries Base
Repeated Expenditure: Benefits-19000 in Goal 1 Action 1 3000-3999: Employee Benefits Base \$19000	3000-3999: Employee Benefits Base

## Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Special Education parents will have the opportunity to participate in the Special Education Advisory Council for our SELPA. This is a responsibility of the Director of Special Education.	Special Education parents will have the opportunity to participate in the Special Education Advisory Council for our SELPA. This is a responsibility of the Director of Special Education.	1000-1999: Certificated Personnel Salaries Base 133,884	1000-1999: Certificated Personnel Salaries Base
<b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b>		1000-1999: Certificated Personnel Salaries Base 47,171	3000-3999: Employee Benefits Base
<b>Students to be Served</b> Students with Disabilities			
<b>Location(s)</b> All Schools			

## Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Each school will provide unique opportunities for parents. These are outlined in the Single School Plan for Student Achievement (SPSA).	Each school will provide unique opportunities for parents. These are outlined in the Single School Plan for Student Achievement (SPSA).	5000-5999: Services And Other Operating Expenditures Supplemental \$2,000	5000-5999: Services And Other Operating Expenditures Supplemental

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

**Students to be Served**

- English Learners
- Foster Youth
- Low Income

**Scope of Services**

LEA-wide

**Locations**

All Schools

**Action 9**

**Planned Actions/Services**

The District will continue to offer parent education trainings and/or institutes for parents of Unduplicated Pupils (UDPs).

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

**Students to be Served**

- English Learners
- Foster Youth
- Low Income

**Scope of Services**

LEA-wide

**Locations**

All Schools

**Actual Actions/Services**

The District will continue to offer parent education trainings and/or institutes for parents of Unduplicated Pupils (UDPs).

**Budgeted Expenditures**

5000-5999: Services And Other Operating Expenditures Supplemental \$7,000

**Estimated Actual Expenditures**

5000-5999: Services And Other Operating Expenditures Supplemental

## Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Fund tools to support parent outreach: phone outreach system and websites for the district, sites, and teachers. The reduction in cost is the removal of School Loop.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	<p>Fund tools to support parent outreach: phone outreach system and websites for the district, sites, and teachers. The reduction in cost is the removal of School Loop.</p>	<p>5000-5999: Services And Other Operating Expenditures Base 15,000</p>	<p>5000-5999: Services And Other Operating Expenditures Base</p>

## Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>An annual parent survey will be administered to provide parents with an opportunity for feedback and ideas for enhancing educational programs.</p>	<p>An annual parent survey will be administered to provide parents with an opportunity for feedback and ideas for enhancing educational programs.</p>	<p>Repeated Expense 1000-1999: Certificated Personnel Salaries Supplemental \$0</p> <p>3000-3999: Employee Benefits Supplemental 0</p>	<p>Repeated Expense 1000-1999: Certificated Personnel Salaries Supplemental</p> <p>Repeated Expense 3000-3999: Employee Benefits Supplemental</p>



For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

- English Learners
- Foster Youth
- Low Income

**Scope of Services**

LEA-wide

**Locations**

All Schools

**Action 12**

**Planned Actions/Services**

Student absences will be monitored regularly and attendance letters sent out for students with signs of chronic absenteeism

**Actual Actions/Services**

Student absences will be monitored regularly and attendance letters sent out for students with signs of chronic absenteeism

**Budgeted Expenditures**

Repeated Expense 1000-1999: Certificated Personnel Salaries Supplemental \$0

3000-3999: Employee Benefits Supplemental 0

**Estimated Actual Expenditures**

Repeated Expense 1000-1999: Certificated Personnel Salaries Supplemental 0

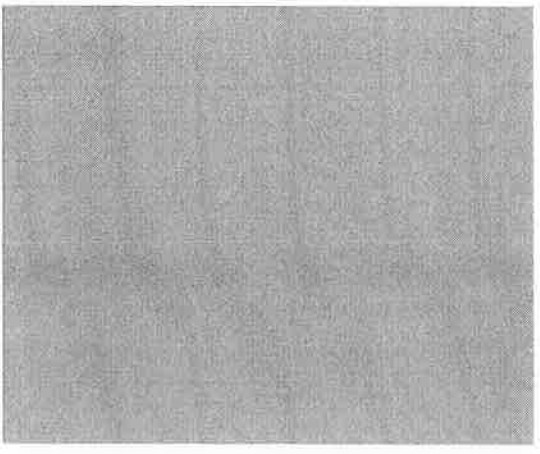
Repeated Expense 3000-3999: Employee Benefits Supplemental 0

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

**Students to be Served**  
 English Learners  
 Foster Youth  
 Low Income

**Scope of Services**  
 LEA-wide

**Locations**  
 All Schools



**Action 13**

**Planned Actions/Services**

The district will implement an attendance incentive program.

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

**Students to be Served**  
 All

**Location(s)**  
 All Schools

**Actual Actions/Services**

At the end of both P1 and P2 (the attendance reporting periods), the sites with the highest percentage of attendance and the most improved attendance are given small incentives as a reward for their efforts in increasing overall attendance and reducing the Chronic Absentee rates. Our overall attendance rate for the year was .... and our Chronic Absentee rate is 4.9% in comparison to the state average of 9%. We do have some targeted groups with higher rates that received additional time with support personnel to monitor efforts to maintain and/or increase attendance including our Foster and Homeless Youth.

Budgeted Expenditures	Estimated Actual Expenditures
4000-4999: Books And Supplies Base \$2,000	4000-4999: Books And Supplies Base 2000

**Action 14**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to provide counseling services at the Intermediate school and monitor social/emotional needs for UDPs.	Continue to provide counseling services at the Intermediate school and monitor social/emotional needs for UDPs.	1000-1999: Certificated Personnel Salaries Supplemental 82290	1000-1999: Certificated Personnel Salaries Supplemental
<b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b>		3000-3999: Employee Benefits Supplemental 25316	3000-3999: Employee Benefits Supplemental
<b>Students to be Served</b>			
English Learners			
Foster Youth			
Low Income			
<b>Scope of Services</b>			
Schoolwide			
<b>Locations</b>			
Specific Schools: Rancho Starbuck			

### Action 15

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
As a direct result of input through the stakeholder input process, the need to address social-emotional needs of students became very evident. There was overwhelming consensus with various stakeholder groups to increase the counseling and psychological support services at each site. We have hired eight paid interns for the 2018-19 school year (4 counseling and 4 psych) to work directly with current personnel to	As a direct result of input through the stakeholder input process, the need to address social-emotional needs of students became very evident. There was overwhelming consensus with various stakeholder groups to increase the counseling and psychological support services at each site. We have hired eight paid interns for the 2018-19 school year (4 counseling and 4 psych) to work directly with current personnel to	5800: Professional/Consulting Services And Operating Expenditures Supplemental 12409	5800: Professional/Consulting Services And Operating Expenditures Supplemental
		5800: Professional/Consulting Services And Operating Expenditures Special Education 23864	5800: Professional/Consulting Services And Operating Expenditures Special Education
		Out of Home 5800: Professional/Consulting Services	5800: Professional/Consulting Services And Operating Expenditures Other

increase these much needed services. The primary focus for these interns will be checking in with our Unduplicated Pupils (UDPs) to address any social-emotional needs potentially acting as barriers for academic success. These services are in addition to the existing partnership with the Gary Center (no cost), a partnership with Supervisor Hahn's Office for limited counseling support (no cost), and existing counselor (Goal 3, Action 14) and existing Psych services (Goal 3, Action 16).

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

**Students to be Served**  
 English Learners  
 Foster Youth  
 Low Income

**Scope of Services**  
 LEA-wide

**Locations**  
 All Schools

increase these much needed services. The primary focus for these interns will be checking in with our Unduplicated Pupils (UDPs) to address any social-emotional needs potentially acting as barriers for academic success. These services are in addition to the existing partnership with the Gary Center (no cost), a partnership with Supervisor Hahn's Office for limited counseling support (no cost), and existing counselor (Goal 3, Action 14) and existing Psych services (Goal 3, Action 16).

And Operating Expenditures Other 28636	Mental Health 5800: Professional/Consulting Services And Operating Expenditures Other 19091	5800: Professional/Consulting Services And Operating Expenditures Other
(Salary \$101,590 plus portion of Coordination stipend \$591) 1000-1999: Certificated Personnel Salaries Supplemental 102181	1000-1999: Certificated Personnel Salaries Supplemental	
3000-3999: Employee Benefits Supplemental 40895	3000-3999: Employee Benefits Supplemental	
4000-4999: Books And Supplies Supplemental 5000	4000-4999: Books And Supplies Supplemental	

**Action 16**

**Planned Actions/Services**  
 Provide psychological support services to students as appropriate. The added costs for services has been added to Action 15; however the stipend to

**Actual Actions/Services**  
 Provide psychological support services to students as appropriate. The added costs for services has been added to Action 15; however the stipend to

Budgeted Expenditures	Estimated Actual Expenditures
1000-1999: Certificated Personnel Salaries Base 190,000	1000-1999: Certificated Personnel Salaries Base

coordinate the new psych interns (proportionally charged to each source) has been added here with the supplemental portion accounted for in Action 15.

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

**Students to be Served**  
All

**Location(s)**  
All Schools

coordinate the new psych interns (proportionally charged to each source) has been added here with the supplemental portion accounted for in Action 15

3000-3999: Employee Benefits Base 79343	3000-3999: Employee Benefits Base
1000-1999: Certificated Personnel Salaries Special Education 1136	1000-1999: Certificated Personnel Salaries Special Education
1000-1999: Certificated Personnel Salaries Other 1364	1000-1999: Certificated Personnel Salaries Other
1000-1999: Certificated Personnel Salaries Other 909	1000-1999: Certificated Personnel Salaries Other

**Action 17**

**Planned Actions/Services**

Each school will provide activities and programs to promote student engagement (site allocations). These expenditures are detailed in the Single School Plan for Student Achievement (SPSA) and presented to the Board each year in November.

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

**Students to be Served**  
All

**Location(s)**  
All Schools

**Actual Actions/Services**

Each school will provide activities and programs to promote student engagement (site allocations). These expenditures are detailed in the Single School Plan for Student Achievement (SPSA) and presented to the Board each year in November.

Budgeted Expenditures	Estimated Actual Expenditures
Repeated Expenditure 4000-4999: Books And Supplies Base \$0	Repeated Expenditure 4000-4999: Books And Supplies Base 0

## Action 18

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
District personnel will work in collaboration with the Lowell Joint Education Foundation.	District personnel will work in collaboration with the Lowell Joint Education Foundation.	Repeated Expense 1000-1999: Certificated Personnel Salaries Supplemental \$0	Repeated Expenditure 1000-1999: Certificated Personnel Salaries Supplemental 0
<b>For Actions/Services included as contributing to meeting the increased or improved Services Requirement:</b>			
<b>Students to be Served</b>			
English Learners			
Foster Youth			
Low Income		3000-3999: Employee Benefits Supplemental 0	Repeated Expenditure 3000-3999: Employee Benefits Supplemental 0
<b>Scope of Services</b>			
LEA-wide			
<b>Locations</b>			
All Schools			

## Action 19

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to provide for a School Resource Officer (SRO) for school safety	Continue to provide for a School Resource Officer (SRO) for school safety	5000-5999: Services And Other Operating Expenditures Supplemental \$39,000	5000-5999: Services And Other Operating Expenditures Supplemental

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

**Students to be Served**

- English Learners
- Foster Youth
- Low Income

**Scope of Services**

Schoolwide

**Locations**

Specific Schools: Rancho Starbuck Intermediate

**Action 20**

**Planned Actions/Services**

Collaborate with key staff at the county child welfare agency, mental health agency, and other entities providing care and services to foster youth and other UDPs (partial funding for the District Nurse).

**Actual Actions/Services**

Collaborate with key staff at the county child welfare agency, mental health agency, and other entities providing care and services to foster youth and other UDPs (partial funding for the District Nurse).

**Budgeted Expenditures**

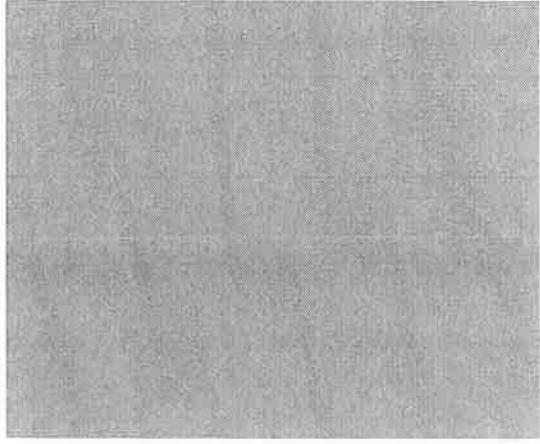
Total Expenditure: \$9,700  
2000-2999: Classified Personnel Salaries Supplemental 5777

3000-3999: Employee Benefits Supplemental 2386

**Estimated Actual Expenditures**

2000-2999: Classified Personnel Salaries Supplemental

3000-3999: Employee Benefits Supplemental



**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

**Students to be Served**  
 English Learners  
 Foster Youth  
 Low Income

**Scope of Services**  
 LEA-wide

**Locations**  
 All Schools

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.



Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.



Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.





Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.



# Annual Update

## LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

### Goal 4



State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:



### Annual Measurable Outcomes

Expected

Actual

### Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

### Action 1

### Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.



Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.



Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.



Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.



# Annual Update

## LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

### Goal 5



State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:



### Annual Measurable Outcomes

Expected

Actual

### Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

### Action 1

### Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.



Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.



Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.



Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.



# Stakeholder Engagement

LCAP Year: 2019-20

## Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

Members of the Lowell Joint School District community were actively involved in the Local Control Accountability Plan (LCAP) process. In order to solicit input from all stakeholders, several forums were utilized:

1. Parent Advisory Committee (PAC)
2. A Staff Survey (All Certificated and Classified)
3. A Parent Survey
4. TK-8 Administrator Meetings (Principals)
5. A Student Survey (Elementary and Intermediate)
6. District English Language Advisory Council (DELAC)
7. Website Posting of LCAP
8. Public Hearing

In addition to these forums and specific presentations identified in the timeline of activities below, staff was given opportunities for input at a regularly scheduled staff meeting with the Assistant Superintendent. As noted in the timeline below, the Assistant Superintendent met with CSEA and LJEAs members to share the Annual Update and gather input for the LCAP through meetings at each site and at a regularly scheduled CSEA meeting. The bargaining units had representation through this process and were directly consulted for input. The Presidents of both LJEAs (certificated) and CSEA (classified) participate on the Parent Advisory Committee where, again, information was gathered around each of the eight state priorities and LCAP goals for inclusion in the LCAP.

The following is a timeline of activities for gathering input and sharing information:

July-August	Data provided to Principals for SPSSA development and initial analysis of District progress on goals measured by SBAC data
September 10, 2018	Parent Survey Results shared with the Board
October 1, 2018	Facilities (Special Projects) and Academic Achievement presentations to the Board
October 2018	ELPAC Testing with initial indicators of EL progress identified
November 2018	Dashboard Data released for analysis of progress on State Indicators
November 8, 2018	DELAC

November-December 2018 LCAP Advisory Committee Organization

LCAP Parent Advisory Committee Organization

December 7, 2018 Training for new Board members

December 10, 2018 Single School Plans shared with Board including alignment with LCAP

January 23, 2019 LCAP Advisory Committee; LCAP Parent Advisory Committee

January 1, 2019 Macy PTA

January 17, 2019 Olita PTA

January 24, 2019 Rancho Starbuck PTA

February 13, 2019 El Portal PTA

February 19, 2019 Jordan PTA

February 19, 2019 TK-8 Administrative Team Meeting; Parent and Staff Surveys

February 20, 2019 Meadow Green PTA; CSEA (Classified Association)

February 21, 2019 LCAP Advisory Committee; LCAP Parent Advisory Committee

March 14, 2019 District English Language Advisory Council (DELAC)

March –May 2019 Draft Updates Based on Direction from the Board, Administration, Advisory Council, PTAs, Associations, Students, Parents, and DELAC

March 4, 2019 El Portal Certificated Staff

March 11, 2019 Meadow Green Certificated Staff

March 14, 2019 Olita Certificated Staff

March 15, 2019 Macy Certificated Staff

March 21, 2019 Jordan Certificated Staff

April 1, 2019 Board Update

April 10, 2019 Rancho Starbuck Certificated Staff

April 24, 2019 LCAP Advisory Committee; LCAP Parent Advisory Committee

May, 2019 Student Surveys

May 13, 2019 Board presentation on Local Indicators

May, 2018 Revise LCAP Based on Public Input

June, 2019 Written response to the LCAP Parent Advisory Committee

June 10, 2019 Board Presentation and Public Hearing on LCAP and the District Budget

June, 11-24 2019 Revise LCAP Based on Input from Public Hearing

June 24, 2019 Board Action on LCAP and Budget

The annual actions and progress towards goals were shared in a variety of venues. In addition, input from various stakeholder groups, including parents, students, certificated and classified staff, and community members helped to develop and then review the LCAP. The LCAP has remained a regularly referenced document during conversations at existing organizational meetings including the District English Language Advisory Council (DELAC), Parent Teacher Associations (PTAs), School Site Councils, and Board of Trustee meetings. We know when we actively reach out to our stakeholders, we hear a wider range of perspectives and priorities. Throughout the process, conversations regarding the LCAP have come alongside presentations that explain the Local Control

Funding Formula. LCAP progress monitoring has also been a regular Cabinet agenda item. The primary objective has been to seek consultation from various community groups in preparing for the LCAP Annual Update. Staff asked participants to share ideas about what the district was doing effectively as well as areas for improvements. Aspects of the LCAP were shared and input sought on the following dates:

- November 9, 2017 DELAC
- February 1, 2018 LCAP Advisory Committee; LCAP Parent Advisory Committee
- February 8, 2018 Macy PTA
- February 15, 2018 Olita PTA; Rancho Starbuck PTA
- February 20, 2018 Jordan PTA
- February 21, 2018 Meadow Green PTA; CSEA (Classified Association)
- February 27, 2018 El Portal PTA
- March 2018 TK-8 Administrative Team Meeting; Parent and Staff Surveys
- March 7, 2018 LCAP Advisory Committee; LCAP Parent Advisory Committee
- March 22, 2018 District English Language Advisory Council (DELAC)
- April 2, 2018 Meadow Green Certificated Staff
- April 5, 2018 El Portal Certificated Staff
- April 9, 2018 Rancho Starbuck Certificated Staff
- April 9, 2018 Board Update
- April 19, 2018 Olita Certificated Staff; Macy Certificated Staff
- April 23, 2018 Olita Certificated Staff (second opportunity)
- April 27, 2018 Rancho Starbuck Certificated Staff (second opportunity)
- April 30, 2018 Jordan Certificated Staff
- May 2018 Student Survey (grades 3-8)
- May 23, 2018 LCAP Advisory Committee; LCAP Parent Advisory Committee
- June 11, 2018 Public Hearing on the LCAP and the Budget; Presentation on Local Indicators
- June 12-21st, 2018 Revise LCAP Based on Feedback from Public Hearing and any additional feedback from posting
- June 21, 2018 Second Public Hearing on the LCAP and the Budget

## Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

Input from the forums with stakeholders elicited the following feedback:

Conditions of Learning



(Basic Services, Implementation of the California Content Standards, and Course Access)

- Continue to ensure teachers are fully credentialed and appropriately assigned; increase in sub pay to ensure that qualified substitutes are available for absences and teachers-released for professional development
- Upgrade facilities; the plans for major work at Olita are already approved and awaiting funding
- Maintain clean campuses
- Students will continue to have access to standards-aligned materials
- Increase staff knowledge of the California Content Standards
- Purchase resources for the implementation of the California Content Standards
- Ensure English learner mastery of the content standards
- Implement a 1:1 device initiative
- Expand WiFi access at the elementary schools
- Expansion of Science, Technology, Engineering, and Mathematics (STEAM) programs

Pupil Outcomes

(Student Achievement and Other Student Outcomes)

- Continue high achievement levels
- Close the achievement gaps-this is primarily with our EL and SWD subgroup populations
- Use multiple means to measure student achievement
- Increase both academic and language proficiency for English learners

\* Additional support opportunities for students through intervention and differentiation

\* Additional collaboration time for teachers to plan for meeting the needs of all students

- Update the pacing guides and benchmarks to align with new materials

School Climate and Engagement

(Parent Involvement, Student Engagement, and School Climate)

\* Overwhelmingly, there was a need to increase the counseling and psych services for students

- Continue strong tradition of parent involvement

\* Provide information in multiple languages on a more regular basis (for languages not above the 15% mandate)

- Offer parent education courses

- Maintain high attendance rates
- Maintain low drop-out and suspension/expulsion rates

The following changes were made to the LCAP based on input from certificated and classified staff, the Parent Advisory Committee (PAC) including both bargaining units, DELAC, students, Principals, and parents:

- Additional funds for technology services and equipment
- Continue to prioritize facility needs and begin major repairs/upgrades
- Increase behavioral supports for students
- More parent education classes
- Additional translation services
- Continued expansion of STEAM

\* Evaluation of substitute pay to ensure coverage

\* Additional FTE (music) to provide collaborative time for teachers and increase access to music for students

Involvement of various stakeholder groups has led to a variety of perspectives being shared and has helped to evaluate and build the programs and services to best meet the needs of students. During the various forums for the Parent Advisory Committee, DELAC, and both certificated and classified staff, information on how state funding has changed for public schools with the implementation of the Local Control Funding Formula (LCFF) was reviewed. Specific implications and funding levels of LCFF for Lowell Joint School District were further shared. How LCFF ties to the LCAP was also a point of discussion at all of the staff meetings. Input from all of the stakeholder meetings allowed for reflection on implementation of the current LCAP and provided direction for the 2017-18 plan as outlined above. Goals and action items identified for the LCAP were woven into the SPSAs for each individual school site. As these were reviewed by School Site Councils throughout the year, metrics were evaluated to determine progress towards identified goals. This allowed for ongoing dialogue on specific action items during Principal Meetings to ensure stakeholder contributions at the site level. Certificated and classified staff, students, and parents were part of the monitoring and refining of steps to meet goals within the plan.

# Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

## Goal 1

All students of the Lowell Joint School District will have appropriate conditions for successful learning outcomes.

### State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)  
Priority 2: State Standards (Conditions of Learning)  
Priority 7: Course Access (Conditions of Learning)  
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: Student Achievement and Fiscal Excellence

### Identified Need:

Basic Services

Continue to ensure teachers are fully credentialed and appropriately assigned.  
Currently all teachers are fully credentialed and appropriately assigned.

School facilities need to be upgraded/modernized.

Schools have never been modernized. HVAC, electrical, and roofs need to be replaced. The Board is discussing the feasibility of a Bond Measure to support the massive overhauling that needs to be done. A decision will be made in June of 2018 most likely.

Students need to continue to have access to standards aligned materials. We will continue to support the new English Language Arts/English Language Development adoption while exploring new History/Social Science materials in line with the state release of frameworks.  
Teachers have support materials in ELA to bridge the transition to CCSS using current adopted textbooks.

California State Standards

#### Increase staff pedagogy of California State Standards

Data gathered last year indicated that 92.86% of certificated staff members who teach core content areas rated themselves a 4 or 5 on a five point rating scale, when asked, "Rate your level of comfort in working with and understanding the CCSS." There is a need to continue to increase staff pedagogy and comfort around new standards and guidance for History/Social Science and Next Generation Science Standards (NGSS) as we continue to move forward.

#### Need additional resources/materials to implement California State Standards

Additional support material and curriculum adoptions are needed to support the implementation of California State Standards. While mathematics and ELA have been completed, we are continuing to transition for History/Social Science and Science. In compliance with new education code, a portion of Health curriculum has been updated and approved by the Board to meet the requirements of the California Healthy Youth Act. Health will be evaluated upon release of the new framework and within the state timeline for materials adoption.

#### Time for planning and designing instruction to meet the needs of all students

We have some grade levels and some subgroups that are struggling more than the "All Student" group across the district. We plan to provide two days for teachers to come together as an entire grade level to plan for and discuss the needs of these targeted students to adjust instructional programming as necessary. This is in addition to time on early release Mondays, during PE, and during Music where teachers have additional time to collaborate.

#### English learners need to be provided with additional supports in order to access the California Content Standards.

Currently, English learners are not making progress as rapidly as their English-Only counterparts. Additional supports need to be implemented Districtwide in order to ensure universal access to the California Content Standards. We have systems in place that allow students to maintain growth, but we need to add additional layers to support growth beyond "All Students".

#### The infrastructure to support Wi-Fi access needs to be expanded and updated.

Currently the Intermediate school has Wi-Fi across the entire campus, and elementary schools have increased access points. There is a need to add additional access points, structured cabling, equipment, cabinets, and closets at the TK-6 sites.

