

REGULAR MEETING OF THE BOARD OF TRUSTEES
January 13, 2020 – 6:30 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.
 2. Topics Not on Agenda: Anyone in attendance may address any issue by following the same identification process as shown in I-A-1 above. Since the Board cannot take action on items which are not on the agenda, such items will be referred to the Superintendent for handling. Individuals interested in speaking to items which are not on the agenda will be called upon under Item III.
- B. Closed Session 6:30 p.m.
1. Advice from Legal Counsel – Existing and Anticipated Litigation pursuant to paragraph (4) of subdivision (d) of Section 54956.9 (Disclosure of Case Name Would Jeopardize Potential Settlement Negotiations): 2 Cases
 2. Public Employee Negotiations – Classified School Employees Association; Agency Negotiator: Mr. Coombs
 3. Superintendent’s Evaluation (Pursuant to Government Code Section 54957)
- C. Regular Session Approximately
7:30 p.m.
- II. Preliminary Procedural – Board President
- A. Salute to the Flag
 - B. Reporting Out Action (if any) Taken in Closed Session
 - C. Introductions and Welcome of Guests

- | | | |
|------|---|-------------|
| D. | Comments from the Public | INFORMATION |
| | <ol style="list-style-type: none"> 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 the Minutes of the Regular Board Meeting from December 9, 2019 | ACTION |
| III. | Topics Not on the Agenda | |
| IV. | Reports | INFORMATION |
| | <ol style="list-style-type: none"> A. Timely Information from Board and Superintendent – Board President
 B. School Reports
(School Reports will be the First Meeting of the Month) | |
| V. | General – Jim Coombs | INFORMATION |
| | <ol style="list-style-type: none"> A. Submission of Williams Litigation Settlement – Quarterly Uniform Complaint Report for Quarter October 1, 2019 – December 31, 2019 | ACTION |
| VI. | Business Services – Andrea Reynolds | |
| | <ol style="list-style-type: none"> A. Presentation of Audit Report for 2018/19 | INFORMATION |
| VII. | Human Resources – Jim Coombs | |

No Items Except on the Consent Calendar

VIII. Educational Services – Sheri McDonald

A. Approval of the 2018/19 School Accountability Report Cards

INFORMATION

IX. Facilities/Operations – David Bennett

No Items Except on Consent Calendar

X. Consent Calendar

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

A. General – Jim Coombs

1. Approval of Independent Contract with Spectrum Assessment Services to provide Professional Development Support for School Psychologists for the 2019/2020 school year.

ACTION/
(RATIFICATION)

B. Business Services – Andrea Reynolds

1. Purchase Order Report 2019/20 #6
2. Warrant Listing Report 2019/20 #6

ACTION/
(RATIFICATION)

ACTION/
(RATIFICATION)

C. Human Resources – Jim Coombs

1. Employer-Employee Relations/Personnel Report 2019/20 #6 Which Includes Hiring, Resignations, Contract Adjustments, and Retirements for Certificated, Classified, and Confidential Employees

ACTION/
(RATIFICATION)

D. Educational Services– Sheri McDonald

1. Approval of Private Event Agreement with Los Coyotes Country Club

ACTION

XI. Board Member/Superintendent Comments

INFORMATION

XII. Adjournment

ADJOURNMENT

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

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

The next scheduled Lowell Joint School District Board of Trustees Meeting is Tuesday, February 11, 2020.

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

MINUTES REGULAR MEETING OF THE BOARD OF TRUSTEES

December 9 2019

Call to Order	President Shackelford called the meeting to order at 6:30 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 6:30 p.m.
Call to Order	President Shackelford reconvened the meeting to open session at 7:30 p.m.
	The flag salute was led by Whitney Takacs, Counselor, Rancho Starbuck Intermediate School.
	Trustees Present: Anastasia M. Shackelford, Fred W. Schambeck, William A. Hinz, Melissa A. Salinas, and Karen L. Shaw
	Trustees Absent: None.
	Staff Present: Jim Coombs, Superintendent of Schools, Sheri McDonald, Assistant Superintendent of Educational Services, and Andrea Reynolds, Assistant Superintendent of Administrative Services and David Bennett, Assistant Superintendent of Facilities and Operations
Reporting out Action (if any) Taken in Closed Session	None.
Introduction / Welcome	President Shackelford welcomed all guests, Dareleene Pullen, CSEA president, and Allison Fonti, LJEAs president.
Acknowledgement of Correspondence	None.
Approval of Agenda	It was moved, seconded, and carried by unanimous vote, (5 – 0) to approve the December 9, 2019, Board agenda.
Approval of Minutes	It was moved, seconded, and carried by unanimous vote, (5 – 0) to approve the minutes from the November 4, 2019, Regular Board Meeting and the minutes from the December 2, 2019 Special Board Meeting
Organization of the Board of Trustees	Every December an organization meeting is held to establish the upcoming year.