#### There is a need for a districtwide 1:1 program and regular technology integration.

A 1:1 device initiative has been designed, initial equipment deployed, and teacher training has commenced. We have completed the three-year initiative although additional professional development will be ongoing. Expansion of this program and or the design of a program to meet the needs of our TK-2 classrooms will continue as a discussion with the District Technology Committee.

#### Refine the Report Card.

An initial report card was implemented, and there is a need to refine it with additional updates. This happens each year with the addition of a new adoption since the pacing and completion of standards determines when certain items are included in the report card.

**Course Access Other Outcomes**

Continue to support and expand STEAM programs along with other Career Tech opportunities. A four-year STEAM secondary grade level grant was garnered in conjunction with FJUHSD and Fullerton Community College, which has now completed. We are looking at ways to maintain and expand the programs without the financial support from the grant. All elementary schools have begun implementation of STEAM activities, which supports access to the Next Generation Science Standards (NGSS) until we officially adopt new materials. The state list of approved curriculum is scheduled for release in November of 2018.

**Expected Annual Measurable Outcomes**

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Credentialed Audit and data from CBEDS	1.1) 100% of students are taught by fully credentialed and appropriately assigned teachers.	1.1) Teachers will continue to be fully credentialed and appropriately assigned as measured by credentials audits.	1.1) Teachers will continue to be fully credentialed and appropriately assigned as measured by credentials audits.	1.1) Teachers will continue to be fully credentialed and appropriately assigned as measured by credentials audits.
Board minutes for William's sufficiency	1.2) At the October 3, 2016 Board meeting, the Lowell Joint Board of Trustees certified that all students within the District had sufficient materials.	1.2) Every student will continue to have standards-aligned materials.	1.2) Every student will continue to have standards-aligned materials as measured by Williams compliance documentation.	1.2) Every student will continue to have standards-aligned materials as measured by Williams compliance documentation.
Board minutes for progress on facilities	1.3) 100% of students had access to standards aligned curriculum and materials.	1.3) 100% of students have access to standards aligned curriculum and materials.	1.3) 100% of students have access to standards aligned curriculum and materials.	1.3) 100% of students have access to standards aligned curriculum and materials.
FIT Reports	1.4) A multi-million dollar project to upgrade air conditioning and roofing at Olita is underway with planning and bids for work to	1.4) Continue to prioritize facility needs and address the identified needs as budget allows.	1.4) Continue to prioritize facility needs and address the identified needs as budget allows.	1.4) Continue to prioritize facility needs and address the identified needs as budget allows.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>Certificated staff survey on implementation of standards</p>	<p>begin this summer (2017).</p>	<p>1.5) While the goal remains 100% of facilities with good or higher rating with minimal deficiencies, we still had one site with a rating of Fair. The Board is discussing a Bond Measure to support the modernization of facilities.</p>	<p>1.5) Maintain 100% of facilities with good or higher rating with minimal deficiencies.</p>	<p>1.5) Maintain 100% of facilities with good or higher rating with minimal deficiencies.</p>
<p>Chromebook Initiative records for professional development and purchasing</p>	<p>1.5) We did not have 100% of facilities with good or higher on the annual Facilities Inspection Tool (FIT). Two schools received a rating of Fair.</p>	<p>1.6) 55% of certificated staff members who teacher core content areas will rate themselves a 4 or 5 on a five point rating scale, when asked, "Rate your level of comfort in working with and understanding the CCSS" as measured through a teacher survey.</p>	<p>1.6) 65% of certificated staff members who teacher core content areas will rate themselves a 4 or 5 on a five point rating scale, when asked, "Rate your level of comfort in working with and understanding the CCSS" as measured through a teacher survey.</p>	<p>1.6) 95% of certificated staff members who teacher core content areas will rate themselves a 4 or 5 on a five point rating scale, when asked, "Rate your level of comfort in working with and understanding the CCSS" as measured through a teacher survey.</p>
<p>Master schedules, resources allocated for STEAM Innovation Labs, and courses of study</p>	<p>1.6) In May of 2016, 37% of certificated staff members who teach core content areas rated themselves a 4 or 5 on a five point rating scale, when asked, "Rate your level of comfort in working with and understanding the CCSS". An additional 43% rated themselves a 3, which is "becoming comfortable" with standards.</p>	<p>1.7) An additional 28 teachers will receive chromebook carts for the 2017-18 school year.</p>	<p>1.7) All 3-8th grade teachers will have chromebook carts.</p>	<p>1.7) Expand the implementation of Chromebook devices to support the California Content Standards in grades TK-2 as appropriate. Begin the first refresh cycle of Chromebooks for those purchased in 2015.</p>
	<p>1.7) 29 teachers received chromebook carts for the 2016-17 school year.</p>	<p>1.8) Intermediate students will continue to students will continue to have access to a broad course of study as measured by master schedules, courses of</p>		

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>1.8) All students will continue to have access to a broad course of study, STEAM activities.</p> <p>1.9) Four of the five elementary schools sites will provide STEAM activities to students as measured by lesson plans and access to STEAM labs.</p>	<p>have access to a broad course of study as measured by master schedules, courses of study and access to STEAM activities.</p> <p>1.9) Four of the five elementary schools sites will provide STEAM activities to students as measured by lesson plans and access to STEAM labs.</p>	<p>study and access to STEAM activities.</p> <p>1.9) All elementary schools sites will provide STEAM activities to students as measured by lesson plans and access to STEAM labs.</p>	<p>1.8) Intermediate students will continue to have access to a broad course of study as measured by master schedules, courses of study and access to STEAM activities.</p> <p>1.9) All elementary schools sites will provide STEAM activities to students as measured by lesson plans and access to STEAM labs.</p>

## Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Appropriately credentialed/certified teachers will be employed and assigned.

2018-19 Actions/Services

Fully credentialed/certified teachers will be employed and appropriately assigned.

2019-20 Actions/Services

Fully credentialed/certified teachers will be employed and appropriately assigned.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$12,000,000	\$12,297,845	\$12,500,000
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries Total Expenditure \$16,100,000
Amount	\$4,000,000	\$4,888,314	\$4,900,000
Source	Base	Base	Base
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

**Action 2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]



**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

**2017-18 Actions/Services**

Provide basic custodial, maintenance, and grounds services.

**2018-19 Actions/Services**

Provide basic custodial, maintenance, and grounds services.

**2019-20 Actions/Services**

Provide basic custodial, maintenance, and grounds services.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$960,000	\$1,149,141	\$960,000
Source	Base	Base	Base
Budget Reference	2000-2999: Classified Personnel Salaries Total Expenditure: \$1,446,000	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	\$486,000	\$692,657	\$500,000
Source	Base	Base	Base
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount		72000	74000
Source		Other	Other
Budget Reference		2000-2999: Classified Personnel Salaries Fund 14	2000-2999: Classified Personnel Salaries Fund 14
Amount		35575	36500
Source		Other	Other
Budget Reference		3000-3999: Employee Benefits Fund 14	3000-3999: Employee Benefits Fund 14

**Action 3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

**2017-18 Actions/Services**

Continue to fund additional night custodians beyond base needs to provide daily cleaning of classrooms. This allows for a safe and positive school environment when increasing the demands on existing custodial staff due to before and after school interventions, parent engagement activities, extended professional development, collaboration meetings, and other events funded by supplemental monies.

**2018-19 Actions/Services**

Continue to fund additional night custodians beyond base needs to provide daily cleaning of classrooms. This allows for a safe and positive school environment when increasing the demands on existing custodial staff due to before and after school interventions, parent engagement activities, extended professional development, collaboration meetings, and other events funded by supplemental monies.

**2019-20 Actions/Services**

Continue to fund additional night custodians beyond base needs to provide daily cleaning of classrooms. This allows for a safe and positive school environment when increasing the demands on existing custodial staff due to before and after school interventions, parent engagement activities, extended professional development, collaboration meetings, and other events funded by supplemental monies.

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Year			
Amount	\$140,000	\$123780	\$135000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries Total Expenditure: \$175,000	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	\$35,000	\$69327	\$75000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

**Action 4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**  
(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**  
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**  
(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**  
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**  
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here] [Add Scope of Services selection here] [Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action Unchanged Action Unchanged Action

2017-18 Actions/Services 2018-19 Actions/Services 2019-20 Actions/Services  
 Prioritize facility needs. Prioritize facility needs. Prioritize facility needs.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$80,508	95064	97000
Source	Base	Base	Base
Budget Reference	2000-2999: Classified Personnel Salaries \$117,983; 80508 base and 37,475 benefits	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	\$37,475	0	0
Source	Base	Base	Base
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits Repeated Expenditure: The benefits are accounted for in Goal 1, Action 2 \$43,699	3000-3999: Employee Benefits Repeated Expenditure: The benefits are accounted for in Goal 1, Action 2 \$43,699

**Action 5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

Unchanged Action

Unchanged Action

**2017-18 Actions/Services**

Based on available funding, identify facilities projects to be completed that are most urgent.

**2018-19 Actions/Services**

Based on available funding, identify facilities projects to be completed that are most urgent. With the potential of a Bond Measure in November of 2018, work on the delayed Olita Major Maintenance project could begin in 2019.

**2019-20 Actions/Services**

Based on available funding, identify facilities projects to be completed that are most urgent. A comprehensive plan has been developed as part of the potential Bond Measure, so the scope of the work can then be more clearly outlined as funding becomes available.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	TBD	25000	25000
Source	Other	Other	Other
Budget Reference	4000-4999: Books And Supplies Special Reserve for Capital Outlay	Special Reserve for Capital Outlay-Fund 40	Special Reserve for Capital Outlay-Fund 40
Amount	TBD	528500	530000
Source	Other	Other	Other
Budget Reference	6000-6999: Capital Outlay Special Reserve for Capital Outlay	5000-5999: Services And Other Operating Expenditures Special Reserve for Capital Outlay	5000-5999: Services And Other Operating Expenditures Special Reserve for Capital Outlay
Amount		500000	500000
Source		Other	Other
Budget Reference		6000-6999: Capital Outlay Special Reserve for Capital Outlay-Fund 40	6000-6999: Capital Outlay Special Reserve for Capital Outlay-Fund 40

**Action 6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All [Redacted] All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:** (Select from English Learners, Foster Youth, and/or Low Income) [Add Students to be Served selection here] **Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s)) [Add Scope of Services selection here] **Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans) [Add Location(s) selection here]

**Actions/Services**  
Select from New, Modified, or Unchanged for 2017-18  
Unchanged Action  
2017-18 Actions/Services  
Provide for basic utility services.

Select from New, Modified, or Unchanged for 2018-19  
Unchanged Action  
2018-19 Actions/Services  
Provide for basic utility services.

Select from New, Modified, or Unchanged for 2019-20  
Unchanged Action  
2019-20 Actions/Services  
Provide for basic utility services.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$675,000	644,464	650,000
Source	Base	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

**Action 7**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:** (Select from All, Students with Disabilities, or Specific Student Groups) [Redacted] **Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans) [Redacted]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

Unchanged Action

Unchanged Action

**2017-18 Actions/Services**

Continue to inspect all school sites to ensure that facilities are in "Good Repair."

**2018-19 Actions/Services**

Continue to inspect all school sites to ensure that facilities are in "Good Repair." This is a repeated expense for the Director of Maintenance and Operations as part of his job description.

**2019-20 Actions/Services**

Continue to inspect all school sites to ensure that facilities are in "Good Repair." This is a repeated expense for the Director of Maintenance and Operations as part of his job description.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	0	0	0
Source	Base	Base	Base
Budget Reference	2000-2999: Classified Personnel Salaries Repeated Expenditure	2000-2999: Classified Personnel Salaries Repeated Expenditure: Salary accounted for in Goal 1 Action 4-\$95,064	2000-2999: Classified Personnel Salaries Repeated Expenditure: Salary accounted for in Goal 1 Action 4-\$97000
Amount	0	0	0
Source	Base	Base	Base
Budget Reference	3000-3999: Employee Benefits (\$117,983: 80,508 base and 37,475 benefits)	3000-3999: Employee Benefits Repeated Expenditure: Benefits accounted for in Goal 1, Action 2-\$43,699	3000-3999: Employee Benefits Repeated Expenditure: Benefits accounted for in Goal 1, Action 2-\$43,699

## Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

2017-18 Actions/Services

Continue to fund a Teacher on Special Assignment (TOSA) to assist staff in the integration of technology with the content standards to provide access to specialized support programs and resources for differentiating instruction for UDPs. The TOSA also provides support for illuminate and training teachers on reports for data analysis. Includes stipend for work outside contracted days.

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

2018-19 Actions/Services

Continue to fund a Teacher on Special Assignment (TOSA) to assist staff in the integration of technology with the content standards to provide access to specialized support programs and resources for differentiating instruction for UDPs. The TOSA also provides support for illuminate and training teachers on reports for data analysis. Includes stipend for work outside contracted days.

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2019-20 Actions/Services

Continue to fund a Teacher on Special Assignment (TOSA) to assist staff in the integration of technology with the content standards to provide access to specialized support programs and resources for differentiating instruction for UDPs. The TOSA also provides support for illuminate and training teachers on reports for data analysis. Includes stipend for work outside contracted days.

## Budgeted Expenditures



Year	2017-18	2018-19	2019-20
Amount	\$85,000	99822	100,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Total Expenditure: \$106,000	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$21,000	21169	22000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

**Action 9**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Provide additional professional development in California Content Standards including support for the new ELA Adoption, Math, NGSS, Social Studies, and Health. Training is to target differentiated instruction for UDPs based on data analysis.

Provide additional professional development in California Content Standards including support for the new ELA Adoption, Math, NGSS, Social Studies, and Health. Training is to target differentiated instruction for UDPs based on data analysis. Added costs reflect the end of Educator Effectiveness Funds and an increase to rates for substitutes used for professional development.

Provide additional professional development in California Content Standards including support for the new H/SS Adoption, Math, NGSS, ELA, and Health. Training is to target differentiated instruction for UDPs based on data analysis.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$15,000	\$90,000	\$60,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Total Expenditure:\$25,000	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$5,000	\$30,000	\$20,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

**Action 10**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners  
Foster Youth  
Low Income

LEA-wide

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified Action

Unchanged Action

Unchanged Action

**2017-18 Actions/Services**

Teachers will continue to collaborate to differentiate California Content Standards units of study, formative assessments, and success criteria for UDPs. This includes the addition of a music teacher to provide time for elementary teachers to plan while also increasing access to VAPA standards for elementary students.

**2018-19 Actions/Services**

Teachers will continue to collaborate to differentiate California Content Standards units of study, formative assessments, and success criteria for UDPs. Maintain the addition of a music teacher to provide time for elementary teachers to plan while also increasing access to VAPA standards for elementary students.

**2019-20 Actions/Services**

Teachers will continue to collaborate to differentiate California Content Standards units of study, formative assessments, and success criteria for UDPs.. Maintain the addition of a music teacher to provide time for elementary teachers to plan while also increasing access to VAPA standards for elementary students.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$10,000	0	0
Source	Title III	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Total Expenditure:\$13,000	1000-1999: Certificated Personnel Salaries Repeated Expenditure: 55,000 in Goal 1, Action 1	1000-1999: Certificated Personnel Salaries Repeated Expenditure: 57,000 in Goal 1, Action 1
Amount	\$3,000	0	0
Source	Title II	Base	Base
Budget Reference	3000-3999: Employee Benefits \$19,700	3000-3999: Employee Benefits Repeated Expenditure: 20000 in Goal 1, Action 1	Repeated Expenditure: 21000 in Goal 1, Action 1

Amount

\$55,000

### Action 11

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

#### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Grade Spans: Elementary

#### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Continue to expand access to STEAM programs at the elementary level.

2018-19 Actions/Services

Continue to expand access to STEAM programs at the elementary level. This becomes increasingly important as we develop College and Career Pathways for our elementary sites to feed into Rancho Starbuck programs.

2019-20 Actions/Services

Continue to expand access to STEAM programs at the elementary level. This becomes increasingly important as we develop College and Career Pathways for our elementary sites to feed into Rancho Starbuck programs.

#### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$10,000	\$20,000	\$20,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

## Action 12

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified Action

Modified Action

Modified Action

2017-18 Actions/Services

Purchase H/SS textbooks aligned with the new framework. Significant increase in estimated cost based on the recent ELA adoption.

2018-19 Actions/Services

Purchase History/Social Science textbooks aligned with the new framework. Significant increase in estimated cost based on the recent ELA adoption.

2019-20 Actions/Services

Purchase Mathematics materials for Rancho Starbuck (adopted 2 years before elementary). Significant increase in estimated cost based on the recent ELA adoption.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$600,000	583160	\$154,000
Source	Other	Other	Other
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies Restricted Lottery and Other	4000-4999: Books And Supplies Restricted Lottery

### Action 13

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Rancho Starbuck Intermediate

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

#### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

#### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Continue to partner with the high school district to provide enrichment and STEM programs.

Continue to partner with the high school district to provide enrichment and STEAM programs

Continue to partner with the high school district to provide enrichment and STEAM programs

#### Budgeted Expenditures

	2017-18	2018-19	2019-20
Year			
Amount	\$55,000	0	0
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Total Expenditure: \$65,000	1000-1999: Certificated Personnel Salaries Repeated Expenditure: Total: 135,079.62 Salary-99,738 in Goal 1, Action 1	1000-1999: Certificated Personnel Salaries Repeated Expenditure: Total: 135,079.62 Salary-99,738 in Goal 1, Action 1
Amount	\$10,000	0	0
Source	Base	Base	Base
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits Benefits-38,505 in Goal 1, Action 1	3000-3999: Employee Benefits Benefits-38,505 in Goal 1, Action 1

**Action 14**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Continue to provide each school with a technology allocation to update and expand equipment inventory.

Continue to provide each school with a technology allocation to update and expand equipment inventory.

Continue to provide each school with a technology allocation to update and expand equipment inventory.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$60,000	45000	45000
Source	Base	Base	Base
Budget Reference	6000-6999: Capital Outlay	6000-6999: Capital Outlay	6000-6999: Capital Outlay

**Action 15**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Continue to provide each school with a per pupil allocation for the purchase of instructional supplies

2018-19 Actions/Services

Continue to provide each school with a per pupil allocation for the purchase of instructional supplies. This includes an

2019-20 Actions/Services

Continue to provide each school with a per pupil allocation for the purchase of instructional supplies. This includes an



increase based on the Consumer Price Index (CPI)

Budgeted Expenditures	2017-18	2018-19	2019-20
Year	2017-18	2018-19	2019-20
Amount	\$260,000	262551	265000
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

**Action 16**  
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**  
(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**  
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools  
Specific Grade Spans: Primarily Grades 3-8 with expansion into TK-2 for the 2019-20 year

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**  
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**  
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**  
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**  
Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Expand 1:1 device initiative including professional development in instructional technology.

Maintain and refresh from the first cycle in 2015-16. Complete the professional development for the third cohort.

Maintain and refresh from the first cycle purchased for the 2016-17. Continue with needed professional development and ongoing integration of technology into learning.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$400,000	130000	135000
Source	Base	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount		5775	6000
Source	Base	Base	Base
Budget Reference		1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount		2500	2500
Source	Base	Base	Base
Budget Reference		3000-3999: Employee Benefits	3000-3999: Employee Benefits

**Action 17**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**  
 (Select from All, Students with Disabilities, or Specific Student Groups)  
 All

**Location(s):**  
 (Select from All Schools, Specific Schools, and/or Specific Grade Spans)  
 All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

2017-18 Actions/Services

Fund staff to implement CCSS and the Smarter Balanced online assessments (includes tech support and overseeing accommodations/modifications in TOMS for UDPs)

Select from New, Modified, or Unchanged for 2018-19

Modified Action

2018-19 Actions/Services

The Technology Department, consisting of three full-time and one part-time employee, will oversee the District's technology needs. This includes monitoring the networks and infrastructure for access to the internet and online testing for the state. This also includes access to resources to support differentiated instruction and intervention through the use of software programs and/or technology components of adopted materials. With the Chromebook Initiative, maintenance and support of devices is an ongoing need. Communication tools such as websites, phone, and email systems will also be maintained by the Tech Department as will new safety and security measures such as Raptor which has been purchased for implementation in the 2018-19 school year. Raptor is an electronic check in system for all people visiting a campus that alerts staff to potential issues with a visitor.

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2019-20 Actions/Services

The Technology Department, consisting of three full-time and one part-time employee, will oversee the District's technology needs. This includes monitoring the networks and infrastructure for access to the internet and online testing for the state. This also includes access to resources to support differentiated instruction and intervention through the use of software programs and/or technology components of adopted materials. With the Chromebook Initiative, maintenance and support of devices is an ongoing need. Communication tools such as websites, phone, and email systems will also be maintained by the Tech Department as will new safety and security measures. Additional supports for the temporary housing of Olita at the Maybrook Campus during construction will be addressed as well.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$50,000	225000	225000
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	\$10,500	110000	112000
Source	Base	Base	Base
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	\$14,000		
Source	Base		
Budget Reference	2000-2999: Classified Personnel Salaries		
Amount	\$1,500		
Source	Base		
Budget Reference	3000-3999: Employee Benefits		

**Action 18**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners  
Foster Youth  
Low Income

LEA-wide

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

Provide four non-student work days for professional development opportunities beyond early-release Mondays. These days are focused on intensive professional development to close the achievement gap for UDPs

2018-19 Actions/Services

Provide four non-student work days for professional development opportunities beyond early-release Mondays. These days are focused on intensive professional development to close the achievement gap for UDPs

2019-20 Actions/Services

Provide four non-student work days for professional development opportunities beyond early-release Mondays. These days are focused on intensive professional development to close the achievement gap for UDPs

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$296,000	320000	293161
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries \$358,000 Total	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$62,000	70000	62747
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

**Action 19**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

**2017-18 Actions/Services**

Continue to provide ELD training so that EL students will be provided appropriate access to the California Content Standards

**2018-19 Actions/Services**

Continue to provide ELD training so that EL students will be provided appropriate access to the California Content Standards based on data analysis of ongoing needs for our students in alignment with best practices.

**2019-20 Actions/Services**

Continue to provide ELD training so that EL students will be provided appropriate access to the California Content Standards based on data analysis of ongoing needs for our students in alignment with best practices.

**Budgeted Expenditures**

Year 2017-18

\$5,000

2018-19

\$15,000

2019-20

\$5,000

Supplemental

Supplemental

Supplemental

1000-1999: Certificated Personnel Salaries

1000-1999: Certificated Personnel Salaries

1000-1999: Certificated Personnel Salaries

Total Expenditure:\$7,000

Total Expenditure:\$17,000

Total Expenditure:\$7,000

Amount	\$2,000	\$2,000	\$2,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

**Action 20**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<b>Students to be Served:</b> (Select from All, Students with Disabilities, or Specific Student Groups)	<b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<b>Students to be Served:</b> (Select from English Learners, Foster Youth, and/or Low Income)	<b>Scope of Services:</b> (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	<b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners Foster Youth Low Income	LEA-wide	

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
The District's Technology Leadership Team will meet regularly to provide guidance and support regarding the implementation of the District's Technology Plan with a primary focus on access for UDPs.	The District's Technology Leadership Team will meet regularly to provide guidance and support regarding the implementation of the District's Technology Plan with a primary focus on access for UDPs.	The District's Technology Leadership Team will meet regularly to provide guidance and support regarding the implementation of the District's Technology Plan with a primary focus on access for UDPs.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$500	\$2000	\$2000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies



# Goals, Actions, & Services

Strategic Planning Details and Accountability  
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

## Goal 2

All students in the Lowell Joint School District will demonstrate continuous student achievement and progress toward being college and career ready.

### State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities: Academic Excellence and Fiscal Excellence

### Identified Need:

Student Achievement and College and Career Readiness

a) Continue high achievement levels and close achievement gaps. Initial CAASPP results indicate that LUSD performed higher than State and County averages. In addition, every elementary and secondary school in the District earned a California Gold Ribbon Award and all Title I schools earned an Academic Achievement Award as well as a Business Excellence Award. For this year (2018-19), the District was in Differentiated Assistance for Special Education due to a decrease in scores on the ELA Academic Indicator and the Suspension Indicator.

b) Regular data analysis using formative assessments is needed at all grade levels. Time is scheduled for professional learning groups, however, data-driven decision making protocols need to be refined and consistently implemented.

c) A district-wide Multi-Tiered System of Support needs to be refined. There is a need to refine and expand the district-wide MTSS program for all schools. Additional pathways and advanced offerings at the Intermediate level (such as AP Computer Science) have highlighted the need for articulating offerings for gifted and high achieving students. With each cycle of data analysis, we determine additional supports to catch the students who are still falling through the net of overall supports. With the addition of the Low Performing Student Block Grant, we are developing additional layers of support for those students not currently making progress with our existing supports.

d) Increase academic achievement and language proficiency of English learners. With a gap year of data due to the transition to the new system, the English Learner Progress Indicator shows 78.8% of students making progress towards English proficiency. While down from the 2016 year at 87.4%, it is still higher than the baseline 63.2% in 2015. Our English learners maintained in ELA, which while good, is not going to close the achievement gap. We are looking at additional research to determine the next layer of support to advance our English learners. With only 12 Long Term English learners at our Intermediate school, we are catching most of our students in our current programs, but we need to identify and plan for those still not making growth.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CA Dashboard SBAC Data	<p>2.1) The number of students meeting or exceeding the standards increased by 7% (56% to 63%) for ELA and by 5% (47% to 52%) for mathematics.</p> <p>2.2) For English learners, ELA scores dropped by 3% while Math stayed the same. ELA is 1% below the state average while Math is 3% above the state average. Title III Accountability Data shows that students are making great strides in</p>	<p>2.1) Student achievement will continue to be above state and county averages as measured by the California Assessment of Student Performance and Progress (CAASPP) for English Language Arts and Math. In addition, the number of students meeting or exceeding the standards will increase by 2%, which would be from 63% to 65% for ELA and from 52% to 54% for mathematics.</p> <p>2.2) Student achievement will increase 3% over the previous year for English learners for</p>	<p>2.1) Student achievement will continue to be above state and county averages as measured by the California Assessment of Student Performance and Progress (CAASPP) for English Language Arts and Math. In addition, the number of students meeting or exceeding the standards will increase by 2% over the prior year. Since there was a slight decline in ELA (61%) and a mathematics increase of 3% (55%), we would like to see a greater gain of 4% overall in ELA with an additional 2% for mathematics.</p> <p>2.2) Student achievement will increase 3% over the previous year for English learners for</p>	<p>2.1) Student achievement will continue to be above state and county averages as measured by the California Assessment of Student Performance and Progress (CAASPP) for English Language Arts and Math. In addition, the number of students meeting or exceeding the standards will increase by 2% over the prior year.</p> <p>2.2) Student achievement will increase 3% over the previous year for English learners for</p>
CELDT/ELPAC Data				
CELDT/ELPAC Data SBAC Data				
Reclassification Rates English Language Learner Assessment (ELLA)				

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>Reclassification Rates/Accountability Data</p>	<p>English proficiency based on CELDT.</p> <p>2.3) The percentage of ELs demonstrating progress toward English proficiency is currently at 74.7% (state target of 62%). For the 2016-17 school year, we have 12 Long Term English Learners (LTELs), 23 at risk of becoming a LTEL, 51 not at risk, and 179 only in the program for 0-3 years.</p> <p>2.4) The state and county averages for reclassification in the 2016-17 school year were 13.3% and 15% respectively. Lowell Joint redesignated 42.7% of students following the state guidelines for reclassification.</p>	<p>English Language Arts and Math to reduce the achievement gap.</p> <p>2.3) The percentage of ELs demonstrating progress toward English proficiency will be at or above 75%.</p> <p>2.4) English learner reclassification rates will be 3-5% above both the state and county averages (13.3% and 15% respectively) as measured by State reclassification ratings. We will re-evaluate the need for growth in 2017-18 to determine if the 2018-19 year needs to increase or maintain existing rates.</p>	<p>increase 3% over the previous year for English learners for English Language Arts and Math to reduce the achievement gap. Our English learners maintained, so we would like to see that 3% growth in the coming year. For mathematics, they increased 8 points in the Distance from Level 3, so would like to see similar gains for the coming year.</p> <p>2.3) The percentage of ELs demonstrating progress toward English proficiency will be at or above 75.5%. All students should show growth on the ELLA with 75% or more of students scoring 80% or higher.</p> <p>2.4) English learner reclassification rates will be 3-5% above both the state and county averages (13.3% and 15% respectively) as measured by State reclassification ratings if available from the state. We will re-evaluate the need for growth in 2019-20 to determine if the 2020-21 year needs to</p>	<p>achievement gap. Given the current gap data, this will most likely remain a goal for the 2019-2020 year.</p> <p>2.3) The percentage of ELs demonstrating progress toward English proficiency will be at or above 75.5%. All students should show growth on the ELLA with 75% or more of students scoring 80% or higher.</p> <p>2.4) English learner reclassification rates will be 3-5% above both the state and county averages (13.3% and 15% respectively) as measured by State reclassification ratings if available from the state. We will re-evaluate the need for growth in 2019-20 to determine if the 2020-21 year needs to</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			<p>be 3-5% above both the state and county averages (13.3% and 15% respectively) as measured by State reclassification ratings. This may be difficult to define in the transitions from CELDT to ELPAC since we are unsure of what the state will produce in terms of data; however, we can continue to compare the percentage of students reclassified to prior years/and or local districts to determine growth. We will re-evaluate the need for growth in 2018-19 to determine if the 2019-20 year needs to increase or maintain existing rates.</p>	<p>increase or maintain existing rates.</p>

## Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**  
(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**  
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**  
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

SPSA goals will be shared at a regularly scheduled Board meeting

SPSA goals will be shared at a regularly scheduled Board meeting

SPSA goals will be shared at a regularly scheduled Board meeting

**Budgeted Expenditures**

Year 2017-18

2018-19

2019-20

Amount

\$0

\$0

\$0

Source

Base

Base

Budget Reference

1000-1999: Certificated Personnel Salaries  
Part of certificated salary

1000-1999: Certificated Personnel Salaries  
Repeated Expense: accounted for in Goal 1 Action 1

1000-1999: Certificated Personnel Salaries  
Repeated Expense: accounted for in Goal 1 Action 1

Amount

\$0

\$0

\$0

Source

Base

Base

Budget Reference

3000-3999: Employee Benefits

3000-3999: Employee Benefits

3000-3999: Employee Benefits

**Action 2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

K-8 benchmark exams will be revised based on data from previous school year. Additional monies are used to support benchmarks, but this review targets data analysis of UDPs to determine if the benchmarks are giving us accurate data. Pacing Guides and Report Cards will also then be adjusted as needed.

2018-19 Actions/Services

K-8 benchmark exams will be revised on an as needed basis. Additional monies are used to support benchmarks, but this review targets data analysis of UDPs to determine if the benchmarks are giving us accurate data. Pacing Guides and Report Cards will also then be adjusted as needed. With the end of Educator Effectiveness funds, there is an increased cost to this Action Item.

2019-20 Actions/Services

K-8 benchmark exams will be revised as needed. Additional monies are used to support benchmarks, but this review targets data analysis of UDPs to determine if the benchmarks are giving us accurate data. Pacing Guides and Report Cards will also then be adjusted as needed.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$3,000	\$13,000	\$13,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Total Expenditure:\$4,000	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$1,000	\$5,000	\$5,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

### Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

#### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners  
Foster Youth  
Low Income

LEA-wide

All Schools

#### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

Modified Action

Modified Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

District personnel will coordinate, revise and update the LJSD districtwide Multi-Tiered System of Support (MTSS) for intervention and remediation with Intervention Coordinators. Additional funds are used to target struggling and/or advanced students.

District personnel will coordinate, revise and update the LJSD district-wide Multi-Tiered System of Support (MTSS) for intervention and remediation with Intervention Coordinators. Additional funds are used to target struggling and/or advanced students. As part of MTSS, our Homeless Liaison supports the overall monitoring of support for and achievement of our Homeless students in coordination with sites and the counselor at Rancho Starbuck.

District personnel will coordinate, revise and update the LJSD district-wide Multi-Tiered System of Support (MTSS) for intervention and remediation with Intervention Coordinators. Additional funds are used to target struggling and/or advanced students. As part of MTSS, our Homeless Liaison supports the overall monitoring of support for and achievement of our Homeless students in coordination with sites and the counselor at Rancho Starbuck. Our Foster Youth are also monitored weekly by either counseling or psych interns as assigned by their supervisor.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$100,000	107107	108000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Total Expenditure:\$152,000	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$32,000	47171	47200
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	\$20,000	\$20,000	\$20,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies



Amount	26393	37738
Source	Title I	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries Homeless Liaison	1000-1999: Certificated Personnel Salaries Homeless Liaison
Amount	8873	9433
Source	Title I	Title I
Budget Reference	3000-3999: Employee Benefits Homeless Liaison	3000-3999: Employee Benefits Homeless Liaison

**Action 4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

School libraries will continue to be open additional hours to provide homework and tutoring help. This is in addition to their regular duties as Librarians to support our students needing a place to do homework, get help with tutoring, and/or access to technology they may not have at home.

School libraries will continue to be open additional hours to provide homework and tutoring help. This is in addition to their regular duties as Librarians to support our students needing a place to do homework, get help with tutoring, and/or access to technology they may not have at home.

School libraries will continue to be open additional hours. This is in addition to the regular duties as Library Media Techs to support our students needing a place to do homework, get help with tutoring, and/or access to technology they may not have at home.

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Year			
Amount	\$152,000	53647	55000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries Total Expenditure: \$198,000	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	\$46,000	19138	20000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

**Action 5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**  
 (Select from All, Students with Disabilities, or Specific Student Groups)  
 [Add Students to be Served selection here] **Location(s):**  
 (Select from All Schools, Specific Schools, and/or Specific Grade Spans)  
 [Add Location(s) selection here]

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**  
 (Select from English Learners, Foster Youth, and/or Low Income)  
**Scope of Services:**  
 (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))  
**Location(s):**  
 (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners Foster Youth Low Income	LEA-wide	All Schools
--	----------	-------------

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Principals and teachers will receive training In Universal Design for Learning to support differentiation for all students. This will be funded by a one year SUMS grant through OCDE.	Principals and teachers will receive ongoing support in Universal Design for Learning to differentiate instruction to meet the needs of all learners. This may include additional coaching or training beyond the grant-funded activities in 2017-18.	Principals and teachers will receive ongoing support in Universal Design for Learning to differentiate instruction to meet the needs of all learners. This may include additional coaching or training beyond the grant-funded activities in 2017-18.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$15,000	\$14,200	\$14,200
Source	Other	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Total Expenditure:\$25,000	1000-1999: Certificated Personnel Salaries Total Expenditure:\$16,000	1000-1999: Certificated Personnel Salaries Total Expenditure:\$16,000
Amount	\$3,000	\$1800	\$1800
Source	Other	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Amount	\$7000	10,000	10,000
Source	Other	Supplemental	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures	4000-4999: Books And Supplies	4000-4999: Books And Supplies

### Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

#### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unclassified Student Group(s))

LEA-wide

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Support and monitor the reclassification of English learners.

2018-19 Actions/Services

Support and monitor the reclassification of English learners. Our Bilingual Aides work directly with students under the supervision of certificated staff in addition to supporting teachers with pulling the data from Aeries for monitoring and tracking student progress. Teachers meet with students and parents during conference time to discuss English learner

2019-20 Actions/Services

Support and monitor the reclassification of English learners. Our Bilingual Aides work directly with students under the supervision of certificated staff in addition to supporting teachers with pulling the data from Aeries for monitoring and tracking student progress. Teachers meet with students and parents during conference time to discuss English learner

progress. The aides complete the basic data portion (assessment scores, enrollment, etc.) The cost savings reflects the retirement of a long-time employee in the 2017-18 school year.

progress. The aides complete the basic data portion (assessment scores, enrollment, etc.) The cost savings reflects the retirement of a long-time employee in the 2017-18 school year.

progress. The aides complete the basic data portion (assessment scores, enrollment, etc.)

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$85,000	75700	78000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries Part of Bilingual Aides / Parent Liaison salaries	2000-2999: Classified Personnel Salaries Part of Bilingual Aides / Parent Liaison salaries	2000-2999: Classified Personnel Salaries Part of Bilingual Aides / Parent Liaison salaries
Amount	\$35,000	40844	42000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

**Action 7**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**  
(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**  
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**  
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**  
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**  
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

2017-18 Actions/Services

Appropriate credentialed teachers will teach ELD on a daily basis

Select from New, Modified, or Unchanged for 2018-19

Modified Action

2018-19 Actions/Services

Fully credentialed and appropriately assigned teachers will teach ELD on a daily basis. All 3-8 grade EL students will continue to individually track their own academic and language progress with goal sheets, and teachers will monitor the progress of English learners every trimester and/or quarter and interventions implemented as appropriate. This is combining three separate Action Items all performed by the same personnel into a single Action Item moving forward. (Action 10 and 11 are added here)

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2019-20 Actions/Services

Fully credentialed and appropriately assigned teachers will teach ELD on a daily basis. All 3-8 grade EL students will continue to individually track their own academic and language progress with goal sheets, and teachers will monitor the progress of English learners every trimester and/or quarter and interventions implemented as appropriate.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	Repeated Expenditure	0	0
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Repeated Expenditure (Salary \$12,000,000 and benefits \$4,000,000)	1000-1999: Certificated Personnel Salaries Repeated Expenditure from Goal 1, Action 1 (12,297,845 salary, 4,887,314 benefits)	1000-1999: Certificated Personnel Salaries Repeated Expenditure from Goal 1, Action 1 (12,400,000 salary, 4,620,000 benefits)
Source	Base	Base	Base
Budget Reference		3000-3999: Employee Benefits	3000-3999: Employee Benefits

**Action 8**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

.(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Limited to Unduplicated Student Group(s)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Rancho Starbuck Intermediate

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

**2017-18 Actions/Services**

Two sections of ELD will continue to be implemented to support ELs at the secondary level.

**2018-19 Actions/Services**

Two sections of ELD will continue to be implemented to support ELs at the secondary level. This teacher also receives a stipend for monitoring the English learners at Rancho to provide extra support to our Long Term English learners.

**2019-20 Actions/Services**

Two sections of ELD will continue to be implemented to support ELs at the secondary level. This teacher also receives a stipend for monitoring the English learners at Rancho to provide extra support to our Long Term English learners.

**Budgeted Expenditures**

Year 2017-18

Amount Repeated Expenditure

2018-19

0

2019-20

0

Source Supplemental

Budget Reference

1000-1999: Certificated Personnel Salaries  
Total Expenditure:\$28,000-  
Accounted for in Goal 1, Action 11000-1999: Certificated Personnel Salaries  
Total Expenditure:\$22443 -  
Accounted for in Goal 1, Action 11000-1999: Certificated Personnel Salaries  
Total Expenditure:\$25000 -  
Accounted for in Goal 1, Action 1

Amount	Repeated Expenditure	0	0
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits Total Expenditure:\$4362-Accounted for in Goal 1, Action 1	3000-3999: Employee Benefits Total Expenditure:\$4500-Accounted for in Goal 1, Action 1
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
	\$4000; Rancho Site Allocation from Goal 1, Action 15	\$4000; Rancho Site Allocation from Goal 1, Action 15	\$4000; Rancho Site Allocation from Goal 1, Action 15
Source	Base	Base	Base
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
	\$705; Rancho Site Allocation from Goal 1, Action 15	\$705; Rancho Site Allocation from Goal 1, Action 15	\$705; Rancho Site Allocation from Goal 1, Action 15

**Action 9**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**  
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**  
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**  
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Limited to Unduplicated Student Group(s)

All Schools

**Scope of Services:**  
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):  
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

Unchanged Action

Unchanged Action



2017-18 Actions/Services

Continue to monitor English Learner language proficiency through the implementation of a formative language assessment (ELLA). This measure can also be used for additional information to support reclassification.

2018-19 Actions/Services

Continue to monitor English Learner language proficiency through the implementation of a formative language assessment (ELLA). This measure can also be used for additional information to support reclassification. This is extremely important in the transition years from CELDT to ELPAC where we will not have comparison data to determine student progress and the state has not settled on guidelines for reclassification.

2019-20 Actions/Services

Continue to monitor English Learner language proficiency through the implementation of a formative language assessment (ELLA). This measure can also be used for additional information to support reclassification. This is extremely important in the transition years from CELDT to ELPAC where we will not have comparison data to determine student progress and the state has not settled on guidelines for reclassification. We have added an additional assessment in the 2018-19 year, LAS Links, that we will continue to use as guidance for instructional strategies to better serve our English Learner population.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$3,000	\$3,000	\$3,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Total Expenditure:\$4,000	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$1,000	\$1,000	\$1,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

**Action 10**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the increased or improved services requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners

Limited to Unduplicated Student Group(s)

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

Modified Action

2017-18 Actions/Services

All 3-8 grade EL students will continue to individually track their own academic and language progress with goal sheets.

2018-19 Actions/Services

All 3-8 grade EL students will continue to individually track their own academic and language progress with goal sheets. This was done by certificated personnel already accounted for in Goal 1, Action 1. For future years, this Action will be combined with Action 7.

2019-20 Actions/Services

**Budgeted Expenditures**

Year 2017-18

2018-19

2019-20

Amount

Repeated Expenditure

Source

Base

Budget Reference

1000-1999: Certificated Personnel Salaries  
Repeated expenditure (Salary \$12,000,000 and benefits \$4,000,000)

Amount	Repeated Expenditure		
Source	Base		
Budget Reference	3000-3999: Employee Benefits		

**Action 11**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:** (Select from All, Students with Disabilities, or Specific Student Groups) **Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)  
 [Add Students to be Served selection here] [Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:** (Select from English Learners, Foster Youth, and/or Low Income) **Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s)) **Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)  
 English Learners LEA-wide

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18 Select from New, Modified, or Unchanged for 2018-19 Select from New, Modified, or Unchanged for 2019-20  
 Unchanged Action Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
English Learner Language Development and academic progress will be monitored every nine weeks and interventions implemented as appropriate.	English Learner Language Development and academic progress was monitored every nine weeks and interventions implemented as appropriate. This was done by certificated personnel already accounted for in Goal 1, Action 1. For future years, this Action will be combined with Action 7.	

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	Repeated expenditure		
Source	Base		
Budget Reference	1000-1999: Certificated Personnel Salaries Repeated expenditure (Salary \$12,000,000 and benefits \$4,000,000)		
Amount	Repeated expenditure		
Source	Base		
Budget Reference	3000-3999: Employee Benefits		

**Action 12**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Continue to fund staff to provide bilingual educational support to students and serve as parent liaisons including more written translations in Spanish (three bilingual aide positions and a portion of one bilingual clerk)

2018-19 Actions/Services

Staff were funded to provide bilingual educational support to students and serve as parent liaisons including more written translations in Spanish (three bilingual aide positions and a portion of one bilingual clerk).

2019-20 Actions/Services

Staff were funded to provide bilingual educational support to students and serve as parent liaisons including more written translations in Spanish (three bilingual aide positions and a portion of one bilingual clerk).

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	Repeated expenditure 0	0	0
Source	Supplemental	Supplemental	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries Repeated Expenditure (Salary \$85,000 and benefits \$35,000)	2000-2999: Classified Personnel Salaries Repeated Expenditure (Salary \$75700 and benefits \$40844)	2000-2999: Classified Personnel Salaries Repeated Expenditure (Salary \$77000 and benefits \$42000)
Amount	Repeated expenditure 0	0	0
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

**Action 13**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners  
Foster Youth  
Low Income

LEA-wide

English Learners  
Foster Youth  
Low Income

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18      Select from New, Modified, or Unchanged for 2018-19      Select from New, Modified, or Unchanged for 2019-20

Unchanged Action      Unchanged Action      Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue to hire staff to provide for extended day intervention classes to targeted students including UDPs.	Continue to hire staff to provide for extended day intervention classes to targeted students including UDPs. We are looking at ways to increase the number of staff available and/or to partner with outside agencies to provide targeted support for our students needing tutoring.	Continue to hire staff to provide for extended day intervention classes to targeted students including UDPs. We are looking at ways to increase the number of staff available and/or to partner with outside agencies to provide targeted support for our students needing tutoring.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$50,000	\$70,000	\$70,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Total Expenditure:\$60,000	1000-1999: Certificated Personnel Salaries Total Expenditure:\$85,000	1000-1999: Certificated Personnel Salaries Total Expenditure:\$85,000
Amount	\$10,000	\$15,000	\$15,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

**Action 14**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**  
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**  
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**  
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

**Scope of Services:**  
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**  
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Continue to fund stipends for each school to hire an intervention coach.

2018-19 Actions/Services

Continue to fund stipends for each school to hire an intervention coach. Coaches meet throughout the year with district personnel to discuss MTSS and needed adjustments to support our Unduplicated Pupil needs. They have been trained in Illuminate to run reports to facilitate the analysis of data in monitoring our subgroup populations to determine groupings for intervention and to identify gaps in supports with a primary focus on our English learners, Foster Youth, Homeless, and Socio-economically Disadvantaged.

2019-20 Actions/Services

Continue to fund stipends for each school to hire an intervention coach. Coaches meet throughout the year with district personnel to discuss MTSS and needed adjustments to support our Unduplicated Pupil needs. They have been trained in Illuminate to run reports to facilitate the analysis of data in monitoring our subgroup populations to determine groupings for intervention and to identify gaps in supports with a primary focus on our English learners, Foster Youth, Homeless, and Socio-economically Disadvantaged. With the addition of the the Low Performing Block grant, Intervention Coordinators are also goal-

setting and monitoring this group of students for targeted support. We have increased the stipend to reflect the added scope of work for these Coordinators.

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Year			
Amount	\$9,000	\$13,000	13000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Total Expenditure:\$11,000.	1000-1999: Certificated Personnel Salaries Total Expenditure:\$17,500	1000-1999: Certificated Personnel Salaries Total Expenditure:\$17,500
Amount	\$2,000	\$4,500	4500
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount		1500	1500
Source		Title I	Title I
Budget Reference		1000-1999: Certificated Personnel Salaries EI Portal site Title 1 funds for a second Intervention Coach	1000-1999: Certificated Personnel Salaries EI Portal site Title 1 funds for a second Intervention Coach
Amount		265	265
Source		Title I	Title I
Budget Reference		3000-3999: Employee Benefits EI Portal site Title 1 funds for a second Intervention Coach	3000-3999: Employee Benefits EI Portal site Title 1 funds for a second Intervention Coach



Amount				13000
Source				Other
Budget Reference				1000-1999: Certificated Personnel Salaries Low Performing Block grant
Amount				1500
Source				Other
Budget Reference				3000-3999: Employee Benefits Low Performing Block grant

### Action 15

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

#### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

#### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified Action

Unchanged Action

Unchanged Action

#### 2017-18 Actions/Services

Teachers will collaborate regularly to monitor student progress, dialogue about best practices, and design intervention programs. One FTE has been added to allow for additional collaboration time at the elementary level with a certificated music teacher.

#### 2018-19 Actions/Services

Teachers will collaborate regularly to monitor student progress, dialogue about best practices, and design intervention programs. This includes an additional FTE for a music teacher, which allows for additional collaboration time at the elementary level.

#### 2019-20 Actions/Services

Teachers will collaborate regularly to monitor student progress, dialogue about best practices, and design intervention programs. This includes an additional FTE for a music teacher, which allows for additional collaboration time at the elementary level.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	Repeated expenditure	0	0
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Repeated expenditure (Salary \$12,000,000 and benefits \$4,000,000)	1000-1999: Certificated Personnel Salaries Repeated expenditure (Salary \$12,297,845 and benefits \$4,887,314)	1000-1999: Certificated Personnel Salaries Repeated expenditure (Salary \$12,300,000 and benefits \$4,900,000)
Amount	Repeated expenditure	0	0
Source	Base	Base	Base
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

**Action 16**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Rancho Starbuck Intermediate

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20



**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Rancho Starbuck Intermediate

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

**2017-18 Actions/Services**

Maintain Math intervention sections at the intermediate school for targeted students (one seventh grade section and one eighth grade section)

**2018-19 Actions/Services**

Maintain Math intervention sections at the intermediate school for targeted students (one seventh grade section and one eighth grade section)

**2019-20 Actions/Services**

Maintain Math intervention sections at the intermediate school for targeted students (one seventh grade section and one eighth grade section)

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	Repeated expenditure 0	Repeated expenditure 0	Repeated expenditure 0
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Total Expenditure: \$42,000- Accounted for in Goal 1, Action 1 \$35,000 salary and \$7,000 benefits	1000-1999: Certificated Personnel Salaries Accounted for in Goal 1, Action 1 \$21507 salary, and \$10512 benefits	1000-1999: Certificated Personnel Salaries Accounted for in Goal 1, Action 1 \$23,000 salary and \$10800 benefits
Amount	Repeated expenditure	Repeated expenditure	Repeated expenditure
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

## Action 18

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Foster Youth

Low Income

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

## 2017-18 Actions/Services

Continue to fund a technology program/system to assist teachers in monitoring student progress and analyze data to close achievement gaps for UDPs (Illuminate)

## 2018-19 Actions/Services

Continue to fund a technology program/system to assist teachers in monitoring student progress and analyze data to close achievement gaps for UDPs (Illuminate)

## 2019-20 Actions/Services

Continue to fund a technology program/system to assist teachers in monitoring student progress and analyze data to close achievement gaps for UDPs (Illuminate)

## Budgeted Expenditures

Year 2017-18

Amount \$20,000

Source Supplemental

Budget Reference 4000-4999: Books And Supplies  
Illuminate

2018-19

20000

Supplemental

4000-4999: Books And Supplies  
Illuminate

2019-20

20000

Supplemental

4000-4999: Books And Supplies  
Illuminate

## Action 19

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Fund a stipend to coordinate additional access to STEAM activities and STEAM Innovation labs for every grade level, multiple times a year with an emphasis in supporting struggling students with math and science support.