- Election of a President It was moved, seconded, and carried by unanimous vote, (5-0), for Fred Schambeck to serve as President of the Board of Trustees for the 2020 organizational year. Mr. Schambeck asked that Mrs. Shackelford continue with the Organization of the Board of Trustees.
- Election of Vice-President It was moved, seconded, and carried by unanimous vote, (5-0), for William Hinz to serve as Vice-President of the Board of Trustees for the 2020 organizational year.
- Election of Clerk It was moved, seconded, and carried by unanimous vote, (5-0), for Melissa Salinas to serve as Clerk of the Board of Trustees for the 2020 organizational year.
- Adoption of Schedule of Regular Meetings of the Board of Trustees of the Lowell Joint School District, 2020 Organizational Year It was moved, seconded, and carried by unanimous vote, (5 – 0), to adopt the schedule of regular meetings of the Board of Trustees for the 2020 organizational year, as attached.
- Election of Member to Serve on the Nominating Committee for the Los Angeles County Committee on School District Organization for One Year It was moved, seconded, and carried by unanimous vote, (5 – 0), for Ms. Karen Shaw to serve on the Nominating Committee for the Los Angeles County Committee on School District Organization for one year.
- Election of Member to Serve as an Alternate Member on the Nominating Committee for the Los Angeles County Committee on School District Organization for One Year It was moved, seconded, and carried by unanimous vote, (5 – 0), for Mr. William Hinz to serve as an alternate on the Nominating Committee for the Los Angeles County Committee on School District Organization for one year.
- Approval of “Certification of Signatures” In accordance with the provisions of Education Code Sections 35143, 42632, and 42633, it was moved, seconded, and carried by unanimous vote, (5 – 0) to approve the “Certification of Signatures.”
- Election of Two Members to Serve on the Board of Directors of the Lowell Joint Education Foundation It was moved, seconded, and carried by unanimous vote, (5 – 0), for Mrs. Melissa Salinas and Ms. Karen Shaw to serve as the two members on the Board of Directors of the Lowell Joint Education Foundation.

Mrs. Shackelford handed the gavel to Mr. Schambeck to lead the meeting as the 2020 President of the Board of Trustees.

Mr. Schambeck gave Mrs. Shackelford a plant and thanked her for her service as the 2019 Board of Trustees President.

Mr. Schambeck read a statement of acknowledgement in accepting the position of President of the Board of Trustees for 2020.

Topics Not on the Agenda

Allison Fonti, LJEA president, stated that the negotiations went smoothly and successfully and thanked the Board of Trustees and the management team for a successful negotiation and contract.

Leslie Mangold, Meadow Green teacher, stated that they had excellent dialog with the district and thanked the Board of Trustees for the two-year contract.

Timely Information from the Board and Superintendent

Mr. Coombs introduced the guru of the Living Garden at the Maybrook campus, Mrs. Debra Lees who has been taking care of the garden for the last ten years. He also introduced Lisa Suttle and displayed the artwork of the living garden that she contributed.

Mr. Coombs introduced Kaleo Igarta, Director of Special Education, along with Whitney Takacs, Rancho Starbuck Intermediate School Counselor. They reviewed the CREW (Creative Response to Emotional & Educational Wellness) Program and the success of this program that is in its 2nd year running. The program consists of four psychologist interns serving 5 days per week at rotating schools based on need and/or supervisor and four Counseling Interns serving 3 days per week: 1 day – junior high and 2 days – elementary schools. They stated that CREW is making a difference and the instructional staff has reported a significant positive impact for all students.

School Reports

The Board of Trustees shared highlights of each school's activities for the month of November.

Adoption of the Ratified 2020/2021 Student Attendance Calendar

It was moved, seconded, and carried by a unanimous vote (5-0) to adopt the Ratified 2020/2021 Student Attendance Calendar, and authorized the Superintendent or designee to execute the necessary documents.

Adoption of the 2021/2022 Student Attendance Calendar

It was moved, seconded, and carried by a unanimous vote (5-0) to adopt the 2021/2022 Student Attendance Calendar, and authorized the Superintendent or designee to execute the necessary documents.