2018-19 Actions/Services

Fund a stipend to coordinate additional access to STEAM activities and STEAM Innovation labs for every grade level, multiple times a year with an emphasis in supporting struggling students with math and science support.

2019-20 Actions/Services

Fund a stipend to coordinate additional access to STEAM activities and STEAM Innovation labs for every grade level, multiple times a year with an emphasis in supporting struggling students with math and science support.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$18,000	\$18,000	\$18,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Total Expenditure:\$20,700	1000-1999: Certificated Personnel Salaries Total Expenditure:\$20,700	1000-1999: Certificated Personnel Salaries Total Expenditure:\$20,700
Amount	\$2,700	\$2,700	\$2,700
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

**Action 20**

For Actions/Services not included as contributing to meeting the increased or improved services requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the increased or improved services requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Rancho Starbuck Intermediate

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Maintain sections to the Rancho Starbuck master schedule for reading intervention (one for grade 7 and one for grade 8).

Maintain sections to the Rancho Starbuck master schedule for reading intervention (one for grade 7 and one for grade 8).

Maintain sections to the Rancho Starbuck master schedule for reading intervention (one for grade 7 and one for grade 8).

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	Repeated expenditure	0	0
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Total Expenditure:\$42,000- Accounted for in Goal 1, Action 1 \$35,000 salary and \$7,000 benefits	1000-1999: Certificated Personnel Salaries Accounted for in Goal 1, Action 1 \$29520 salary and \$12069 benefits	1000-1999: Certificated Personnel Salaries Accounted for in Goal 1, Action 1 \$32,000 salary and \$12,500 benefits
Amount	Repeated expenditure	0	0
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits



# Goals, Actions, & Services

Strategic Planning Details and Accountability  
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

## Goal 3

Stakeholders, including parents and students, will be engaged in supporting student learning in a positive and safe school climate.

### State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)  
Priority 5: Pupil Engagement (Engagement)  
Priority 6: School Climate (Engagement)

Local Priorities: Safe and Respectful Environment, Family and Community Partnerships

### Identified Need:

Parent Involvement

a) Continue a strong tradition of parent engagement.

Annual parent survey data shows that 92% or more of the parent respondents "Agree" or "Strongly Agree" with the statement, "I feel welcome at my student's school" as measured by the annual parent survey. In addition, 98% or more of the parents surveyed "Agree" or "Strongly Agree" with the statement, "I receive information about my student's academic performance through report cards, progress reports, email, parent-notification letters, and/or parent conferences/phone calls" as measured by the annual parent survey.

b) Enhance parent education opportunities

At the LCAP Advisory Committee (PAC) members voiced a desire to enhance educational opportunities for parents.

c) Continue to provide a multitude of activities for parent involvement at all school sites.

Currently there are activities every month for parent involvement at each school site.

Student Engagement

- a) Maintain high attendance rates. At P2 of the 2015/16 school year, LUSD had an attendance rate of 96.74%
- b) Reduce chronic absenteeism rates. The chronic absenteeism rate for the 2015/16 school year was 3.36%.
- c) Maintain low Middle School Dropout rates. There was a 0% dropout rate for the last five school years.

**School Climate**

- a) Continue to provide social services and supports to students. The District nurse and other support staff coordinate services for Unduplicated Pupils and other students with social services as needed.
- b) Maintain low levels of suspensions and expulsions. There has been a downward trend in the number of suspensions. In 2012/13 the suspension rate equaled 2.3%, in 2013/14 the suspension rate was lowered to 1.8%, in 2014/15 the rate was again reduced to 1.3%. Expulsion rates have been 0% for the last five years.
- c) Continue to ensure there is a high degree of campus safety. Schoolwide discipline policies at all schools and a School Resource Officer at the Intermediate school ensure a high degree of campus security.

**Expected Annual Measurable Outcomes**

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Annual Parent Survey PTA, SSC, ELAC/DELAC participation and input Sign-ins for volunteers, trainings, events	3.1) 91% of the parents responded "Agree" or "Strongly Agree" with the statement, "I feel welcome at my student's school".  3.2) 99% of the parents responded "Agree" or	3.1) 85% or more of the parent respondents will "Agree" or "Strongly Agree" with the statement, "I feel welcome at my student's school".  3.2) 85% or more of the parent respondents will	3.1) 85% or more of the parent respondents will "Agree" or "Strongly Agree" with the statement, "I feel welcome at my student's school".  3.2) 85% or more of the parent respondents will	3.1) 85% or more of the parent respondents will "Agree" or "Strongly Agree" with the statement, "I feel welcome at my student's school".  3.2) 85% or more of the parent respondents will

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
PTA, SSC, ELAC/DELAC participation and input Sign-ins for volunteers, trainings, events	"Strongly Agree" with the statement, "I receive information about my student's academic performance through report cards, progress reports, email, parentnotification letters, and/or parent conferences/phone calls".	"Agree" or "Strongly Agree" with the information about my student's academic performance through report cards, progress reports, email, parent-notification letters, and/or parent conferences/phone calls".	"Agree" or "Strongly Agree" with the information about my student's academic performance through report cards, progress reports, email, parent-notification letters, and/or parent conferences/phone calls".	"Agree" or "Strongly Agree" with the statement, "I receive information about my student's academic performance through report cards, progress reports, email, parent-notification letters, and/or parent conferences/phone calls".
Attendance Data	3.3) The average attendance rate districtwide was 96.55% at P2 (Month 9).	3.3) Maintain the average attendance rate districtwide at 96% or higher as measured by P2 attendance data.	3.3) Maintain the average attendance rate districtwide at 96% or higher as measured by P2 attendance data.	3.3) Maintain the average attendance rate districtwide at 96% or higher as measured by P2 attendance data.
Attendance Data	3.4) The districtwide chronic absenteeism rate was 3.4%.	3.4) Decrease the districtwide chronic absenteeism rate by 0.1% from the previous year.	3.4) Maintain or decrease the districtwide chronic absenteeism rate from the previous year as measured by attendance data.	3.4) Maintain or decrease the districtwide chronic absenteeism rate from the previous year as measured by attendance data.
Annual Parent Survey	3.5) Suspensions and expulsion rates remained below the State and county rates. The most current available data has suspensions for Lowell Joint at 1.3% with LA County at 2.2% and the state at 3.8%. We have no expulsions.	3.5) Suspensions and expulsion rates will remain below the State and county rates as measured by the California Department of Education's database.	3.5) Suspensions and expulsion rates will remain below the State and county rates as measured by the California Department of Education's database.	3.5) Suspensions and expulsion rates will remain below the State and county rates as measured by the California Department of Education's database.
Dataquest Attendance Data	3.6) 94% of parents responded "Agree" or			
Student Interviews/Surveys				

"Strongly Agree" with the statement, "My student is safe at school" on the annual parent survey.

3.7) The Middle School Dropout Rate was less than 2% based on the most current data provided by CDE.

3.8) 94% of students responded "Agree" or "Strongly Agree" with the statement "I feel safe at school" and "I have opportunities to connect with my school".

3.6) 85% or more of the parent respondents will "Agree" or "Strongly Agree" with the statement, "My student is safe at school" as measured by the annual parent survey.

3.7) The Middle School Dropout Rate will remain at 2% or fewer.

3.8) 85% or more of students will "Agree" or "Strongly Agree" with the statement "I feel safe at school" and "I have opportunities to connect with my school".

3.6) 85% or more of the parent respondents will "Agree" or "Strongly Agree" with the statement, "My student is safe at school" as measured by the annual parent survey.

3.7) The Middle School Dropout Rate will remain at 2% or fewer.

3.8) 85% or more of students will "Agree" or "Strongly Agree" with the statement "I feel safe at school" and "I have opportunities to connect with my school".

3.6) 85% or more of the parent respondents will "Agree" or "Strongly Agree" with the statement, "My student is safe at school" as measured by the annual parent survey.

3.7) The Middle School Dropout Rate will remain at 2% or fewer.

3.8) 85% or more of students will "Agree" or "Strongly Agree" with the statement "I feel safe at school" and "I have opportunities to connect with my school".

## Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

**2017-18 Actions/Services**

Continue to provide annual training and/or refreshers for School Site Council members on their roles and responsibilities. Each Title I school will hold a Title I meeting to inform parents of opportunities for advisory groups and volunteerism. This is modified to reflect the training requirement of every two years as opposed to annually and collapse the separate Action/Service for the Title 1 meeting.

**2018-19 Actions/Services**

Continue to provide annual training and/or refreshers for School Site Council members on their roles and responsibilities. Each Title I school will hold a Title I meeting to inform parents of opportunities for advisory groups and volunteerism.

**2019-20 Actions/Services**

Continue to provide annual training and/or refreshers for School Site Council members on their roles and responsibilities. Each Title I school will hold a Title I meeting to inform parents of opportunities for advisory groups and volunteerism.

**Budgeted Expenditures**

Year 2017-18

\$0

2018-19

\$0

2019-20

\$0

Source

Supplemental

Supplemental

Supplemental

Budget Reference

1000-1999: Certificated Personnel Salaries  
Repeated Expense (Salary \$72,240 and benefits \$13,760) Total Expenditure: \$86,000

1000-1999: Certificated Personnel Salaries  
Repeated Expense

1000-1999: Certificated Personnel Salaries  
Repeated Expense

Amount	Repeated Expense		
Source	Supplemental	Supplemental	
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

**Action 2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: El Portal and Meadow Green

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

**2017-18 Actions/Services**

Provide licenses to pilot the Discovery Agents program in targeting UDPs with differentiated learning opportunities to support real-world experiences connected to literacy, mathematics, and science.

**2018-19 Actions/Services**

Purchase the license for Pear Deck which allows teachers to create interactive slideshows for formative assessment in the classroom. Teachers can then differentiate instruction based on the data gathered from the app. This allows for quick "checks for understanding" to assist

**2019-20 Actions/Services**

Purchase the license for Pear Deck which allows teachers to create interactive slideshows for formative assessment in the classroom. Teachers can then differentiate instruction based on the data gathered from the app. This allows for quick "checks for understanding" to assist

with flexible grouping and targeted support for struggling students.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$1,000	3325	3325
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

**Action 3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Each school will continue to form a Parent Teacher Association (PTA) with district support to reach out to the parents of UDPs.

Each school will continue to form a Parent Teacher Association (PTA) with district support to reach out to the parents of UDPs.

Each school will continue to form a Parent Teacher Association (PTA) with district support to reach out to the parents of UDPs.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Repeated Expense (Salary \$72,240 and benefits \$13,760)	1000-1999: Certificated Personnel Salaries Repeated Expense	3000-3999: Employee Benefits Repeated Expense
Amount	Repeated Expense	0	0
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

**Action 4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**  
(Select from All, Students with Disabilities, or Specific Student Groups)  
[Add Students to be Served selection here]

**Location(s):**  
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)  
[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**  
(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**  
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**  
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners	LEA-wide	All Schools
Foster Youth		
Low Income		



**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

**2017-18 Actions/Services**

The District will support the efforts of the La Habra PTA Council and each school will send a representative to the council meetings.

**2018-19 Actions/Services**

The District will support the efforts of the La Habra PTA Council and each school will send a representative to the council meetings.

**2019-20 Actions/Services**

The District will support the efforts of the La Habra PTA Council and each school will send a representative to the council meetings.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$.00	\$.00	\$.00
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Repeated Expense (Salary \$72,240 and benefits \$13,760)	1000-1999: Certificated Personnel Salaries Repeated Expense	1000-1999: Certificated Personnel Salaries Repeated Expense
Amount	0	0	0
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

**Action 5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

**2017-18 Actions/Services**

A District English Language Advisory Council (DELAC) will be formed annually (Even though the District is not required to base on the number of English learners). Schools will continue to implement an English Language Advisory Council (ELAC) or transfer the responsibilities to the School Site Council. This has been modified to collapse two separate Actions/Services facilitated by the same individual.

**2018-19 Actions/Services**

A District English Language Advisory Council (DELAC) will be formed annually (Even though the District is not required to base on the number of English learners). Schools will continue to implement an English Language Advisory Council (ELAC) or transfer the responsibilities to the School Site Council.

**2019-20 Actions/Services**

A District English Language Advisory Council (DELAC) will be formed annually (Even though the District is not required to base on the number of English learners). Schools will continue to implement an English Language Advisory Council (ELAC) or transfer the responsibilities to the School Site Council.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Repeated Expense (Salary \$72,240 and benefits \$13,760)	1000-1999: Certificated Personnel Salaries Repeated Expense	1000-1999: Certificated Personnel Salaries Repeated Expense

Amount	Repeated Expense	0	0
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

**Action 6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<b>Students to be Served:</b> (Select from All, Students with Disabilities, or Specific Student Groups)	<b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<b>Students to be Served:</b> (Select from English Learners, Foster Youth, and/or Low Income)	<b>Scope of Services:</b> (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	<b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Both a Program Specialist and an ABA Teacher will be funded this year to increase overall services and opportunities for students struggling with behavior. The primary goal is to re-engage students in meaningful learning opportunities by providing intervention for behavior, mental health, and other nonacademic barriers to learning.	Both a Program Specialist and an ABA Teacher will be funded this year to increase overall services and opportunities for students struggling with behavior. The primary goal is to re-engage students in meaningful learning opportunities by providing intervention for behavior, mental health, and other nonacademic barriers to learning.	Both a Program Specialist and an ABA Teacher will be funded this year to increase overall services and opportunities for students struggling with behavior. The primary goal is to re-engage students in meaningful learning opportunities by providing intervention for behavior, mental health, and other nonacademic barriers to learning.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$98,595	\$100,342	\$102000
Source	Other	Other	Other
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries Out of Home Care and Mental Health Funds	1000-1999: Certificated Personnel Salaries Out of Home Care and Mental Health Funds
Amount	\$27,615	\$29564	\$32,000
Source	Other	Other	Other
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits Out of Home Care and Mental Health Funds	3000-3999: Employee Benefits Out of Home Care and Mental Health Funds
Amount	\$71,690	\$59222	\$65000
Source	Other	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries Repeated Expenditure: Salary-59222 in Goal 1 Action 1	1000-1999: Certificated Personnel Salaries Repeated Expenditure: Salary-65000 in Goal 1 Action 1
Amount	\$32,080	\$19000	\$21000
Source	Other	Base	Base
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits Repeated Expenditure: Benefits-19000 in Goal 1 Action 1	3000-3999: Employee Benefits Repeated Expenditure: Benefits-21000 in Goal 1 Action 1

**Action 7**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

Students with Disabilities

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

**2017-18 Actions/Services**

Special Education parents will have the opportunity to participate in the Special Education Advisory Council for our SELPA. This is a responsibility of the Director of Special Education.

**2018-19 Actions/Services**

Special Education parents will have the opportunity to participate in the Special Education Advisory Council for our SELPA. This is a responsibility of the Director of Special Education.

**2019-20 Actions/Services**

Special Education parents will have the opportunity to participate in the Special Education Advisory Council for our SELPA. This is a responsibility of the Director of Special Education.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$130,000	133,884	135000
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$41,000	47171	50,000
Source	Base	Base	Base
Budget Reference	3000-3999: Employee Benefits	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

**Action 8**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

**2017-18 Actions/Services**

Each school will provide unique opportunities for parents.

**2018-19 Actions/Services**

Each school will provide unique opportunities for parents. These are outlined in the Single School Plan for Student Achievement (SPSA).

**2019-20 Actions/Services**

Each school will provide unique opportunities for parents. These are outlined in the Single School Plan for Student Achievement (SPSA).

**Budgeted Expenditures**

Year 2017-18

\$2,000

Supplemental

5000-5999: Services And Other Operating Expenditures

2018-19

\$2,000

Supplemental

5000-5999: Services And Other Operating Expenditures

2019-20

\$2,000

Supplemental

5000-5999: Services And Other Operating Expenditures

**Action 9**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

The District will continue to offer parent education trainings and/or institutes for parents of Unduplicated Pupils (UDPs).

2018-19 Actions/Services

The District will continue to offer parent education trainings and/or institutes for parents of Unduplicated Pupils (UDPs).

2019-20 Actions/Services

The District will continue to offer parent education trainings and/or institutes for parents of Unduplicated Pupils (UDPs).

**Budgeted Expenditures**

Year 2017-18

Amount \$7,000

Source Supplemental

Budget Reference 5000-5999: Services And Other Operating Expenditures

2018-19

\$7,000

Supplemental

5000-5999: Services And Other Operating Expenditures

2019-20

\$7,000

Supplemental

5000-5999: Services And Other Operating Expenditures

**Action 10**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Fund tools to support parent outreach: phone outreach system and websites for the district, sites, and teachers.

2018-19 Actions/Services

Fund tools to support parent outreach: phone outreach system and websites for the district, sites, and teachers. The reduction in cost is the removal of School Loop.

2019-20 Actions/Services

Fund tools to support parent outreach: phone outreach system and websites for the district, sites, and teachers.

**Budgeted Expenditures**

Year 2017-18

Amount \$19,500

Source Base

Budget Reference 5000-5999: Services And Other Operating Expenditures

2018-19

15,000

Base

5000-5999: Services And Other Operating Expenditures

2019-20

15,000

Base

5000-5999: Services And Other Operating Expenditures

**Action 11**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:



**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

**2017-18 Actions/Services**

An annual parent survey will be administered to provide parents with an opportunity for feedback and ideas for enhancing educational programs.

**2018-19 Actions/Services**

An annual parent survey will be administered to provide parents with an opportunity for feedback and ideas for enhancing educational programs.

**2019-20 Actions/Services**

An annual parent survey will be administered to provide parents with an opportunity for feedback and ideas for enhancing educational programs.

**Budgeted Expenditures**

Year 2017-18

\$0

Supplemental

1000-1999: Certificated Personnel Salaries  
Repeated Expense (Salary \$72,240 and benefits \$13,760)

2018-19

\$0

Supplemental

1000-1999: Certificated Personnel Salaries  
Repeated Expense

2019-20

\$0

Supplemental

1000-1999: Certificated Personnel Salaries  
Repeated Expense

Amount	Repeated Expense	0	0
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

**Action 12**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Student absences will be monitored regularly and attendance letters sent out for students with signs of chronic absenteeism

2018-19 Actions/Services

Student absences will be monitored regularly and attendance letters sent out for students with signs of chronic absenteeism

2019-20 Actions/Services

Student absences will be monitored regularly and attendance letters sent out for students with signs of chronic absenteeism

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Repeated Expense (Salary \$72,240 and benefits \$13,760)	1000-1999: Certificated Personnel Salaries Repeated Expense	1000-1999: Certificated Personnel Salaries Repeated Expense
Amount	Repeated Expense	0	0
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

### Action 13

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

#### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

#### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

#### 2017-18 Actions/Services

The district will implement an attendance incentive program.

#### 2018-19 Actions/Services

The district will implement an attendance incentive program.

#### 2019-20 Actions/Services

The district will implement an attendance incentive program.

#### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,000	\$2,000	\$2,000
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

**Action 14**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Rancho Starbuck

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Continue to provide counseling services at the Intermediate school and monitor social/emotional needs for UDPs.

2018-19 Actions/Services

Continue to provide counseling services at the Intermediate school and monitor social/emotional needs for UDPs.

2019-20 Actions/Services

Continue to provide counseling services at the Intermediate school and monitor social/emotional needs for UDPs.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$82,000	82290	85000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Total Expenditure: \$98,000	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$16,000	25316	27000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

### Action 15

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

#### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

#### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Counseling support will be provided at each elementary school as needed.

As a direct result of input through the stakeholder input process, the need to address social-emotional needs of students became very evident. There was overwhelming consensus with various stakeholder groups to increase the counseling and psychological support services at each site. We have hired eight paid interns for the 2018-19 school year (4 counseling and 4 psych) to work directly with current personnel to increase these much needed services. The primary focus for these interns will be checking in with our Unduplicated Pupils (UDPs) to address any social-emotional needs potentially acting as barriers for academic success. These services are in addition to the existing partnership with the Gary Center (no cost), a partnership with Supervisor Hahn's Office for limited counseling support (no cost), and existing counselor (Goal 3, Action 14) and existing Psych services (Goal 3, Action 16).

Counseling and psych support will be provided at each elementary school as needed. Eight paid interns will be hired (4 counseling and 4 psych) to work directly with current personnel to increase these much needed services. The primary focus for these interns will be checking in with our Unduplicated Pupils (UDPs) to address any social-emotional needs potentially acting as barriers for academic success.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$0	12409	13000
Source	Other	Supplemental	Supplemental
Budget Reference	Not Applicable Partnership with the Gary Center-no cost	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures

Amount	23864	25000
Source	Special Education	Special Education
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures
Amount	28636	30000
Source	Other	Other
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Out of Home	5800: Professional/Consulting Services And Operating Expenditures Out of Home
Amount	19091	19500
Source	Other	
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Mental Health	5800: Professional/Consulting Services And Operating Expenditures Mental Health
Amount	102181	103600
Source	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries (Salary \$101,590 plus portion of Coordination stipend \$591)	1000-1999: Certificated Personnel Salaries (Salary \$103,000 plus portion of Coordination stipend \$600)
Amount	40895	42000
Source	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Amount	5000	5000
Source	Supplemental	Supplemental
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies

**Action 16**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

Modified Action

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Provide psychological support services to students as appropriate.

Provide psychological support services to students as appropriate. The added costs for services has been added to Action 15; however the stipend to coordinate the new psych interns (proportionally charged to each source) has been added here with the supplemental portion accounted for in Action 15.

Provide psychological support services to students as appropriate. The added costs for services has been added to Action 15; however the stipend to coordinate the new psych interns (proportionally charged to each source) has been added here with the supplemental portion accounted for in Action 15.

**Budgeted Expenditures**



Year	2017-18	2018-19	2019-20
Amount	\$290,000	190,000	200,000
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Total Expenditure: \$400,000	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$110,000	79343	82000
Source	Base	Base	Base
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount		1136	1200
Source		Special Education	Special Education
Budget Reference		1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount		1364	1400
Source		Other	Other
Budget Reference		1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount		909	1000
Source		Other	Other
Budget Reference		1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

### Action 17

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**  
(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**  
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**  
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Each school will provide activities and programs to promote student engagement (site allocations).

Each school will provide activities and programs to promote student engagement (site allocations). These expenditures are detailed in the Single School Plan for Student Achievement (SPSA) and presented to the Board each year in November.

Each school will provide activities and programs to promote student engagement (site allocations). These expenditures are detailed in the Single School Plan for Student Achievement (SPSA) and presented to the Board each year in November.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies Repeated Expenditure \$260,000 for site allocations	4000-4999: Books And Supplies Repeated Expenditure	4000-4999: Books And Supplies Repeated Expenditure

**Action 18**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**  
(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**  
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

2017-18 Actions/Services

District personnel will work in collaboration with the Lowell Joint Education Foundation.

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

2018-19 Actions/Services

District personnel will work in collaboration with the Lowell Joint Education Foundation.

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2019-20 Actions/Services

District personnel will work in collaboration with the Lowell Joint Education Foundation.

**Budgeted Expenditures**

Year 2017-18

Amount \$0

Source Supplemental

Budget Reference  
1000-1999: Certificated Personnel Salaries  
Repeated Expense (Salary \$72,240 and benefits \$13,760)

Amount

Source Supplemental

Budget Reference  
1000-1999: Certificated Personnel Salaries

2018-19

\$0

Supplemental

1000-1999: Certificated Personnel Salaries  
Repeated Expense

0

Supplemental

3000-3999: Employee Benefits

2019-20

\$0

Supplemental

1000-1999: Certificated Personnel Salaries  
Repeated Expense

0

Supplemental

3000-3999: Employee Benefits

### Action 19

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

#### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Rancho Starbuck Intermediate

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Continue to provide for a School Resource Officer (SRO) for school safety

2018-19 Actions/Services

Continue to provide for a School Resource Officer (SRO) for school safety

2019-20 Actions/Services

Continue to provide for a School Resource Officer (SRO) for school safety

### Budgeted Expenditures

Year 2017-18

Amount \$38,000

Source Supplemental

Budget Reference 5000-5999: Services And Other Operating Expenditures

2018-19

\$39,000

Supplemental

5000-5999: Services And Other Operating Expenditures

2019-20

\$39,000

Supplemental

5000-5999: Services And Other Operating Expenditures

### Action 20

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners  
Foster Youth  
Low Income

LEA-wide

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

Unchanged Action

Unchanged Action

**2017-18 Actions/Services**

Collaborate with key staff at the county child welfare agency, mental health agency, and other entities providing care and services to foster youth and other UDPs (partial funding for the District Nurse).

**2018-19 Actions/Services**

Collaborate with key staff at the county child welfare agency, mental health agency, and other entities providing care and services to foster youth and other UDPs (partial funding for the District Nurse).

**2019-20 Actions/Services**

Collaborate with key staff at the county child welfare agency, mental health agency, and other entities providing care and services to foster youth and other UDPs (partial funding for the District Nurse).

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$6,900	5777	6000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries Total Expenditure: \$8,900	2000-2999: Classified Personnel Salaries Total Expenditure: \$9,700	2000-2999: Classified Personnel Salaries Total Expenditure: \$10,500
Amount	\$2,000	2386	2500
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

# Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

New Goal

## Goal 4

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Identified Need:

## Expected Annual Measurable Outcomes

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

## Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

OR

Actions/Services

Budgeted Expenditures





# Goals, Actions, & Services

Strategic Planning Details and Accountability  
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

New Goal

## Goal 5

### State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

### Identified Need:

### Expected Annual Measurable Outcomes

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

### Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action 1

OR

Actions/Services

Budgeted Expenditures



# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2019-20

Estimated Supplemental and Concentration Grant Funds

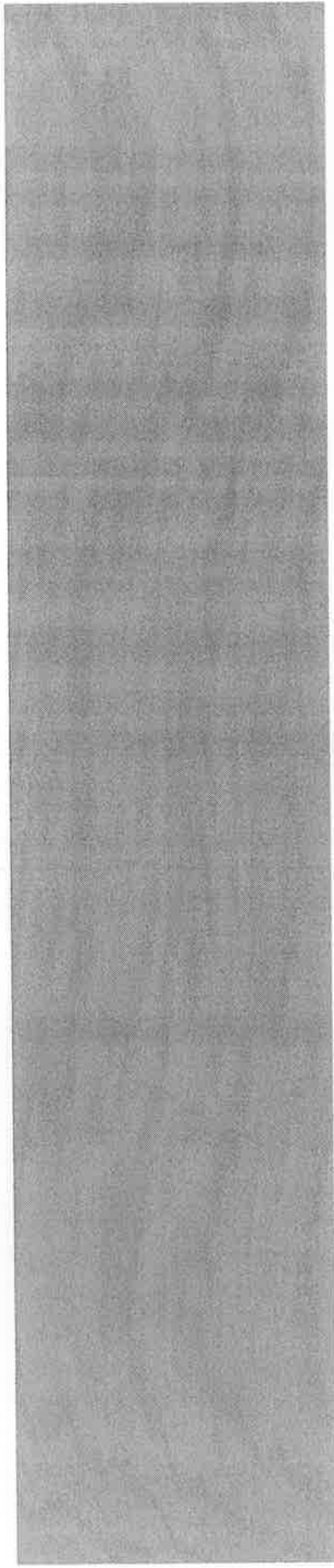
\$

%

Percentage to Increase or Improve Services

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).



LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

\$1,981,491

Percentage to Increase or Improve Services

8.23%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

With the increase of approximately \$255,000 in Supplemental funds for the 2018-19 schoolyear, the two primary additions to the overall increased and improved services described below account for the bulk of increased expenditures: Goal 2, Action 21 and Goal 3, Action 15. At each of the stakeholder meetings for gathering input in the LCAP process, the concern over the social-emotional well-being of students was a deep concern. With school shootings on the rise and increased behavioral issues resulting in suspensions, there was an expressed need for additional counseling and psychological support services from parents, teachers, and classified personnel. As we continue to refine our overall Multi-Tiered System of Supports (MTSS) to include more of both behavioral and social-emotional supports, the decision was made to hire eight paid interns to serve our most needy students with reducing barriers to academic success. The priority focus will be on our Foster Youth, Homeless, and Socioeconomically Disadvantaged, which constitute well over a third of our student population. Of the six areas in the "Orange" performance level on state indicators, four of them are our Unduplicated Pupils including our Homeless for Suspension and ELA. The additional counseling and psychological services will help support the reduction of academic barriers, monitor the needs of our UDPs on a more regular basis, and allow for the coordination of services in a Multi-Tiered System of Support that ensures our most needy students are getting the supports they need to be successful academically, behaviorally, and social-emotionally.

With the increased funding from Supplemental dollars of over 1.7 million since 2013-14, there are significant demands on support staff for purchasing, tracking budgets to ensure Supplemental dollars are used in accordance with Action Items approved in the LCAP, processing of payroll for extra duty in before and after school interventions and personnel hired with Supplemental dollars, and other related costs to administer the program. An additional classified person is being hired to accommodate the needs of supporting the expenditures and monitoring of Supplemental dollars.

#### Resources and research

Supplemental LCFF funds (proportionality) are allocated both districtwide and schoolwide to support low income, foster youth, and English learner populations in addition to targeted services for these same subgroups. Multiple data points were analyzed to determine the areas of need for the various subgroup populations. John Hattie's ground breaking study, Visible Learning outlines the influences that are related to learning outcomes. Hattie's 15 years of research and synthesis of over 800 meta-analyses serves as a model for teaching and learning. The high-yield practices (those with the large effect sizes) are the strategies Lowell Joint School District is proposing in the LCAP. These strategies are supported by the National Education Association (NEA). This association has identified similar actions as researched-based, best practices in Strategies for Closing the Achievement Gap. Furthermore, in 2010, Proven Interventions to Increase Student Achievement of Poor and Minority Students was published by the Center for School Improvement and Policy Studies. This synthesis of research from Boise State University of what works in high-performing, high poverty schools identified research-based strategies. LJSD staff also looked at the research behind Universal Design for Learning as part of

developing our overall MTSS. Specific to English learners, decisions about supports for students were made based on the 8 guidelines in the California Department of Education's Improving Education for English Learners: Research-Based Approaches (2010) Research shows that the following practices are the most effective means for improving student achievement and closing the achievement gap.

The Actions and Services best support our UDPs because they are integrated services as part of a Multi-Tiered System of Support. With less than 40% of our students counted as UDPs and as few as 13 Foster Youth and 264 English learners across six schools, it is not in the best interest of these students to isolate supports outside of MTSS, which we realize allows access for other students to maximize resources although the services are principally directed toward one or more unduplicated pupil groups. All of the positions listed with 100% are complimentary to the Base program. Any action/service less than 100% is an expansion or improvement of existing services.

#### Use of Supplemental Funds LEA-wide and School-wide

##### Professional Development

In all of the research referenced above, professional development plays a crucial role in implementing any supports or services to meet the needs of our English learners, Low-income, or Foster Youth. In Visible Learning, John Hattie's meta-analyses of over 800 studies, professional development has an effect size of .62, which is above the standard 'year's growth in a year's time" to help close the achievement gap. This is echoed in the research on developing a knowledgeable staff (Proven Interventions to Increase Student Achievement of Poor and Minority Students) and creating classrooms that support learning (Strategies for Closing the Achievement Gap).

Goal 1 Action 9: 100% CCSS Professional Development including specific strategies for working with ELs in both Integrated and Designated ELD. This is in addition to ELD training provided in conjunction with the new ELA/ELD materials for the 2017-18 year.  
Goal 1 Action 19: 100% ELD training so that EL students will be provided appropriate access to the California Content Standards. This is in addition to ELD training provided in conjunction with the new ELA/ELD materials for the 2017-18 year.  
Goal 1 Action 18: 70% Non-student work days for professional development opportunities beyond early-release Mondays. These days are focused on intensive professional development to close the achievement gap for UDPs.

Goal 2 Action 5: 100% Principals and teachers will receive training in Universal Design for Learning to target the needs of academically challenged students and create environments conducive to learning based on socio-emotional needs (Grant first year)

##### English Learners

A unique need for our English learner population includes the communication with and opportunities for parents in their primary language, which we have built into the LCAP. In the California Department of Education's Improving Education for English Learners: Research-Based Approaches (2010), there are 8 guidelines in Chapter 4 for "Effective English Literacy Instruction for English Learners". Guideline 8 relates to honoring the home language. Increased communication and opportunities for both parents and students in their primary language support this research. Guidelines 1 and 5 are related to essential components of literacy and oral language development, which are addressed through both first, best instruction in the classroom and intervention with Lingual Learning materials through small group instruction during intervention as part of the overall MTSS program. Guideline 2, "effective

instruction for English learners is similar to effective instruction for native speakers" and Guideline 7, "well prepared teachers" are addressed in the research chart for all students. This is also true for Guidelines 3 (instruction adjusted to meet their needs) and 6 (instruction is differentiated) as part of both the overall MTSS program with the specific focus on Universal Design for Learning to meet the needs of all students-including English learners and first, best instruction practices. The comprehensive and multidimensional approach recommended in Guideline 4 will be enhanced this year through an expansion of MTSS services with a focus on Universal Design for Learning. This focus will allow teachers to improve classroom instruction in literacy for English learners.

- Goal 1 Action 9: 100% CCSS Professional Development including specific strategies for working with ELs in both Integrated and Designated ELD.
- Goal 1 Action 19: 100% ELD training so that EL students will be provided appropriate access to the California Content Standards.
- Goal 2 Action 6: 100% Reclassified Student Monitoring-ELs
- Goal 2 Action 8: 100% Two ELD electives at Rancho This is in addition to an ELA class with Designated ELD and Integrated ELD within other subject area courses.
- Goal 2 Action 9: 100% Monitor language progress with the ELLA
- Goal 2 Action 11: 100% Monitor ELs every nine weeks and determine interventions
- Goal 2 Action 12: 100% Bilingual Aides

**Multi-Tiered System of Support**

English learners, Foster Youth, and Low-income students

Universal Design for Learning (UDL) is an educational framework based on research in the learning sciences, including cognitive neuroscience, that guides the development of flexible learning environments that can accommodate individual learning differences. Working within this framework allows teachers to plan for and use the most effective strategies for students with different learning needs, which is especially important for our English learners in literacy. In the context of our Multi-Tiered System of Support, in addition to the unique academic needs of our students, we are addressing the social-emotional and behavioral needs, which include supports for our Foster Youth, Socioeconomically Disadvantaged, Homeless, and English learners as appropriate. Prior to the 2015-16 school year, there were no interventions offered within the school day. Much of the work from 2015 to 2017 has been in creating the structures and supports to provide intervention within the school day. Additional training and resources for teachers to be able to analyze data for placement into intervention and then provide instruction for intervention has also been a priority. This is in line with the research to provide comprehensive intervention to students, especially with increased access during the day, while the existing before and after school offerings to provide extended learning opportunities have been expanded. Hattie's research also supports the need for decreasing disruptive behaviors (ES=.53), the climate of the classroom (ES=.52), and staff and student relationships (ES=.72). Counseling services, the SRO, and EMHRS support have been identified as actions to develop safe, school climates conducive to learning. RtI, the intervention component embedded within our MTSS program, has an effect size of 1.07 in Hattie's research. For that reason, it has been and continues to be a priority of the district to develop the necessary supports and systems of a comprehensive, MTSS model to ensure the needs of all our students are being met with a primary focus of supports for our UDPs through the use of Supplemental funds.

- Goal 1 Action 3: 50% Additional Custodians-allows for a safe and positive school environment in managing set up/break down

and clean up for before and after school interventions, parent engagement activities, extended professional development, collaboration meetings, and other events as a result of increased services to UDPs

Goal 1 Action 10: 50% Additional collaboration time for teachers to plan for differentiation and intervention for UDPs.

Goal 1 Action 18: 70% Non-student work days for professional development opportunities beyond early-release Mondays. These days are focused on intensive professional development to close the achievement gap for UDPs.

Goal 2 Action 2: 40% K-8 benchmark exams will be revised as needed. Additional monies are used to support benchmarks, but this review targets data analysis of UDPs to determine if the benchmarks are giving us accurate data for placement in intervention.

Goal 2 Action 3: 100% Multi-Tiered System of Support-adding specific interventions within the school day for language development and skills based on data analysis for UDPs

Goal 2 Action 4: 50% School libraries will continue to be open additional hours to provide homework and tutoring help/study skills support with a primary focus on UDPs needing the additional access.

Goal 2 Action 5: 100% Principals and teachers will receive training in Universal Design for Learning to target the needs of

academically challenged students and create environments conducive to learning based on socio-emotional needs (Grant first year)

Goal 2 Action 13: 100% Extended day supports-This includes before and after school tutoring services for UDPs including access to computers and internet service our low income students might not otherwise have access to.

Goal 2 Action 14: 100% Intervention Coordinators-This is a stipend for one teacher per site to support data analysis, monitoring, and placement into intervention for English learners, SED students, Foster Youth, and Homeless students.

Goal 2 Action 17: 50% Two Math Intervention Sections-This is in addition to a math class to target gaps in skills with first priority being given to English learners and SED students as needed. This would include Foster Youth and Homeless students as well if academic supports are necessary.

Goal 2 Action 18: 100% Illuminate Data System - Continue to fund a technology program/system to assist teachers in monitoring student progress and analyzing data to close achievement gaps for UDPs.

Goal 2 Action 20: 50% Two Reading Intervention Sections. This is in addition to an ELA class to target literacy skills with first priority being given to English learners and SED students as needed. This would include Foster Youth and Homeless students as well if academic supports are necessary.

Goal 3 Action 14: 30% Counselor at the intermediate level- Monitors and supports Foster Youth and Homeless students both academically and socially.

Goal 3 Action 15: 100% Student Counseling and Mental Health Programs- Student counseling and mental health programs provide assessments and interventions – crisis response, individual, group, or family counseling, and classroom-based social and personal skill development – including to support students' mental and emotional wellbeing. This comes from the "School Health Program Models." California School-Based Health Alliance. <http://www.schoolhealthcenters.org/start-up-and-operations/school-health-program-models/>. We are adding eight paid internships under the supervision of existing counseling and psych staff to provide services to our elementary sites and increased support at the intermediate level.

Goal 3 Action 19: 100% School Resource Officer-The SRO is a vital community liaison in working with connecting services for our Foster and Homeless Youth, especially in creating a safe space for students navigating social services. He plays a vital role in proactively supporting our students on the path to SART and SARB with home visits and calls. These services are often most needed by our UDPs who may miss more school than others due to issues connected to being a foster

youth, homeless, or low-income (watching siblings, increased health issues, etc).  
Goal 3 Action 20: 100% EMHRS- Supports socio-emotional and mental health

#### Parents

Hattie's research shows an effect size of .51 for parent involvement in learning. This is echoed in the research from Proven Interventions to Increase Student Achievement of Poor and Minority Students where engaging families, parents, and the community is vital to the success of students. Supporting parents is also identified by the National Education Association (NEA) as researched-based, best practices in Strategies for Closing the Achievement Gap.

- Goal 3 Action 3: 10% PTA support (part of salary)- This is specific support for increasing the number of parents involved in PTA from UDPs
- Goal 3 Action 8: 50% Parent opportunities at the sites-This includes English classes, volunteer opportunities, and parent nights.
- Goal 3 Action 9: 100% District level Parent Education-This includes parent trainings such as Love and Logic and informational meetings

Access to Technology, Student Engagement, Rigorous Curriculum, College and Career Readiness (21st century skills) English learners, Foster Youth, and Low-income students  
Again pulled from Hattie's research, Problem Based Learning (ES=.65), Goals (ES=.56), and High Expectations (ES=.43) are all effective strategies in engaging students at high levels and providing access to career paths that might otherwise be out of reach for our UDPs. This same finding is echoed in Proven Interventions to Increase Student Achievement of Poor and Minority Students, which talks about having high expectations and providing a rigorous curriculum and also in Strategies for Closing the Achievement Gap. The actions and services outlined below are designed to provide both access and opportunities principally directed at our UDPs to meet this need.

- Goal 1 Action 8: 100% Technology TOSA-assists staff with the integration of technology to provide access to specialized support programs and resources for differentiating instruction for UDPs. The TOSA also provides support for illuminate and training teachers on reports for data analysis.
- Goal 1 Action 11: 50% Continue to expand access to STEAM programs at the elementary level.
- Goal 1 Action 13: 50% Continue to partner with the high school district to provide enrichment and STEAM programs.
- Goal 1 Action 17: 50% Fund staff to implement CCSS and the Smarter Balanced online assessments (includes tech support and overseeing accommodations/modifications in TOMS for UDPs) Tech support also services the additional technology purchased to increase access and opportunities for UDPs in STEAM.
- Goal 1 Action 20: 100% District Technology Team- The District Technology Leadership Team will continue to provide guidance and support and to ensure all students have appropriate access to technology with a primary focus on access for UDPs.
- Goal 2 Action 16: 50% Two additional Science sections to allow for greater engagement in smaller class size
- Goal 2 Action 19: 100% Stipend for STEAM Coordinators to increase access to activities and project-based learning opportunities



Goal 3 Action 2: 100% Pear Deck App which allows quick formative assessment for teachers to ensure they are meeting the needs of our Unduplicated Pupils in flexible grouping for added instruction and intervention as well as enrichment.

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

\$Supplemental: \$1,726,000

7.57%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Resources and research

Supplemental LCFF funds (proportionality) are allocated both districtwide and schoolwide to support low income, foster youth, and English learner populations in addition to targeted services for these same subgroups. Multiple data points were analyzed to determine the areas of need for the various subgroup populations. John Hattie's ground breaking study, Visible Learning outlines the influences that are related to learning outcomes. Hattie's 15 years of research and synthesis of over 800 meta-analyses serves as a model for teaching and learning. The high-yield practices (those with the large effect sizes) are the strategies Lowell Joint School District is proposing in the LCAP. These strategies are supported by the National Education Association (NEA). This association has identified similar actions as researched-based, best practices in Strategies for Closing the Achievement Gap. Furthermore, in 2010, Proven Interventions to Increase Student Achievement of Poor and Minority Students was published by the Center for School Improvement and Policy Studies. This synthesis of research from Boise State University of what works in high-performing, high poverty schools identified research-based strategies. LJSB staff also looked at the research behind Universal Design for Learning as part of developing our overall MTSS. Specific to English learners, decisions about supports for students were made based on the 8 guidelines

in the California Department of Education's Improving Education for English Learners: Research-Based Approaches (2010) Research shows that the following practices are the most effective means for improving student achievement and closing the achievement gap.

The Actions and Services best support our UDPs because they are integrated services as part of a Multi-Tiered System of Support. With less than 40% of our students counted as UDPs and as few as 12 Foster Youth and 215 English learners across six schools, it is not in the best interest of these students to isolate supports outside of MTSS, which we realize allows access for other students to maximize resources although the services are principally directed toward one or more unduplicated pupil groups. All of the positions listed with 100% are complimentary to the Base program. Any action/service less than 100% is an expansion or improvement of existing services.

#### Use of Supplemental Funds LEA-wide and School-wide

##### Professional Development

In all of the research referenced above, professional development plays a crucial role in implementing any supports or services to meet the needs of our English learners, Low-income, or Foster Youth. In Visible Learning, John Hattie's meta-analyses of over 800 studies, professional development has an effect size of .62, which is above the standard 'year's growth in a year's time' to help close the achievement gap. This is echoed in the research on developing a knowledgeable staff (Proven Interventions to Increase Student Achievement of Poor and Minority Students) and creating classrooms that support learning (Strategies for Closing the Achievement Gap).

Goal 1 Action 9: 100% CCSS Professional Development including specific strategies for working with ELs in both Integrated and Designated ELD. This is in addition to ELD training provided in conjunction with the new ELA/ELD materials for the 2017-18 year.

Goal 1 Action 19: 100% ELD training so that EL students will be provided appropriate access to the California Content Standards. This is in addition to ELD training provided in conjunction with the new ELA/ELD materials for the 2017-18 year.

Goal 1 Action 18: 70% Non-student work days for professional development opportunities beyond early-release Mondays. These days are focused on intensive professional development to close the achievement gap for UDPs.

Goal 2 Action 5: 100% Principals and teachers will receive training in Universal Design for Learning to target the needs of academically challenged students and create environments conducive to learning based on socio-emotional needs (Grant first year)

##### English Learners

A unique need for our English learner population includes the communication with and opportunities for parents in their primary language, which we have built into the LCAP. In the California Department of Education's Improving Education for English Learners: Research-Based Approaches (2010), there are 8 guidelines in Chapter 4 for "Effective English Literacy Instruction for English Learners". Guideline 8 relates to honoring the home language. Increased communication and opportunities for both parents and students in their primary language support this research. Guidelines 1 and 5 are related to essential components of literacy and oral

language development, which are addressed through both first, best instruction in the classroom and intervention with Lingual Learning materials through small group instruction during intervention as part of the overall MTSS program. Guideline 2, "effective instruction for English learners is similar to effective instruction for native speakers" and Guideline 7, "well-prepared teachers" are addressed in the research chart for all students. This is also true for Guidelines 3 (instruction adjusted to meet their needs) and 6 (instruction is differentiated) as part of both the overall MTSS program with the specific focus on Universal Design for Learning to meet the needs of all students-including English learners and first, best instruction practices. The comprehensive and multidimensional approach recommended in Guideline 4 will be enhanced this year through an expansion of MTSS services with a focus on Universal Design for Learning. This focus will allow teachers to improve classroom instruction in literacy for English learners.

Goal 1 Action 9: 100% CCSS Professional Development including specific strategies for working with ELs in both Integrated and Designated ELD. This is in addition to ELD training provided in conjunction with the new ELA/ELD materials for the 2017-18 year.

Goal 1 Action 19: 100% ELD training so that EL students will be provided appropriate access to the California Content Standards. This is in addition to ELD training provided in conjunction with the new ELA/ELD materials for the 2017-18 year.

Goal 2 Action 6: 100% Reclassified Student Monitoring-ELs

Goal 2 Action 8: 100% Two ELD electives at Rancho This is in addition to an ELA class with Designated ELD and Integrated ELD within other subject area courses.

Goal 2 Action 9: 100% Monitor language progress with the ELLA

Goal 2 Action 11: 100% Monitor ELs every nine weeks and determine interventions

Goal 2 Action 12: 100% Bilingual Aides

#### Multi-Tiered System of Support

English learners, Foster Youth, and Low-income students

Universal Design for Learning (UDL) is an educational framework based on research in the learning sciences, including cognitive neuroscience, that guides the development of flexible learning environments that can accommodate individual learning differences. Working within this framework allows teachers to plan for and use the most effective strategies for students with different learning needs, which is especially important for our English learners in literacy. In the context of our Multi-Tiered System of Support, in addition to the unique academic needs of our students, we are addressing the social-emotional and behavioral needs, which include supports for our Foster Youth, Socioeconomically Disadvantaged, Homeless, and English learners as appropriate. Prior to the 2015-16 school year, there were no interventions offered within the school day. Much of the work from 2015 to 2017 has been in creating the structures and supports to provide intervention within the school day. Additional training and resources for teachers to be able to analyze data for placement into intervention and then provide instruction for intervention has also been a priority. This is in line with the research to provide comprehensive intervention to students, especially with increased access during the day, while the existing before and after school offerings to provide extended learning opportunities have been expanded. Hattie's research also supports the need for decreasing disruptive behaviors (ES=.53), the climate of the classroom (ES=.52), and staff and student relationships (ES=.72). Counseling services, the SRO, and EMHRS support have been identified as actions to develop safe, school climates conducive to learning. RTI, the intervention component embedded within our MTSS program, has an effect size of 1.07 in Hattie's research. For that

reason, it has been and continues to be a priority of the district to develop the necessary supports and systems of a comprehensive, MTSS model to ensure the needs of all our students are being met with a primary focus of supports for our UDPs through the use of Supplemental funds.

Goal 1 Action 3: 50% Additional Custodians-allows for a safe and positive school environment in managing set up/break down and clean up for before and after school interventions, parent engagement activities, extended professional development, collaboration meetings, and other events as a result of increased services to UDPs

Goal 1 Action 10: 50% Additional collaboration time for teachers to plan for differentiation and intervention for UDPs.

Goal 1 Action 18: 70% Non-student work days for professional development opportunities beyond early-release Mondays. These days are focused on intensive professional development to close the achievement gap for UDPs.