Presentation of First Interim Report 2019/20

Andrea Reynolds, Assistant Superintendent of Administrative Services, presented the First Interim Financial Report. Ms. Reynolds shared that in accordance with Education Code Sections 35035(g), 42130, and 42131 Board approval is required for the District First Interim Report 2018/19 stating whether or not the District will maintain positive cash and fund balances for the current and subsequent two fiscal years. The Interim

Report is due to the Los Angeles County Office of Education by December 2019.

It was moved, seconded, and carried by unanimous vote (5 – 0), to submit a “Positive Certification” to the Los Angeles County Office of Education, and authorized the Superintendent or designee to execute the necessary documents.

Approval of Contractual Agreement with the Lowell Joint Education Association for the Period July 1, 2017, through June 30, 2019, and AB1200 Report

Public hearing opened at 8:33 p.m. and closed at 8:34 p.m. with no comments from the public. It was moved, seconded and carried by unanimous vote (5-0) to approve the contractual agreement with the Lowell Joint Education Association for the period of July 1, 2019, through June 30, 2022, and AB1200 report, and the Superintendent or designee be authorized to execute the necessary documents

Approval of the Certificated, Certificated Management and Supervisory, Classified Management, and Classified Confidential Salary increase in accordance with the attached salary schedules (refer to EER for Salary Schedules). Retroactive to July 1, 2019 for the 2019-20 school year and effective July 1, 2020 for the 2020-2021 school year.

It was moved, seconded, and carried by a unanimous vote (5-0) to approve the Certificated, Certificated Management and Supervisory, Classified Management, and Classified Confidential Salary Schedules implementing an increase in accordance with the attached salary schedules (refer to EER 2019-20 #5 for Salary Schedules). Retroactive to July 1, 2019 for the 2019-20 school year and effective July 1, 2020 for the 2020-2021 school year, and that the Superintendent or designee be authorized to execute the agreement.

Approval of the Board of Trustees Monthly Salary Implementing a Two Percent (2%) Increase Retroactive to July 1, 2019, for the 2019/2020 School Year and a Two Percent (2%) Increase, Effective July 1, 2020, for the 2020/2021 School Year

It was moved, seconded, and carried by a unanimous vote (5-0) to approve the Board of Trustees monthly salary representing a two percent (2%) increase retroactive to July 1, 2019, for the 2019-2020 school year, and a two percent (2%) increase effective July 1, 2020, for the 2020-2021 school year, and that the Superintendent or designee be authorized to execute the documents.

Presentation of Student Achievement and Dashboard Update

Dr. McDonald presented the Student Achievement and Dashboard update that will be released mid-December of 2019 with all of the data from the 2018-2019 school year for accountability purposes.

This included updates to status and change on the State Indicators as well as the posting of the Local Indicators that were approved by the Board in June of 2019.

The presentation was informational to share the data on the Academic Indicators (English Language Arts and Mathematics), the English Learner Progress Indicator (ELPI), the Suspension Indicator, and the indicator for Chronic Absenteeism.

Consent Calendar

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

Approval of Amendment to Consultant Agreement with Mr. Max Jimenez to Provide After-School Coaching Services for the 2019/20 School Year

Approved the consultant agreement with Mr. Max Jimenez to provide after-school coaching services for the 2019/20 school year, at an amount not to exceed \$700.00 to be paid from the monies secured by the Lowell Joint Education Foundation donation, and that the Superintendent or designee be authorized to execute the agreement.

Purchase Order Report 2019/20 #5

Approved Purchase Order Report 2019/20 #5, as attached, which lists all purchase orders issued October 9, 2019 through October 24, 2019.

Warrant Listing Report 2019/20 #5

Approved Warrant Listing Report 2019/20 #5, as attached, which lists all warrants issued October 28, 2019, through November 2, 2019.

Resolution 2019/20 F1001 – EF1006 for Budget Adjustments

Approved the resolution 2019/20 FI 001-FI 006 for Budget Adjustment, as attached, and that the Superintendent or designee be authorized to execute the necessary documents.

Employer-Employee Relations/Personnel Report 2019/20 #5 Which Includes Hiring, Resignations, Contract Adjustments, and Retirements for Certificated, Classified, and Confidential Employees

Ratified Employer-Employee Relations/Personnel Report 2019/20 #5, as attached, which includes hiring, resignations, contract adjustments, and retirements for certificated, classified, and confidential employees.

Approval of Consultant Agreement with Jan Jacobsen to Provide Art Instruction at Olita Elementary School for the 2019/20 School Year

Approved the consultant agreement with Jan Jacobsen to provide art instruction at Olita Elementary school during the 2019/20 school year, at an amount not to exceed \$3,000.00, and that the Superintendent or designee be authorized to execute the necessary documents.