Goal 2 Action 2: 40% K-8 benchmark exams will be revised as needed. Additional monies are used to support benchmarks, but this review targets data analysis of UDPs to determine if the benchmarks are giving us accurate data for placement in intervention.

Goal 2 Action 3: 100% Multi-Tiered System of Support-adding specific interventions within the school day for language development and skills based on data analysis for UDPs

Goal 2 Action 4: 50% School libraries will continue to be open additional hours to provide homework and tutoring help/study skills support with a primary focus on UDPs needing the additional access.

Goal 2 Action 5: 100% Principals and teachers will receive training in Universal Design for Learning to target the needs of

academically challenged students and create environments conducive to learning based on socio-emotional needs (Grant first year)

Goal 2 Action 13: 100% Extended day supports-This includes before and after school tutoring services for UDPs including access to computers and internet service our low income students might not otherwise have access to.

Goal 2 Action 14: 100% Intervention Coordinators-This is a stipend for one teacher per site to support data analysis, monitoring, and placement into intervention for English learners, SED students, Foster Youth, and Homeless students.

Goal 2 Action 17: 50% Two Math Intervention Sections-This is in addition to a math class to target gaps in skills with first priority being given to English learners and SED students as needed. This would include Foster Youth and Homeless students as well if academic supports are necessary.

Goal 2 Action 18: 100% Illuminate Data System - Continue to fund a technology program/system to assist teachers in monitoring student progress and analyzing data to close achievement gaps for UDPs

Goal 2 Action 20: 50% Two Reading Intervention Sections. This is in addition to an ELA class to target literacy skills with first priority being given to English learners and SED students as needed. This would include Foster Youth and Homeless students as well if academic supports are necessary.

Goal 3 Action 14: 30% Counselor at the intermediate level- Monitors and supports Foster Youth and Homeless students both academically and socially.

Goal 3 Action 15: 50% Counseling services at the elementary level

Goal 3 Action 19: 100% School Resource Officer-The SRO is a vital community liaison in working with connecting services for our Foster and Homeless Youth, especially in creating a safe space for students navigating social services. He plays a vital role in proactively supporting

our students on the path to SART and SARB with home visits and calls. These services are often most needed by our UDPs who may miss more school than others due to issues connected to being a foster youth, homeless, or low-income (watching siblings, increased health issues, etc).

Goal 3 Action 20: 100% EMHRS- Supports socio-emotional and mental health

#### Parents

Hattie's research shows an effect size of .51 for parent involvement in learning. This is echoed in the research from Proven Interventions to Increase Student Achievement of Poor and Minority Students where engaging families, parents, and the community is vital to the success of students. Supporting parents is also identified by the National Education Association (NEA) as researched-based, best practices in Strategies for Closing the Achievement Gap.

Goal 3 Action 3: 10% PTA support (part of salary)- This is specific support for increasing the number of parents involved in PTA from UDPS

Goal 3 Action 8: 50% Parent opportunities at the sites-This includes English classes, volunteer opportunities, and parent nights.

Goal 3 Action 9: 100% District level Parent Education-This includes parent trainings such as Love and Logic and informational meetings

Access to Technology, Student Engagement, Rigorous Curriculum, College and Career Readiness (21st century skills)  
English learners, Foster Youth, and Low-income students

Again pulled from Hattie's research, Problem Based Learning (ES=.65), Goals (ES=.56), and High Expectations (ES=.43) are all effective strategies in engaging students at high levels and providing access to career paths that might otherwise be out of reach for our UDPs. This same finding is echoed in Proven Interventions to Increase Student Achievement of Poor and Minority Students, which talks about having high expectations and providing a rigorous curriculum and also in Strategies for Closing the Achievement Gap. The actions and services outlined below are designed to provide both access and opportunities principally directed at our UDPs to meet this need.

Goal 1 Action 8: 100% Technology TOSA-assists staff with the integration of technology to provide access to specialized support programs and resources for differentiating instruction for UDPs. The TOSA also provides support for illuminate and training teachers on reports for data analysis.

Goal 1 Action 11: 50% Continue to expand access to STEAM programs at the elementary level.

Goal 1 Action 13: 50% Continue to partner with the high school district to provide enrichment and STEAM programs.

Goal 1 Action 17: 50% Fund staff to implement CCSS and the Smarter Balanced online assessments (includes tech support and overseeing accommodations/modifications in TOMS for UDPs) Tech support also services the additional technology purchased to increase access and opportunities for UDPs in STEAM.

Goal 1 Action 20: 100% District Technology Team- The District Technology Leadership Team will continue to meet regularly to provide guidance and support and to ensure all students have appropriate access to technology with a primary focus on access for UDPs.

Goal 2 Action 16: 50% Two additional Science sections to allow for greater engagement in smaller class size

Goal 2 Action 19: 100% Stipend for STEAM Coordinators to increase access to activities and project-based learning opportunities

Goal 3 Action 2: 100% Discovery Agents platform for real-world connections and access to programming

## Addendum

*The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.*

*For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.*

*For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.*

*If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.*

*Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.*

For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).

### Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

### Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.



## Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's\* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

\* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

## Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

## Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the actual actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

## Analysis

Using actual annual measurable outcome data, including data from the California School Dashboard, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

## Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. EC identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. EC requires

charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

**Instructions:** The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

**School districts and county offices of education:** Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

**Charter schools:** Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

## Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

**School districts and county offices of education:** The LCAP is a three-year plan, which is reviewed and updated annually, as required.

**Charter schools:** The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

### New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

## Goal

State the goal. LEAs may number the goals using the “Goal #” box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

## Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

## Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

## Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

## Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

### For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

#### Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.

## Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

## **For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:**

### Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

### Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

**For charter schools and single-school school districts**, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

## Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

## **Actions/Services**

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

### **New/Modified/Unchanged:**

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
  - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

**Note:** The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

**Charter schools** may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

## **Budgeted Expenditures**

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by EC sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

## Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

### Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to California Code of Regulations, Title 5 (5 CCR) Section 15496(a)(5).

### Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

# State Priorities

**Priority 1: Basic Services** addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

**Priority 2: Implementation of State Standards** addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
  - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
  - b. Mathematics – CCSS for Mathematics
  - c. English Language Development (ELD)
  - d. Career Technical Education
  - e. Health Education Content Standards
  - f. History-Social Science
  - g. Model School Library Standards
  - h. Physical Education Model Content Standards
  - i. Next Generation Science Standards
  - j. Visual and Performing Arts
  - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

**Priority 3: Parental Involvement** addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

**Priority 4: Pupil Achievement** as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

**Priority 5: Pupil Engagement** as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;



**Priority 6: School Climate** as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

**Priority 7: Course Access** addresses the extent to which pupils have access to and are enrolled in:

- A. A broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

**Priority 8: Pupil Outcomes** addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

**Priority 9: Coordination of Instruction of Expelled Pupils (COE Only)** addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

**Priority 10. Coordination of Services for Foster Youth (COE Only)** addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

**Local Priorities** address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

# APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

- (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
  - (A) enrolled less than 31 days
  - (B) enrolled at least 31 days but did not attend at least one day
  - (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
    - (i) are enrolled in a Non-Public School
    - (ii) receive instruction through a home or hospital instructional setting
    - (iii) are attending a community college full-time.
- (2) The number of students who meet the enrollment requirements.
- (3) Divide (1) by (2).

(b) "High school dropout rate" shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(c) "High school graduation rate" shall be calculated as follows:

- (1) For a 4-Year Cohort Graduation Rate:
  - (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
  - (B) The total number of students in the cohort.
  - (C) Divide (1) by (2).
- (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
  - (A) The number of students who either graduated as grade 11 students or who earned any of the following:
    - (i) a regular high school diploma
    - (ii) a High School Equivalency Certificate
    - (iii) an adult education diploma
    - (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
  - (B) The number of students in the DASS graduation cohort.
  - (C) Divide (1) by (2).

(d) "Suspension rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(e) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

## APPENDIX B: GUIDING QUESTIONS

### Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to EC Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

### Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in EC Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to EC sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in EC Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR Section 15495(a)?

- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

## **Guiding Questions: Goals, Actions, and Services**

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

*Prepared by the California Department of Education, January 2019*

## LCAP Expenditure Summary

Funding Source	Total Expenditures by Funding Source						2017-18 through 2019-20 Total
	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20		
All Funding Sources	24,825,587.00	20,876.00	22,073,715.00	25,081,587.00	24,516,769.00	71,672,071.00	
Base	0.00	0.00	55,000.00	0.00	19,500.00	74,500.00	
Other	21,093,931.00	2,000.00	19,729,635.00	21,136,931.00	21,010,500.00	61,877,066.00	
Special Education	1,924,141.00	0.00	854,980.00	1,924,141.00	1,500,400.00	4,279,521.00	
Supplemental	25,000.00	0.00	0.00	25,000.00	26,200.00	51,200.00	
Title I	1,745,484.00	18,876.00	1,421,100.00	1,958,484.00	1,911,233.00	5,290,817.00	
Title II	37,031.00	0.00	0.00	37,031.00	48,936.00	85,967.00	
Title III	0.00	0.00	13,000.00	0.00	0.00	13,000.00	
	0.00	0.00	0.00	0.00	0.00	0.00	

\* Totals based on expenditure amounts in goal and annual update sections.

Object Type	Total Expenditures by Object Type						2017-18 through 2019-20 Total
	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total	
All Expenditure Types	24,825,587.00	20,876.00	22,073,715.00	25,081,587.00	24,516,769.00	71,672,071.00	
	25,000.00	0.00	55,000.00	25,000.00	25,000.00	105,000.00	
1000-1999: Certificated Personnel Salaries	13,813,141.00	0.00	13,386,285.00	13,888,141.00	14,074,799.00	41,349,225.00	
2000-2999: Classified Personnel Salaries	1,800,109.00	0.00	1,464,990.00	1,915,109.00	1,747,000.00	5,127,099.00	
3000-3999: Employee Benefits	6,217,166.00	0.00	5,045,440.00	6,283,166.00	6,110,945.00	17,439,551.00	
4000-4999: Books And Supplies	1,101,882.00	20,876.00	912,500.00	1,101,882.00	680,200.00	2,694,582.00	
5000-5999: Services And Other Operating Expenditures	1,239,289.00	0.00	1,149,500.00	1,239,289.00	1,246,325.00	3,635,114.00	
5800: Professional/Consulting Services And Operating Expenditures	84,000.00	0.00	0.00	84,000.00	87,500.00	171,500.00	
6000-6999: Capital Outlay	545,000.00	0.00	60,000.00	545,000.00	545,000.00	1,150,000.00	
Not Applicable	0.00	0.00	0.00	0.00	0.00	0.00	

\* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	24,825,587.00	20,876.00	22,073,715.00	25,081,587.00	24,516,769.00	71,672,071.00
	Base	0.00	0.00	55,000.00	0.00	0.00	55,000.00
	Other	0.00	0.00	0.00	0.00	0.00	0.00
		25,000.00	0.00	0.00	25,000.00	25,000.00	50,000.00
1000-1999: Certificated Personnel Salaries	Base	12,733,897.00	0.00	12,525,000.00	12,733,897.00	12,956,000.00	38,214,897.00
	Other	102,615.00	0.00	185,285.00	102,615.00	117,400.00	405,300.00
	Special Education	1,136.00	0.00	0.00	1,136.00	1,200.00	2,336.00
1000-1999: Certificated Personnel Salaries	Supplemental	947,600.00	0.00	666,000.00	1,022,600.00	960,961.00	2,649,561.00
	Title I	27,893.00	0.00	0.00	27,893.00	39,238.00	67,131.00
	Title II	0.00	0.00	10,000.00	0.00	0.00	10,000.00
2000-2999: Classified Personnel Salaries		0.00	0.00	0.00	0.00	0.00	0.00
	Base	1,469,205.00	0.00	1,081,090.00	1,499,205.00	1,312,000.00	3,892,295.00
	Other	72,000.00	0.00	0.00	72,000.00	74,000.00	146,000.00
	Supplemental	258,904.00	0.00	383,900.00	343,904.00	361,000.00	1,088,804.00
3000-3999: Employee Benefits		0.00	0.00	0.00	0.00	0.00	0.00
	Base	5,791,814.00	0.00	4,707,045.00	5,804,814.00	5,630,500.00	16,142,359.00
	Other	65,139.00	0.00	62,695.00	65,139.00	70,000.00	197,834.00
	Supplemental	351,075.00	0.00	272,700.00	404,075.00	400,747.00	1,077,522.00
	Title I	9,138.00	0.00	0.00	9,138.00	9,698.00	18,836.00



Total Expenditures by Object Type and Funding Source							2017-18 through 2019-20 Total
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	
3000-3999: Employee Benefits	Title II	0.00	0.00	3,000.00	0.00	0.00	3,000.00
4000-4999: Books And Supplies	Base	394,551.00	2,000.00	262,000.00	394,551.00	402,000.00	1,058,551.00
4000-4999: Books And Supplies	Other	583,160.00	0.00	600,000.00	583,160.00	154,000.00	1,337,160.00
4000-4999: Books And Supplies	Supplemental	124,171.00	18,876.00	50,500.00	124,171.00	124,200.00	298,871.00
4000-4999: Books And Supplies	Title III	0.00	0.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Base	659,464.00	0.00	1,094,500.00	659,464.00	665,000.00	2,418,964.00
5000-5999: Services And Other Operating Expenditures	Other	528,500.00	0.00	7,000.00	528,500.00	530,000.00	1,065,500.00
5000-5999: Services And Other Operating Expenditures	Supplemental	51,325.00	0.00	48,000.00	51,325.00	51,325.00	150,650.00
5800: Professional/Consulting Services And Operating Expenditures		0.00	0.00	0.00	0.00	19,500.00	19,500.00
5800: Professional/Consulting Services And Operating Expenditures	Other	47,727.00	0.00	0.00	47,727.00	30,000.00	77,727.00
5800: Professional/Consulting Services And Operating Expenditures	Special Education	23,864.00	0.00	0.00	23,864.00	25,000.00	48,864.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	12,409.00	0.00	0.00	12,409.00	13,000.00	25,409.00
6000-6999: Capital Outlay	Base	45,000.00	0.00	60,000.00	45,000.00	45,000.00	150,000.00
6000-6999: Capital Outlay	Other	500,000.00	0.00	0.00	500,000.00	500,000.00	1,000,000.00
Not Applicable	Other	0.00	0.00	0.00	0.00	0.00	0.00

\* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal						
Goal	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
<b>Goal 1</b>	23,155,644.00	0.00	20,444,483.00	23,155,644.00	22,513,908.00	66,114,035.00
<b>Goal 2</b>	591,838.00	18,876.00	651,852.00	847,838.00	885,336.00	2,385,026.00
<b>Goal 3</b>	1,078,105.00	2,000.00	977,380.00	1,078,105.00	1,117,525.00	3,173,010.00

\* Totals based on expenditure amounts in goal and annual update sections.

Expenditures Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20
All Funding Sources		↓			

Expenditures NOT Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20
All Funding Sources					

LOWELL JOINT SCHOOL DISTRICT  
June 10, 2019

To: President Shackelford and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Approval of Local Indicators Rating for  
submission to the California Dashboard

INFORMATION/  
ACTION

As part of the LCAP requirements, LEA's must analyze data from multiple sources to determine progress towards goals. There are five State Indicators and four Local Indicators to measure progress for student subgroups across the eight state priorities.

For the Local Indicators LEA's measure their progress using locally available information identified in the LCAP such as Benchmarks, Surveys, and FIT reports. The results are shared with the local governing board at a regularly scheduled public meeting. The district has "met" the criteria on the remaining two local indicators by complying with the guidelines and is ready to upload the Local Indicator data as "Met" to the California Dashboard when required for the Fall release.

It is recommended that the Local Indicator data be uploaded as "Met" to the California Dashboard for the Fall release and that the Superintendent or designee be authorized to approve this action.

---

Superintendent's Comment:

APPROVAL RECOMMENDED.

VIII-B1-1

LOWELL JOINT SCHOOL DISTRICT  
June 10, 2019

To: President Shackelford and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Approval of Memorandum of Understanding Between  
California Baptist University and Lowell Joint School District for the period of June 1, 2019 through May 31, 2022. ACTION/  
(RATIFICATION)

The purpose of this Memorandum of Understanding is to define how CBU provides its courses at a reduced tuition rate to Lowell Joint School District employees and Lowell Joint School District will provide opportunities to CBU to promote and recruit their employees with this agreement with Lowell Joint School District.

This MOU will be effective June 1, 2019, unless terminated upon mutual consent of both parties, or through May 31, 2022, at no cost to the district.

It is recommended the Memorandum of Understanding with California Baptist University, effective June 1, 2019 through May 31, 2022 be approved, and that the Superintendent or designee be authorized to execute the necessary documents.

---

Superintendent's Comment:

APPROVAL RECOMMENDED.

LOWELL JOINT SCHOOL DISTRICT  
June 10, 2019

To: President Shackelford and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Approval to Pay the California School Boards Association                      ACTION  
Membership for the 2019/20 School Year

CSBA provides a sophisticated level of advocacy and policy analysis on behalf of public education and children. Serving as a unified voice for school districts and county offices of education, CSBA fosters effective relationships with the Legislature, the Governor's office, Constitutional officers, Congress, the White House, administrative agencies, and educational organizations. CSBA's respected analyses of critical education issues are widely read and used by board members, superintendents, and state and national leaders.

CSBA also provides educational opportunities for board members and superintendents on critical issues. Continuing professional development is essential to the ability of the governance team to serve effectively as education leaders in their local communities. Through local, regional and statewide workshops and conferences, CSBA provides board members and superintendents opportunities to enhance their governance skills, expand their knowledge, exchange ideas and discuss important issues.

It is recommended that Lowell Joint School District join the California School Boards Association for the 2019/20 school year at membership cost totaling \$7,497 be approved, and that the Superintendent or designee be authorized to execute the necessary documents.

---

Superintendent's Comment:

APPROVAL RECOMMENDED.

LOWELL JOINT SCHOOL DISTRICT  
June 10, 2019

To: President Shackelford and Members, Board of Trustees  
From: Jim Coombs, Superintendent of Schools  
Subject: Approval to Pay the La Habra Chamber of Commerce                      ACTION  
Annual Membership for the 2019/20 School Year

There is a need to approve the La Habra Chamber of Commerce Annual Membership dues for the 2019/20 school year in the amount of \$350.00.

The La Habra Chamber of Commerce promotes and develops the economic, cultural, and civic welfare of La Habra.

It is recommended that the invoice for membership dues totaling \$350.00 for the 2019/20 school year for the La Habra Chamber of Commerce be approved, and that the Superintendent or designee be authorized to execute the necessary documents.

---

Superintendent's Comment:

APPROVAL RECOMMENDED.



LOWELL JOINT SCHOOL DISTRICT  
June 10, 2019

To: President Shackelford and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Approval to Pay the Whittier Area Chamber of Commerce Annual Membership for the 2019/20 School Year ACTION

There is a need to approve the Whittier Area Chamber of Commerce Annual Membership dues for the 2019/20 school year in the amount of \$370.00.

The Whittier Area Chamber of Commerce promotes and develops the economic, cultural, and civic welfare of Whittier.

It is recommended that the invoice for membership dues totaling \$370.00 for the 2019/20 school year for the Whittier Area Chamber of Commerce be approved, and that the Superintendent or designee be authorized to execute the necessary documents.

---

Superintendent's Comment:

APPROVAL RECOMMENDED.

LOWELL JOINT SCHOOL DISTRICT  
June 10, 2019

To: President Shackelford and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Approval of Partnership Award Agreement with the  
University of La Verne for the period of June 1, 2019  
through May 31, 2022

ACTION/  
RATIFICATION

University of La Verne, is requesting Lowell Joint School District to enter into a Partnership Award Agreement, to offer courses with a Partnership Award to employees of the Lowell Joint School University campus or satellite site, at no cost to the district, effective June 1, 2019, unless terminated upon mutual consent of both parties, or through May 31, 2022,

It is recommended that the partnership award agreement with the University of La Verne, effective June 1, 2019 through May 31, 2022 be approved, and that the Superintendent or designee be authorized to execute the necessary documents.

---

Superintendent's Comment:

APPROVAL RECOMMENDED.

LOWELL JOINT SCHOOL DISTRICT  
June 10, 2019

To: President Shackelford and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Approval of Memorandum of Understanding Internship Program with University of Redlands, effective July1, 2019 through June 30, 2022. ACTION

An Internship Credential authorizes the same service at the same level as the Preliminary Credential with some exceptions, is only valid in one school district or consortium under the preconditions established by State law, and provides educational field work experience to students enrolled in program.

The purpose of this agreement is that interns must have a contract before a credential can be issued. Each intern candidate is to work under the direct and continuing supervision of a University of Redlands Supervisor and District On-Site Teacher who provides general support at the classroom level of the cooperating school, the Internship Credential shall be issued initially for a two-year period and may be renewed by the Commission.

This MOU will be effective July 1, 2019, unless terminated upon mutual consent of both parties, or through June 30, 2022, at no cost to the district.

It is recommended that the Memorandum of Understanding with the University of Redlands effective July 1 , 2019, through June 30, 2022, be approved, and that the Superintendent or designee be authorized to execute the necessary documents.

---

Superintendent's Comment:

APPROVAL RECOMMENDED.

LOWELL JOINT SCHOOL DISTRICT  
June 10, 2019

To: President Shackelford and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Approval of Educational Fieldwork Agreement with University of Redlands, effective July 1, 2019 through June 30, 2022 ACTION

University of Redlands is requesting Lowell Joint School District to enter into a educational fieldwork agreement, effective July 1, 2019, and shall remain in effect until terminated earlier by either party or through June 30, 2022, to provide educational fieldwork experiences to students enrolled in the Professional Educational curriculum and/or the Communicative Disorders curriculum of the University, at no cost to the district.

It is recommended that the educational fieldwork agreement with University of Redlands effective July 1, 2019, through June 30, 2022, be approved, and that the Superintendent or designee be authorized to execute the necessary documents.

---

Superintendent's Comment:

APPROVAL RECOMMENDED.





LOWELL JOINT SCHOOL DISTRICT  
June 10, 2019

To: President Shackelford and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Purchase Order Report 2018/19 #11

ACTION/  
(RATIFICATION)

In accordance with the law, Purchase Order Report 2018/19 #11 is recommended for approval. The report lists all purchase orders issued April 22, 2019 through May 28, 2019.

AR:md

Attachment

---

Superintendent's Comment:

APPROVAL RECOMMENDED.

IX-B1-1

## PURCHASE ORDERS FOR BOARD APPROVAL

June 10, 2019

NO#	VENDOR	DESCRIPTION	AMOUNT
85073	Cintas Fire Protection	Olita/ Service	\$150.00
85074	School Energy Coalition	Maintenance/ Membership Fee	\$260.00
85075	Turf Star	Grounds/ Service	\$385.00
85076	Blue Hills Nursery	Rancho/ Supply	\$41.57
85077	Robert Brooke Assoc.	Rancho/ Supply	\$88.58
85078	City of La Habra	Grounds, Maintenance, Nutrition/ Supply	\$2,282.57
85079	VOID	VOID	VOID
85080	Dangelo Co.	Rancho/ Supply	\$47.45
85081	Autozone	Maintenance/ Supply	\$150.00
85082	Culver-Newlin	Meadow Green/Supply	\$1,322.21
85083	HOWARD TECHNOLOGY SOLUTION	HEADPHONES	\$574.60
85084	AMAZON	SMART POWER STRIPS	\$99.92
85085	DANIEL'S TIRE SERVICE	SERVICE VEHICLE	\$42.46
85086	SCHOOL LIFE	TAGS FOR STUDENT INCENTIVES	\$200.00
85087	FULLERTON SCHOOL DISTRICT-PRINT SHOP	AWARDS	\$102.00
85088	CBS COMPLETE	DUPLO ELITE	\$6,389.33
85089	AMAZON	BROTHER DRUM KIT/ PRINTER	\$121.09
85090	CUMMING CONSTRUCTION MANAGEMENT	SOLAR CONSULTING SERVICES	\$52,500.00
85091	COMPLETE BUSINESS SYSTEMS	DUPLO ELITE	\$2,200.37
85092	ZUM SERVICES, INC.	MARCH 2019 FIELD TRIPS	\$1,910.00
85093	AMERICAN EXPRESS	OPEN PURCHASES FOR MAY 2019	\$25,000.00
85094	CTL CORPORATION	CHROMEBOOKS	\$1,572.62
85095	AMAZON	IPAD CASES	\$305.00
85096	AMAZON	ROBOT ACCESSORIES	\$165.00
85097	AMAZON	ROBOT ACCESSORIES	\$233.00
85098	AMAZON	ROBOT ACCESSORIES	\$230.00
85099	SENTRY SIGNS & PRINTING	KINDER BANNER FOR MAYBROOK, THANK YOU MEASURE	\$341.64
85100	A&D TRANSPORTATION	AFTERSCHOOL SPORTS	\$740.00
85101	IMPERIAL BAND	BAND SUPPLIES	\$55.48
85102	JW PEPPER	MUSIC SHEETS	\$187.35
85103	Q WUNDER	COMPUTER PROGRAM	\$1,800.00
85104	MYSTERY SCIENCE	19-20 MEMBERSHIP	\$999.00
85105	GREENFIELD LEARNING, INC.	LEXIA ANNUAL RENEWAL	\$25,110.00
85106	MIND RESEARCH	19-20 RENEWAL	\$4,200.00
85107	EDLIO	WEBSITE CONTENT MANAGEMENT	\$6,660.00
85108	ELLISON EDUCATION	PR STANDARD CUTTING PAD	\$30.00
85109	JONES SCHOOL SUPPLY	AWARD RIBBONS	\$8.67
85110	PARTNERS IN LEARNING, INC.	SIGNS	\$2,783.69
85111	UPS PROTECTION	BATTERY REPLACEMENT FOR IDF	\$613.20
85112	DATA IMPRESSIONS	PRINTER	\$1,947.87
85113	SCHOLASTIC	BOOK FAIR	\$3,200.64
85114	GINA TRINIDAD DESIGNS AKA GT DESIGNS	PROGRAMS FOR COFA ACADEMY	\$153.30
85115	LASCARI'S RESTURANT	COFA ACADEMY CELEBRATION	\$1,134.61
85116	ORANGE COUNTY TREASURER-TAX COLLECT	GENERAL ELECTIONS COSTS-NOV 6,2018	\$11,066.94
85117	REGISTRAR RECORDER/COUNTY CLERK LOS	GENERAL ELECTIONS COSTS-NOV 6,2018	\$45,889.94
85118	A&D TRANSPORTATION	AFTERSCHOOL SPORTS	\$740.00
85119	A&D TRANSPORTATION	AFTERSCHOOL SPORTS	\$370.00
85120	FULLERTON SCHOOL DISTRICT-PRINT SHOP	PBIS AWARDS	\$105.40
85121	HUBERT.COM	NUTRITION SERVICES SUPPLIES/ CAFÉ SHARE T	\$2,203.31
85122	SOUTHWEST SCHOOL SUPPLY	RS PURCHASES FOR 2019-20	\$4,900.00
85123	HOUGHTON MIFFLIN HARCOURT	TEST RECORD FORMS	\$331.47
85124	A&D TRANSPORTATION	RS TO IMPERIAL MS-1/10/2019	\$370.00
85125	PRESIDENT'S EDUCATION AWARDS PROGRAM	CERTIFICATES-AWARDS	\$17.50
85126	IMPERIAL MIDDLE SCHOOL	TOURNAMENT FEE	\$125.00
85127	JW PEPPER	MUSIC SHEETS	\$52.89
85128	RAPTOR TECHNOLOGIES	ANNUAL RENEWAL FEE	\$3,240.00
85129	CANELA	VISION SOFTWARE 2019-20	\$297.00
85130	XCELL INC	SCREEN REPAIR	\$90.00
85131	CDW-GOVERNMENT	ADAPTER-TO BE ORDERED BY TECH DEPT	\$30.00
85132	CA DAILY JOURNAL DBA CA NEWSPAPER	LCAP-NOTICE OF PUBLIC HEARING	\$200.00
85133	OCDE	TRAINING/NUTURE POSITIVE RELATIONSHIPS	\$1,400.00
85134	ILLUMINATE EDUCATION, INC.	SOFTWARE AND LICENSES	\$18,912.00





LOWELL JOINT SCHOOL DISTRICT  
June 10, 2019

To: President Shackelford and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Warrant Listing Report 2018/19 #11

ACTION/  
(RATIFICATION)

The Warrant Listing Report 2018/19 #11 is recommended for approval. The report lists all warrants issued May 1, 2019, through May 23, 2019.

AR:md

Attachment

---

Superintendent's Comment:

APPROVAL RECOMMENDED.

IX-B2-1

"B" WARRANTS FOR BOARD APPROVAL ON:  
**June 10, 2019**

"B" WARRANT DOCUMENTS : 1742 - 2045, 3129 - 3141

<b>398,665.18</b>
-------------------

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
1742	CHRISTIAN PENUELAS - RS, CONTRACT SERVICE	195.00
1766	ICS SERVICE CO. - FIRE ALARM SERVICE	5,114.21
1858	AMERICAN FIDELITY ASSURANCE/ EMP. DEDUCTIONS, APR.	10,442.67
1863	ADVANCED CHEMICAL TRANSPORT - REMOVAL OF HAZARDOUS	5,712.83
1864	ACTION TROPHY - NAME PLACE FOR BOARD MEETINGS	27.06
1865	DARREL ADAIR - MILEAGE REIMBURSEMENT, APRIL	72.09
1866	ALL IN ONE POSTER CO. - NOTIFICATION POSTERS	800.90
1867	AUTO ZONE - GOURNDS/ LIGHT BULB SUPPLIES	15.84
1868	AVB PRESS - OLITA/ SUPPLIES	258.31
1869	BUENA PARK PLAQUE & TROPHY - AWARD	85.12
1870	CDW GOVERNMENT - MEADOW GREEN/ STEAM LAB	708.30
1871	CINTAS FIRE PROTECTION - ALARM MONTORING	150.00
1872	CITY OF LA HABRA-M&O, NUTRITION, FUEL	1,370.84
1873	CM SCHOOL SUPPLY - CLASSROOM SUPPLIES	408.46
1874	CSM CONSULTING, INC. - E-RATE SERVICES, MARCH	2,125.00
1875	FULLERTON SCHOOL DISTRICT-MA, OL, SUPPLIES	210.00
1876	KRISTEN GOBER - CUE CONFERENCE REIMBURSEMENT	207.96
1877	BEHAVIOR AND EDUCATION, INC. - N.P.A., MARCH	7,397.50
1878	OTC BRANDS, INC. - STUDENT INCENTIVES	91.52
1879	JONES SCHOOL SUPPLY CO. - STUDENT INCENTIVES	155.26
1880	SOUTHERN CALIFORNIA GAS - MARCH - APRIL	282.19
1881	SOUTHERN CALIFORNIA EDISON - MARCH - APRIL	3,793.86
1882	FRONTIER COMMUNICATIONS - APRIL - MAY	2,374.91
1883	VERIZON WIRELESS - SERVICE, MARCH - APRIL	1,046.63
1884	GT DESIGNS-RS, SUPPLIES	638.02
1885	ANGELA SUZUKI - CONFERENCE EXPENSE REIMB.	226.72
1886	JANICE JACOBSEN - SERVICE/ CONSULTANT	756.00
1887	REGISTRAR - RECORDER COUNTY CLERK - ELECTION	45,889.94
1888	SENTRY SIGNS PRINTING - MEASURE LL BANNER/ SIGN	341.64
1889	B. FERGUSON/ ALL AMERICAN SPORTS - CONTRACT SERVICES	1,260.00
1890	OLABANJI OKE - RS, BOYS SOCCER COACH	700.00
1891	JOEY MONTALVO - RS, BOYS SOCCER COACH	700.00
1892	MARK LOPEZ - RS, GIRLS BASKETBALL	700.00
1893	OMAR MORALES - RS, BOYS SOCCER COACH	700.00
1895	ORANGE COUNTY DEPT. OF ED. - M. YBARRA CELEBRATION	220.00
1895	COUNTY OF ORANGE - GENERAL ELECTION, NOV.	11,066.94
1896	KRISTA KARR - CUE CONFERENCE REIMBURSEMENT	289.14
1897	ICS SERVICE CO. - MAYBROOK FIRE ALARM INSPECTION	588
1898	THE LIBRARY STORE - OLITA, BOOK COVERS	126.41

1899	SOUTHERN CALIFORNIA GAS - MARCH - APRIL	135.60
1900	SOUTHERN CALIFORNIA EDISON - MARCH - APRIL	3,285.41
1901	MJ EVANOFF-SUPT.OFFC, PURCHASE REIMBURSEMENT	76.36
1902	REBECCA CHAMPION-DO, CONF EXPENSE REIMBURSEMENT	130.50
1903	2ND GEAR - RANCHO STARBUCK, COMPUTERS	3,125.44
1904	BUENA PARK HIGH SCHOOL - SYMPATHY ARRANGEMENTS	270.00
1905	PROJECT SUPPORT SERVICES - JO, CONSTRUCTION	781.25
1906	SCHOOL SERVICES OF CA. - FISCAL BUDGET, APRIL	275.00
1907	SHAW HR CONSULTING - MARCH SERVICES	1,260.00
1908	YORKTOWN INDUSTRIES - COMPUTER TONER	148.90
1910	THINKING MAPS - CURRICULUM MATERIALS/ BOOKS	20,506.62
1911	PBK - CONTRACT SERVICES, FEBRUARY - APRIL	4,500.00
1912	SENTRY SIGNS PRINTING - ROBOTICS SHIRTS	208.05
1913	SPARKLETTS - RANCHO STARBUCKS, WATER	97.44
1914	SOUTHEAST CONSTRUCTION PRODUCTS - SUPPLIES	1,146.04
1915	UNDERDOG EDUCATIONAL/ MAX SCHAFFER - SUPPLIES	253.05
1916	BLODGETT BAYLOSIS ENVIRONMENTAL - PROJECT SERVICES	9,350.00
1919	DANNY RAMIREZ - RANCHO STARBUCK, APRIL	275.00
1920	CUMMING CONSTRUCTION MANAGEMENT - CONTRACT SERVICE	2,362.50
1921	EDLIO LLC - WEBSITE CONTENT MANAGEMENT	6,660.00
1922	SANDRA JAN - CERTIFIED MAIL REIMBURSEMENT	6.85
1923	ANDREA REYNOLDS - CONFERENCE EXPENSE REIMB.	82.11
1924	FULLERTON JOINT UNION H.S. - TRANSPORTATION FEES	1,922.20
1925	ESTHER OTA - SUPPLIES REIMBURSEMENT	10.57
1926	ISTE'S ANNUAL CONFERENCE AND EXPO - MEMBERSHIP	595.00
1927	INTERQUEST DETECTION CANINES - CANINE SERVICE	215.00
1928	DEBORAH NAPLES - SCHOLASTIC ORDER REIMB.	158.18
1929	SUBURBAN WATER SYSTEMS - MARCH - APRIL	4,641.98
1940	BLODGETT BAYLOSIS ENVIRONMENTAL PLANNING-APR 2019 CONTRACT SVCS	5,400.00
1941	UPS PROTECTION - TECHNOLOGY SUPPLIES	613.20
1942	UPS PROTECTION - TECHNOLOGY SUPPLIES	693.64
1943	GINA TRINIDAD/ GT DESIGNS - RS, DIPLOMAS/ TOP 100	567.19
1944	EDDIE MIJARES RANCHO STARBUCK, APRIL	625.00
1945	ANNIE LAVIN - RS, CONTRACT SERVICE	1,500.00
1946	EILEEN RUSSELL-OLITA, CONTRACT SVCS	250.00
1947	MATTHEW GALLEGOS - RS, CONTRACT SERVICE	275.00
1951	NO EXCUSES UNIVERSITY - EP, STUDENT PLANNER	1,457.63
1952	SO CAL GAS-MACY, UTILITIES, APRIL 2019	90.21
1953	SUBURBAN WATER SYSTEMS - MACY, APRIL 2019	1,136.97
1954	SO CAL EDISON-MA, M&O, UTILITIES, APRIL 2019	486.64
1955	DENISE SOTO-MG, PURCHASE REIMBURSEMENT	28.88
1956	KRISTA VAN HOOGMOED-PURCHASE REIMBURSEMENT	76.64
1957	METAL CRAFT - TECHNOLOGY/ BAR CODE LABELS	182.33
1958	J.W. PEPPER-RS, SUPPLIES	187.35
1959	IMPERIAL BAND INSTRUMENTS-SUPPLIES	55.48
1960	ROBERT BROOKE & ASSOCIATES - RS, SUPPLIES	848.20
1961	ROCHESTER 100 - MG, NICKI'S FOLDERS	769.50
1962	SCHOOL FACILITIES SUPPORT, APRIL 2019 CONTRACT SVCS	9,570.00

1963	SCHOOL ENERGY COALITION - MEMBERSHIP DUES	260.00
1964	THOMPSON ENGINEERING - EP/MG/RS, SERVICES	957.26
1965	TURF STAR, INC. - MAINTENANCE SERVICE	385.00
1966	VEX ROBOTICS- RANCHO STARBUCK, SUPPLIES	121.30
1967	ZUM SERVICES, INC. - BUS SERVICE/ FIELD TRIPS	1,910.00
1968	RESOURCES FOR EDUCATORS - OLITA NEWSLETTERS	10.00
1969	GT DESIGNS/ GINA TRINIDAD - STAFF RAGLANS	64.95
1970	RTC ENGRAVING - OLITA, SUPPLIES	778.32
1971	SUSANNAH PEREZ-MG, SUPPLIES	109.95
1973	REALLY GOOD STUFF - SPECIAL ED. SUPPLIES	320.90
1974	SCHOLASTIC, INC. - RS, BOOK FAIR	3,200.64
1975	YORKTOWN INDUSTRIES - NUTRITION, SUPPLIES	164.23
1976	AMERICAN EXPRESS - CREDIT EXPENSES, APRIL	8,442.23
1979	ACADEMIC THERAPY PUBLICATIONS - SPECIAL ED. FORMS	157.83
1980	A & D TRANSPORTATION - RANCHO, BUS SERVICE	740.00
1981	BLUE HILLS NURSERY - RS, PLANTS AND SOIL	41.57
1982	BUENA PARK PLAQUE & TROPHY - IMPACT AWARD	397.60
1983	CAL SCHOOL & SPORT - MEADOW GREEN, SWINGS	181.87
1984	CDW GOVERNMENT -DISTRICT OFFICE KEYBOARD	81.47
1985	ZUM SERVICES, INC. - BUS SERVICE/ FIELD TRIPS	3,050.00
1986	WHITTIER CHRISTIAN HIGH SCHOOL - BUS SERVICE	4,062.50
1987	LASCARIS ITALIAN - RANCHO STARBUCK, CATERING	1,134.64
1991	BEST LAWNMOWER, INC. - MAINTENANCE SERVICE	580.67
1992	BUG FLIP - PEST CONTROL/ MAINTENANCE SERVICE	290.00
1993	CANNINGS HARDWARE - MAINTENANCE STOCK	49.15
1994	D3 DEVELOPMENT GROUP - MAINTENANCE SERVICE	3,828.00
1995	GREEN'S SECURITY CENTERS - EL PORTAL, SUPPLIES	733.94
1996	JAMES HARDWARE CO. - MAINTENANCE/ STOCK	49.61
1997	LOWE'S - MAINTENANCE/ STOCK SUPPLIES	158.75
1998	PLUMBING WHOLESALE - MAINTENANCE SUPPLIES	166.78
1999	RUSSELL SIGLER - MAINTENANCE SUPPLIES	4.07
2000	SOUTHEAST CONSTRUCTION - MAINTENANCE SUPPLIES	118.65
2001	TREMCO - PATH AND REPAIR MAINTENANCE SERVICE	6,440.00
2002	UNITED REFRIGERATION - MAINTENANCE SUPPLIES	34.73
2003	A&D TRANSPORTATION - RILEY'S FARM FIELD TRIP	750.00
2004	DATA IMPRESSIONS- SCHOOL LICENSES	11,079.00
2005	CPI-SPEC EDUC, CONFERENCE REGISTRATION	3,424.00
2006	ORANGE COUNTY DEPT. OF ED. - TRANSPORTATION	3,675.81
2007	SUBURBAN WATER SYSTEMS - APRIL - MAY	1,989.72
2008	SOUTHERN CALIFORNIA EDISON - APRIL - MAY	5,101.45
2009	WARE DISPOSAL- TRASH SERVICE, APRIL	4,080.73
2010	IMPERIAL SPRINKLER SUPPLY - MAINTENANCE/ SUPPLIES	3.05
2011	SUPPLYWORKS - MAINTENANCE STOCK/ SUPPLIES	1,972.63
2012	CALIF. TEACHERS ASSOC./EMPLOYEE DEDUCTIONS	13,680.95
2013	CALIF. SCHOOL EMPLOYEES ASSOC./EMP. DEDUCTIONS	3,039.79
2014	THE STANDARD INSURANCE - VOL. DEDUCTIONS	5,116.53
2015	DELTA DENTAL- CERT. RETIREE VOLUNTARY PLAN	1,924.04
2016	OAK HALL INDUSTRIES - RS, GRAD GOWNS	3,345.00



LOWELL JOINT SCHOOL DISTRICT  
June 10, 2019

To: President Shackelford and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Approval of Contract with Los Angeles County Office of Education for the 2019/20 PeopleSoft Financial System ACTION

This contract provided by the Los Angeles County Office of Education covers the PeopleSoft Financial package, which includes General Ledger, Accounts Payable, Inventory, Purchasing, Reports, and 1099 reporting. The fee charged by the Los Angeles County Office of Education is based upon district ADA, the volume of general ledger accounts, volume of paychecks issued and vendor warrants issued. Standard reports are included and additional reports incur a fee based upon the size of the report. The estimated fee that will be charged to the District for the 2019/20 fiscal year is \$ 11,723, which is an increase of \$1,200 from the previous year.

It is recommended that the Board approve a contract with Los Angeles County Office of Education for the 2019/20 PeopleSoft Financial System Contract for the Fiscal Year Ending June 30, 2020, and that the Superintendent or designee be authorized to execute the necessary documents.

AR/md

---

Superintendent's Comment:

APPROVAL RECOMMENDED.





LOWELL JOINT SCHOOL DISTRICT  
June 10, 2019

To: President Shackelford and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Authorization to Make Appropriation Transfers

ACTION

Education Code Section 42601 states: *“At the close of any school year a school district may, with the approval of the governing board, identify and request the county superintendent of schools to make the transfers between the designated fund balance or the unappropriated fund balance and any expenditure classification or classifications, or balance any expenditure classifications of the budget of the district for that school year as necessary to permit the payment of obligations of the district incurred during the school year. For each elementary, high school, and unified school district that, during the preceding school year, had an average daily attendance less than the level, as appropriate, specified in subdivision (a) of EC 41301, the county superintendent of schools, with the consent of the governing board of the school district, may identify and make the transfers, and shall so notify the districts.”*

It is recommended that the Board, in accordance with the provisions of Education Code 42601, authorize the County Superintendent of Schools to make appropriation transfers necessary at the close of the school year 2018/19 to permit payment of obligations of the District incurred during such school year, and that the Superintendent or designee be authorized to execute the necessary documents.

AR/md

---

Superintendent's Comment:

APPROVAL RECOMMENDED.

LOWELL JOINT SCHOOL DISTRICT  
June 10, 2019

To: President Shackelford, and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Resolution 2018/19 No.750 Request for Annual  
Delegation of Administrative Authority to Process  
Routine Budget Revisions, Adjustments and Transfers

ACTION/  
(RESOLUTION)

In the event it is necessary to make final closing budget amount corrections for the 2018/19 budget during the July and August months of the 2019/20 year, or make such routine budget revisions, adjustments, and transfers as necessary for the 2019/20 year for payment of District obligations, the District recommends approval of a resolution allowing the Superintendent to authorize these necessary adjustments,

It is recommended the Board of Trustees approve Resolution 2018/19 No. 750 Request for Annual Delegation of Administrative Authority to Process Routine Budget Revisions, Adjustments and Transfers, and that the Superintendent or designee be authorized to execute the necessary documents.

AR/md

Attachment

---

Superintendent's Comment:

APPROVAL RECOMMENDED.

**LOWELL JOINT SCHOOL DISTRICT**

**RESOLUTION 2018/19 NO. 750**

**RESOLUTION OF THE BOARD OF TRUSTEES OF THE  
LOWELL JOINT SCHOOL DISTRICT OF LOS ANGELES AND ORANGE  
COUNTIES, CALIFORNIA, FOR ANNUAL DELEGATION OF  
ADMINISTRATIVE AUTHORITY TO PROCESS ROUTINE BUDGET  
REVISIONS, ADJUSTMENTS, AND TRANSFERS**

**WHEREAS**, the Governing Board of the Lowell Joint School District authorizes the Superintendent to make such routine budget revisions, adjustments, and transfers as necessary for the payment of District obligations and to effect technical adjustments of the board-adopted budget during the 2019/20 fiscal year, in accordance with the provisions of this resolution.

**WHEREAS**, this resolution is adopted for the purpose of expediting the processing of routine budget revisions, adjustments, and transfers, and shall remain in effect for a period of one year, from July 1, 2019, to June 30, 2020, and is subject to annual review and renewal by duly adopted resolution of the Governing Board of the Lowell Joint School District.

**WHEREAS**, the amount of any individual routine budget revision, adjustment, or transfer shall not exceed \$1,000,000. The total amount of routine budget revisions, adjustments, and transfers at any one time may not exceed \$4,000,000.

**WHEREAS**, this resolution shall be limited to the administrative approval and processing of routine budget revisions, adjustments, and transfers, within or between account objects of expenditures and within or between resources and funds.

**NOW, THEREFORE BE IT RESOLVED**, this resolution shall not permit the administrative processing of non-routine budget revisions, adjustments, and transfers that increase or decrease revenues and other financing sources and uses, along with the corresponding revisions in expenditures; or budget revisions, adjustments, and transfers that reduce or increase the fund balance of any related fund; or transfers between funds; or transactions exceeding \$4,000,000. Such non-routine budget revisions, adjustments, and transfers must continue to be presented to the Governing Board for approval prior to processing and submission to the Los Angeles County Office of Education (County Office) for further review, approval, and processing.

**APPROVED AND ADOPTED** this 10<sup>th</sup> day of June 2019, by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

I, Jim Coombs, Secretary to the Board of Trustees of the Lowell Joint School District of Los Angeles and Orange Counties, California, hereby certify that the above and foregoing resolution was duly and regularly adopted by the said Board at a regular meeting thereof held on the 10<sup>th</sup> day of June 2019, and passed by a unanimous vote of those present.

**IN WITNESS WHEREOF**, I have hereunto set my hand and seal this 10<sup>th</sup> day of June 2019.

---

Jim Coombs  
Secretary to the Board of Trustees



**LOWELL JOINT SCHOOL DISTRICT**

**RESOLUTION 2018/19 NO. 751**

**A RESOLUTION OF THE BOARD OF TRUSTEES OF THE  
LOWELL JOINT SCHOOL DISTRICT OF  
LOS ANGELES AND ORANGE COUNTIES, CALIFORNIA,  
AUTHORIZING CASH BORROWING TEMPORARY TRANSFERS FROM  
THE LOS ANGELES COUNTY TREASURY**

**WHEREAS**, sufficient cash is needed to pay obligations for current operating requirements lawfully incurred in the fiscal year, and;

**WHEREAS**, Article XVI, Section 6, of the California Constitution allows for borrowing from the county treasury, and;

**WHEREAS**, the following restrictions apply to this authorization:

1. For Fiscal Year: 2019/20
2. Shall not exceed 85 percent of the anticipated revenues accruing to the district.
3. Shall not be made prior to the first day of the fiscal year nor after the last Monday in April of the current fiscal year.
4. Shall be replaced from revenues accruing to the district before any other obligations of the district is met from such revenue.

**NOW, THEREFORE, BE IT RESOLVED**, that the Governing Board of the Lowell Joint School District hereby requests the Los Angeles County Treasurer to make temporary transfers of funds.

**APPROVED AND ADOPTED** this 10<sup>th</sup> day of June 2019, by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

I, Jim Coombs, Secretary to the Board of Trustees of the Lowell Joint School District of Los Angeles and Orange Counties, California, hereby certify that the above and foregoing resolution was duly and regularly adopted by the said Board at a regular meeting thereof held on the 10<sup>th</sup> day of June 2019, and passed by a unanimous vote of those present.

**IN WITNESS WHEREOF**, I have hereunto set my hand and seal this 10<sup>th</sup> day of June 2019.

---

Jim Coombs  
Secretary to the Board of Trustees

LOWELL JOINT SCHOOL DISTRICT  
June 10, 2019

To: President Shackelford and Members, Board of Trustees  
From: Jim Coombs, Superintendent of Schools  
Subject: Resolution 2018/19 No. 752 Authorizing Temporary Cash  
Borrowing Between Funds

ACTION  
(RESOLUTION)

There is a need to authorize the Assistant Superintendent of Administrative Services to make temporary cash loans between District funds whenever such transfers are needed to cover cash flow problems and to permit payment of obligations for fiscal years 2019/20. Individual transfers for temporary borrowing between funds shall not exceed \$4,000,000. Such transfers will be temporary in nature, to be accounted for as loans between funds, and are not to be treated as income or as a contribution from one fund to another fund.

It is recommended that the Board approve Resolution 2018/19 No.752, Authorizing Temporary Cash Borrowing Between Funds be approved, and that the Superintendent or designee be authorized to execute the resolution.

AR/md

Attachment

---

Superintendent's Comment:

APPROVAL RECOMMENDED.

**LOWELL JOINT SCHOOL DISTRICT**

**RESOLUTION 2018/19 No. 752**

**RESOLUTION OF THE BOARD OF TRUSTEES OF THE  
LOWELL JOINT SCHOOL DISTRICT OF LOS ANGELES AND  
ORANGE COUNTIES, CALIFORNIA, FOR  
TEMPORARY CASH BORROWING BETWEEN FUNDS**

**WHEREAS**, the Governing Board of the Lowell Joint School District authorizes the Assistant Superintendent of Administrative Services to make temporary cash loans between District funds whenever such transfers are needed to cover cash flow problems and to permit payment of obligations.

**WHEREAS**, temporary transfer of cash between district funds is permitted by Education Code Section 42603, and;

**WHEREAS**, the following restrictions apply to this authorization:

1. Maximum amount of authorization borrowing: \$4,000,000.
2. For fiscal year 2019/20.
3. Amount shall not exceed 75 percent of any moneys held in any fund.
4. Funds borrowed shall not be available for appropriation or considered income to the borrowing fund.
5. Borrowing shall occur only when the fund receiving the money will earn sufficient income during the current fiscal year. The amounts borrowed shall be repaid either in the same fiscal year or in the following fiscal year if the borrowing takes place within the final 120 calendar days of a fiscal year.

**NOW, THEREFORE BE IT RESOLVED**, that this action and written authorization by the persons herein designated may be used by the County Office of Education to permit transfers and repayments.

**APPROVED AND ADOPTED** this 10<sup>th</sup> day of June 2019, by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

I, Jim Coombs, Secretary to the Board of Trustees of the Lowell Joint School District of Los Angeles and Orange Counties, California, hereby certify that the above and foregoing resolution was duly and regularly adopted by the said Board at a regular meeting thereof held on the 10<sup>th</sup> day of June 2019, and passed by a unanimous vote of those present.

**IN WITNESS WHEREOF**, I have hereunto set my hand and seal this 10<sup>th</sup> day of June 2019.

---

Jim Coombs  
Secretary to the Board of Trustees





**LOWELL JOINT SCHOOL DISTRICT**

**RESOLUTION 2018/19 No. 753**

**RESOLUTION OF THE BOARD OF TRUSTEES OF THE  
LOWELL JOINT SCHOOL DISTRICT OF LOS ANGELES AND  
ORANGE COUNTIES, CALIFORNIA, AUTHORIZING  
INTER-FUND CASH TRANSFERS**

**WHEREAS**, the Governing Board of the Lowell Joint School District authorizes the Assistant Superintendent of Administrative Services to make inter-fund cash transfers between District funds whenever such transfers are needed to permit payment of obligations; and,

**WHEREAS**, the amount transferred will be used to cover budgeted expenses incurred in the identified funds; and;

**WHEREAS**, the Governing Board approved transfers in the amount not to exceed \$900,000 between the General Fund (01), Cafeteria Fund (13), Deferred Maintenance Fund (14), Building Fund (21), Capital Facilities Fund (25); and; Special Reserve Fund for Capital Outlay (40).

**NOW, THEREFORE BE IT RESOLVED**, this resolution is adopted for the purpose of expediting the processing of inter-fund transfers, and shall remain in effect for a period of one year, from July 1, 2019, to June 30, 2020, and is subject to annual review and renewal by duly adopted resolution of the Governing Board of the Lowell Joint School District;

**APPROVED AND ADOPTED** this 10<sup>th</sup> day of June 2019, by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

I, Jim Coombs, Secretary to the Board of Trustees of the Lowell Joint School District of Los Angeles and Orange Counties, California, hereby certify that the above and foregoing resolution was duly and regularly adopted by the said Board at a regular meeting thereof held on the 10<sup>th</sup> day of June 2019, and passed by a unanimous vote of those present.

**IN WITNESS WHEREOF**, I have hereunto set my hand and seal this 10<sup>th</sup> day of June 2019.

---

Jim Coombs  
Secretary to the Board of Trustees

LOWELL JOINT SCHOOL DISTRICT  
June 10, 2019

To: President Shackelford and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Resolution 2018/19 No. 754 Regarding the Education  
Protection Account for the 2019/20 School Year

ACTION/  
RESOLUTION

The Education Protection Account (EPA) is the vehicle for collecting and distributing funds which are generated by the temporary increases, beginning in 2012-13, to personal income taxes (retroactive to January 1, 2012, and in place for seven years, ending in 2018), and sales tax (effective January 1, 2013, and in place for four years, ending in 2016) authorized by the passage of Proposition 30.

Proposition 30 requires that Districts' governing boards determine the use of EPA funds in an open session of a public meeting. These funds cannot be used for salaries or benefits for administrators, or any other administrative costs.

Districts must also annually report on their web site an accounting of the amount of EPA funds received, and how those funds were spent.

It is recommended that the Board approve Resolution 2018/19 No. 754 Regarding the Education Protection Account for the 2019/20 School Year, be approved, and that the Superintendent or designee be authorized to execute the necessary documents.

AR/md

Attachments

---

Superintendent's Comment:

APPROVAL RECOMMENDED.

**LOWELL JOINT SCHOOL DISTRICT**

**RESOLUTION 2018/19 NO. 754**

**A RESOLUTION OF THE BOARD OF TRUSTEES OF THE  
LOWELL JOINT SCHOOL DISTRICT OF  
LOS ANGELES AND ORANGE COUNTIES, CALIFORNIA,  
REGARDING THE EDUCATION PROTECTION ACCOUNT  
FOR THE 2018/19 SCHOOL YEAR**

**WHEREAS**, the voters approved Proposition 30 on November 6, 2012;

**WHEREAS**, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012;

**WHEREAS**, the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f);

**WHEREAS**, before June 30<sup>th</sup> of each year, the Director of Finance shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;

**WHEREAS**, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;

**WHEREAS**, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;

**WHEREAS**, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor or any agency of state government;

**WHEREAS**, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;

**WHEREAS**, the governing board of the district shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;

**WHEREAS**, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;

**WHEREAS**, each community college district, county office of education, school district and charter school shall annually publish on its internet website an accounting of how much money was received from the Education Protection Account and how that money was spent;

**WHEREAS**, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;

**WHEREAS**, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

**NOW, THEREFORE, BE IT RESOLVED** by the Board of Trustees of the Lowell Joint School District:

1. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of the Lowell Joint School District;

2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of the Lowell Joint School District has determined to spend the monies received from the Education Protection Act as attached.

**APPROVED AND ADOPTED** this 10<sup>th</sup> day of June 2019, by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

I, Jim Coombs, Secretary to the Board of Trustees of the Lowell Joint School District of Los Angeles and Orange Counties, California, hereby certify that the above and foregoing resolution was duly and regularly adopted by the said Board at a regular meeting thereof held on the 10<sup>th</sup> day of June 2019, and passed by a unanimous vote of those present.

**IN WITNESS WHEREOF**, I have hereunto set my hand and seal this 10<sup>th</sup> day of June 2019.

---

Jim Coombs,  
Secretary to the Board of Trustees

LOWELL JOINT SCHOOL DISTRICT  
June 10, 2019

To: President Shackelford and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Employer-Employee Relations/Personnel Report  
2018/19 #11 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 #11, 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 #11, 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 #11

June 10, 2019

I. CERTIFICATED EMPLOYEES

A. 2019/20 CONTRACTS

<u>NAME</u>	<u>EFFECTIVE DATE</u>	<u>CLASS/COL/STEP</u>	<u>SITE</u>	<u>COMMENTS</u>
Mgrdichian, Jennifer	08/12/19	C4/S2	EP	3 <sup>rd</sup> Grade Teacher, 20% percent, at El Portal Elementary. Temporary Contract
Michelle McNeff	08/12/19	C3/S2	EP	4 <sup>th</sup> Grade Teacher at Jordan Elementary. Temporary Contract.
Galang, Bianca	08/12/19	C5/S3	EP	Moderate/Severe Education Specialist Teacher. ABA classroom at El Portal Elementary. Probationary Year 2.
Hammond, Maddison	08/12/19	C1/S2	OL	TK-2 Moderate SDC classroom at Olita Elementary. Probationary year 1.
CdeBaca, Denise	08/12/19	C5/S6	OL	Speech Language Pathologist Teacher at Olita Elementary. Probationary year 1
Moreno, Rebecca	08/12/19	C1/S2	OL	Resource Specialist Teacher at Olita Elementary. Probationary Year 1.
Miller, Cameron	08/12/19	C1/S3	RS	Band Teacher at Rancho Starbuck. Temporary Contract.
Tolmasoff, Susan	08/12/19	C4/S5	MG	4 <sup>th</sup> Grade Teacher at Meadow Green Elementary. Probationary Year 2.
Evenson, Amanda	08/12/19	C3/S2	MG	Kindergarten Teacher at Meadow Green Elementary Temporary Contract
Wilkens, Melissa	08/12/19	C4/S4	MG	5 <sup>th</sup> /6 <sup>th</sup> grade combo teacher at Meadow Green Elementary. Probationary year 2
Kellogg, Melinda	08/12/19	C3/S7	JO	Kindergarten Teacher at Jordan Elementary. Probationary year 1.
Valdez, Michelle	08/12/19	C4/S6	MA	5 <sup>th</sup> grade Teacher at Macy. Probationary year 1
Kaleen Sanchez	08/12/19	C2/S2	MA	Kindergarten Teacher at Macy Elementary. Temporary Contract.
Cukro, Matthew	07/01/19	Column 7	MG	Elementary Principal at Meadow Green Elementary. Probationary Year 2.
Bettinger, Breauna	08/12/19	C3/S2	JO	4 <sup>th</sup> grade Teacher at Jordan Elementary. Temporary 6 month contract until 12/20/2019
Garduno, Adam	08/12/19	C4/S1	RS	7 <sup>th</sup> / 8 <sup>th</sup> Math Teacher at Rancho Starbuck. Temporary Contract
Lou, Charlene	08/12/19	C3/S6	RS	7 <sup>th</sup> / 8 <sup>th</sup> Science Teacher at Rancho Starbuck. Temporary Contract
Langer, Garrick	08/12/19	C4/S2	RS	7 <sup>th</sup> / 8 <sup>th</sup> Science Teacher at Rancho Starbuck. Temporary Contract.
Galli, Jessica	08/12/19	C3/S3	RS	7 <sup>th</sup> / 8 <sup>th</sup> Science Teacher at Rancho Starbuck. Probationary year 1 Contract.
Carrillo, Valerie	08/12/19	C2/S3	JO	3 <sup>rd</sup> Grade at Jordan Elementary. Probationary year 1

Howe, Nathan	07/01/19	Column 6	RS	Assistant Principal Rancho Starbuck. Probationary year 2
Sermeno, David	07/01/19	Column 7	EP	Elementary Principal at El Portal Elementary. Probationary year 1
Jacobs, Diana	08/12/19	C3/S3	JO	1 <sup>st</sup> Grade at Jordan Elementary Temporary Contract

B. CHANGE OF STATUS

<u>NAME</u>	<u>EFFECTIVE DATE</u>	<u>END DATE</u>	<u>SITE</u>	<u>COMMENTS</u>
Bosari, Julie	08/12/19	05/29/2020	OL	2 <sup>nd</sup> grade teacher at Olita Elementary at 100%
Dinnen, Dyanna	08/12/19	05/29/2020	OL	4 <sup>th</sup> grade teacher at Olita Elementary at 40%
Bohen, Michelle	08/12/19	05/29/2020	OL	4 <sup>th</sup> grade teacher at Olita Elementary at 60%

C. EXTRA DUTY PAY/STIPENDS

<u>NAME</u>	<u>EFFECTIVE DATE</u>	<u>END DATE</u>	<u>SITE</u>	<u>COMMENTS</u>
Galang, Bianca	06/01/19	06/30/19	MG	Extended School Year Teacher - at a rate of \$258.17 per day for 20 days.
Crabtree, Gail	06/01/19	06/30/19	MG	Extended School Year Teacher - at a rate of \$258.17 per day for 20 days.
Russell, Annie	06/01/19	06/30/19	MG	Extended School Year Teacher - at a rate of \$258.17 per day for 20 days.
Hammond, Maddison	06/01/19	06/30/19	MG	Extended School Year Teacher - at a rate of \$258.17 per day for 20 days.
Coleman, Rachel	06/01/19	06/30/19	MG	Extended School Year Teacher - at a rate of \$258.17 per day for 20 days.
Van Vliet, Ronita	06/01/19	06/30/19	MG	Extended School Year Teacher - at a rate of \$258.17 per day for 20 days.
Montiel, Shaina	06/01/19	06/30/19	MA	Extended School Year Teacher Serve as Home Hospital teacher at a rate of \$35.00 an hour, not to exceed five hours per week, per student.
Needham, Debbie	05/31/19		MA	To be paid from Low Performing Students Block Grant \$300.00 additional stipend for 2018-19 school year – Intervention Coordinator
Irving, Tamara	05/31/19		RS	To be paid from Low Performing Students Block Grant \$300.00 additional stipend for 2018-19 school year – Intervention Coordinator
Brimmage, Mary	05/31/19		EP	To be paid from Low Performing Students Block Grant \$300.00 additional stipend for 2018-19 school year – Intervention Coordinator
Kane, Carolyn	05/31/19		EP	To be paid from Low Performing Students Block Grant \$300.00 additional stipend for 2018-19 school year – Intervention Coordinator



Karr, Krista	05/31/19	MG	To be paid from Low Performing Students Block Grant \$300.00 additional stipend for 2018-19 school year – Intervention Coordinator
Naples, Deborah	05/31/19	OL	To be paid from Low Performing Students Block Grant \$300.00 additional stipend for 2018-19 school year – Intervention Coordinator
Felton, Leslie	05/31/19	JO	To be paid from Low Performing Students Block Grant \$300.00 additional stipend for 2018-19 school year – Intervention Coordinator

D. EXTENDED SCHOOL YEAR SUBSTITUTE TEACHERS

NAME	EFFECTIVE DATE	END DATE	SITE	COMMENT
Higgins, Kelly	06/01/19	06/30/19	MG	To be paid at the daily rate of \$258.17 for Substituting during Extended School Year
Vega, Sandra	06/01/19	06/30/19	MG	To be paid at the daily rate of \$65.50 for Substituting during Extended School Year.

E. RETIREMENT

NAME	EFFECTIVE DATE	END DATE	SITE	COMMENT
Berg, Chris	06/01/19		RS	Retirement
Miller, Lori	06/01/19		RS	Retirement
Kato, Catherine	06/01/19		RS	Retirement Option 1
Allsman, Brent	08/02/19		RS	Retirement Option 1

F. RESIGNATION

NAME	EFFECTIVE DATE	END DATE	SITE	COMMENT
Hall, Tim	05/31/19		RS	Choral Teacher. Resignation
Goldbrunner, Christine	05/31/19		JO	Resource Specialist. Resignation
Zuniga, Nathan	05/31/19		RS	Science Teacher. Resignation

\*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

May 10, 2019

A. MONTHLY – GENERAL FUND

<u>NAME</u>	<u>EFFECTIVE DATE</u>	<u>END DATE</u>	<u>RANGE/STEP</u>	<u>SITE</u>	<u>COMMENT</u>
Atkinson, Katherine	05/29/19	08/08/19		DO	Switchboard Operator/Receptionist/ Unpaid Leave of Absence
Soto, Denise	06/03/19		R26/S7	MNT	Facilities and Operations Secretary/ Technician/Replacement for Vacancy

II. HOURLY – GENERAL FUND

<u>NAME</u>	<u>EFFECTIVE DATE</u>	<u>END DATE</u>	<u>RANGE/STEP</u>	<u>SITE</u>	<u>COMMENT</u>
Aragon, Yvonne	06/03/19	06/28/19	R14/S5	MG	Special Education Support Aide/Extended School Year Substitute
Bonilla, Carmen	06/03/19	06/28/19	R16/S2	MG	Instructional Assistant/Extended School Year
Cacioppo, Alexis	06/03/19	06/28/19	R16/S2	MG	Instructional Assistant/Extended School Year
Charest, Pam	06/03/19	06/28/19	R15/S8 +2.5%	MG	Instructional Assistant/Extended School Year/Substitute
Curtis, Michelle	06/03/19	06/28/19	R15/S5	MG	Special Education Support Aide/Extended School Year
Dumont, Juliette	06/03/19	06/28/19	R15/S8 +5%	MG	Instructional Assistant/Extended School Year Substitute
Flores, Maria	06/03/19	06/28/19	R15/S8	MG	Instructional Assistant/Extended School Year/Substitute
Hanenberg, Cindy	06/03/19	06/28/19	R15/S8 +2.5%	MG	Instructional Assistant/Extended School Year
Hendrickson, Jill	06/03/19	06/28/19	R15/S6 +2.5%	MG	Instructional Assistant/ Extended School Year
Lopez, Donna	06/03/19	06/28/19	R15/S8 +2.5%	MG	Instructional Assistant/Extended School Year
Lua, Erika	06/03/19	06/28/19	R16/S1	MG	Instructional Assistant/Extended School Year
Montiel, Shaina	06/03/19	06/28/19	R14/S3	MG	Instructional Assistant-RSP/Extended Substitute
Morgan, Diane	06/03/19	06/28/19	R15/S8 +2.5%	MG	Instructional Assistant/ Extended School Year Substitute
Ocampo, Katrina	06/03/19	06/28/19	R15/S3	MG	Instructional Assistant/Extended School Year Substitute
Palmer, Mary	06/03/19	06/28/19	R14/S8 +5%	MG	Instructional Assistant-RSP/Extended School Year Substitute
Pullen, Darleene	06/03/19	06/28/19	R14/S8 +5%	MG	Instructional Assistant-RSP/Extended School Year Substitute
Roe, Amy	06/03/19	06/28/19	R14/S4	MG	Instructional Assistant/Extended School Year Substitute
Sanford-Williams,	06/03/19	06/28/19	R15/S8	MG	Instructional Assistant/Extended School

Carol			+2.5%		Year
Straffon, Santy	06/03/19	06/28/19	R15/S6	MG	Special Education Support Aide/Extended School Year
Villarino, Kathleen Pilar	06/03/19	06/28/19	R14/S1	MG	Instructional Assistant/Extended School Year Substitute

III. HOURLY – CAFETERIA FUND

<u>NAME/ EMPLOYEE ID#</u>	<u>EFFECTIVE DATE</u>	<u>END DATE</u>	<u>RANGE/ STEP</u>	<u>SITE</u>	<u>COMMENTS</u>
Martinez, Veronica	06/03/19	06/28/19	R14/S3	MG	Satellite Cafeteria Worker /Extended School Year

D. CLASSIFIED JOB DESCRIPTIONS

Addition:

- Nurse's Assistant



## LOWELL JOINT SCHOOL DISTRICT

### NURSE'S ASSISTANT

Classified Salary Schedule  
Range 19

#### **JOB SUMMARY:**

Under the direction and supervision of the Director of Special Education, and the technical direction of the District's credentialed school nurse/Student Support Services, provides a variety of health services to students; maintains health records, referrals and reports; administers routine first-aid, assists in screening ill, injured, and medically fragile students in accordance with State law and District regulations; and with health testing programs and other health related services as required. May be assigned to perform special health care procedures, and will participate in specialized training and support services that emphasize support for homeless, foster youth, and adopted students.

#### **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 class.*

- Performs and administers routine first aid procedures; attends to sick and injured students.
- Provides support for regular check-in and preventive support services for the needs of foster youth, adopted, homeless or McKinney Vento students.
- May perform specialized physical health care services including, but not limited to, blood glucose testing, catheterization, gastrostomy feeding, suctioning, ostomy care, postural drainage, and tracheotomy care, trained and supervised by the school nurse.
- Maintains a variety of health related records both manual and electronic (e.g. confidential student health records, emergency medical records, accident reports, health & disability records, medication records, etc.) for the purpose of providing information required by regulatory requirements.
- Assists the District's credentialed school nurse with routine health testing programs including, vision, dental, health, and hearing screening, for the purpose of coordinating screenings, contacting parents and recording results of screenings
- May administer various forms of medication upon prior parental/physician authorization.
- Performs general medical/clerical work, records various types of data, maintains confidential records.
- May assist parents in the completion of health records and forms and explains basic aspects of various health programs and required immunizations; follows up on student health records to assure compliance with State laws.
- Assists students when necessary with daily living self-care skills, including diapering, toileting, feeding and other self-help skills.
- Contacts parents regarding student's health or emotional needs.
- May participate in workshops and in-services as required.
- Attends specialized trainings to help support foster youth, adopted, homeless or McKinney Vento students
- Attends SELPA and District trainings to help promote resources and coordinate services for foster youth, adopted, homeless or McKinney Vento students
- Under the guidance of the District Nurse, serves as the liaison for connecting foster youth, adopted, homeless or McKinney Vento students and families with outside resources.
- Performs other related duties as assigned.

#### **QUALIFICATION GUIDELINES:**

##### **Knowledge of:**

- First Aid practices and health and safety regulations
- Appropriate safety precautions and procedures
- General needs and behavior of children, including basic elements of child growth and development

- Basic aspects of various health programs and equipment
- General knowledge of Modern office equipment and computer programs
- Modern office practices and procedures, including filing systems, telephone techniques and etiquette
- Record keeping and methods of collecting and organizing data and information
- Correct English usage, grammar, spelling and proofreading
- Oral and written communication skills

**Ability to:**

- Administer First Aid and CPR to ill or injured students
- Organize and perform duties with a minimum of supervision
- Remain calm in emergency situations
- Analyze situations accurately
- Make good judgments without immediate supervision
- Maintain confidentiality
- Learn specialized physical health care services
- Efficiently prioritize and organize job responsibilities.
- Communicate clearly and effectively, both orally and in writing, with students, staff, parents and the public
- Use interpersonal techniques with tact, patience and courtesy
- Maintain reliable, consistent, punctual regular attendance
- Pass a typing test at 40 words per minute

**Education/Training/Experience:**

High school diploma or its equivalent; minimum of one year clerical experience required. Some previous experience working with children in an educational, health care or child care setting, or any combination of training and experience that could likely provide the desired knowledge and abilities. Some experience in a medical setting preferred. Must have valid First Aid Certification and a CPR before start of employment. Valid California Driver's License. Ability to type 40 words per minute required

**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:**

Ability to lift up to 50 pounds without assistance, and be physically able to assist students who may have physical disabilities. Dexterity of hands and fingers to work with students. Standing or sitting for an extended period of time. Reaching overhead, above the shoulders and horizontally to work with and assist students. Some walking and standing on various surfaces as well as bending and reaching at the waist, below and above shoulder level, kneeling, and crouching. Repetitive use of fingers and hands to operate a keyboard and other office equipment is necessary; hearing and speaking ability sufficient to provide information via phone, intercom and personal contact is also needed. Specific vision abilities including close vision, depth perception and the ability to focus are required in order to read materials and assist students.

**Work Environment:**

While performing the duties of this job the employee works in several environments including a school office, classroom, indoor and outdoor environments and on or near student playground equipment as needed. Employees in this position may have a higher level of exposure to infection and physical injury from students. This position may also involve the following: frequent interruption and direct contact with staff and the public; a high volume of responsibilities that may require working without direct and/or constant supervision; and working in a school office environment where the noise level is usually moderate.

*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.*

**WORK PERIOD:**

10 months per year, 5 days per week, 6.0 hours per day

---

Nurse's Assistant

Board Approved: June 10, 2019

LOWELL JOINT SCHOOL DISTRICT  
June 10, 2019

To: President Shackelford and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Approval of Consultant Agreement with ACTION  
Jan Jacobsen to Provide Art Instruction at  
Olita Elementary School for the 2019/20 School Year

Arrangements have been made with Jan Jacobsen to provide Art Instruction for the 2019/20 school year for Olita Elementary School students. Ms. Jacobsen's hourly rate of pay is \$21.00, and will not exceed \$3,000.00, for the school year. Funding for this expenditure will be covered by Olita Elementary School Site Allocation Funds.

It is recommended that the consultant agreement with Jan Jacobsen to provide Art Instruction at Olita Elementary School for the 2019/20 school year, at an hourly rate of \$21.00, and not exceed \$3,000.00, be approved, and that the Superintendent or designee be authorized to execute the necessary documents.

---

Superintendent's Comment:

APPROVAL RECOMMENDED.