Approval of Consultant Agreement with Angela

Approved the consultant agreement with Angela Hutcherson to provide Art Instruction for the 2019/20 school year at Jordan Elementary School, at an hourly rate of \$21.00

Hutcherson to provide Art Instruction at Jordan Elementary School for the 2019/20 School Year and an amount not to exceed \$3,000.00, and that the Superintendent or designee be authorized to execute the necessary documents.

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

Approval of Renewal Agreement with Super Co-Op, A California USDA Foods Cooperative for the 2020/21 School Year Approved the renewed agreement with Super Co-Op, A California USDA Foods Cooperative, for the 2020-21 School Year, and that the Superintendent or designee be authorized to execute the necessary documents.

Board Member/Superintendent Comments Mr. Coombs mentioned that Deanna Morrison, Meadow Green teacher, was awarded the Home of a Life Changer award. He also stated that Rancho Starbuck had attended the ceremony to receive the Gold Bell Award – “Arts for All Let the Music Play” program. Mr. Coombs mentioned that Olita held a remembrance on November 23 for Dawn Goodwin, an Olita Teacher, who passed away in October. Mrs. Shackelford said that it was beautiful to see the wide range of students of whos lives she had touched, from those that were current students to kids that were now in high school attend this remembrance celebration.

Adjournment President Schambeck declared the meeting adjourned at 9:11 p.m. in accordance with the Government Code Section 54956.9 (a, b, c) and indicated no further public action would be taken.

Date Approved:

Clerk/President/Secretary to the Board of Trustees



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



**SCHEDULE OF REGULAR MEETINGS OF THE BOARD OF TRUSTEES
OF THE LOWELL JOINT SCHOOL DISTRICT
2020 ORGANIZATIONAL YEAR**

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

First and Only Regular Meeting in January, 2020	Monday, January 13 (2 nd Monday)
First and Only Regular Meeting in February, 2020	Tuesday, February 11 (2 nd Tuesday)
First and Only Regular Meeting in March, 2020	Monday, March 2
First and Only Regular Meeting in April, 2020	Monday, April 6
First and Only Regular Meeting in May, 2020	Monday, May 4
First Regular Meeting in June, 2020	Monday, June 8 (2 nd Monday)
Second Regular Meeting in June, 2020	Thursday, June 22 (4 th Monday)
JULY – DARK	
First and Only Regular Meeting in August, 2020	Monday, August 10 (2 nd Monday)
First and Only Regular Meeting in September, 2020	Monday, September 14 (2 nd Monday)
First and Only Regular Meeting in October, 2020	Monday, October 5
First and Only Regular Meeting in November, 2020	Monday, November 2
First and Only Regular Meeting in December, 2020 (Organizational Meeting)	Monday, December 14 (2 nd Monday)

Lowell Joint School District

STUDENT ATTENDANCE CALENDAR FOR 2020/2021

First Day of Student Attendance 7th Grade Students (Minimum Day)..... Tuesday, August 11, 2020
 First Day of School.....Wednesday, August 12, 2020
 Staff Development Day (*students do not attend*)Monday, October 12, 2020
 Staff Development Day (*students do not attend*) Friday, April 2, 2021
 Last Day for 7th Grade Students.....Thursday, May 27, 2021
 Last Day for Students (Last Day Schedule) (8th Grade Promotion).....Friday, May 28, 2021

HOLIDAYS

Labor Day..... Monday, September 7, 2020
 Veterans' Day Wednesday, November 11, 2020
 Thanksgiving Holiday..... Monday, November 23 through Friday, November 27, 2020
 Winter Recess Friday, December 18, 2020 through Friday, January 1, 2021
 Martin Luther King Day..... Monday, January 18, 2021
 Lincoln Day.....Monday, February 8, 2021
 Washington Day..... Monday, February 15, 2021
 Spring Recess..... Monday, March 22 through Friday, March 26, 2021
 Memorial Day Monday May 31, 2021

DAYS SCHOOL WILL BE IN SESSION

Calendar Months	Student Days Attended
August	14
September	21
October	21
November	15
December	13
January	19
February	18
March	18
April	21
May	<u>20</u>
 Total Instructional Days	 180

Distrito Escolar Lowell Joint

CALENDARIO DE ASISTENCIA ESCOLAR 2020/2021

Primer Día de Clases para estudiantes de 7°.grado (Día Mínimo)	martes 11 de agosto, 2020
Primer Día de Clases	miércoles 12 de agosto, 2020
Día de Desarrollo a Personal Escolar (No hay clases)	lunes 12 de octubre, 2020
Día de Desarrollo a Personal Escolar (No hay clases)	viernes 2 de abril, 2021
Ultimo Día para Estudiantes de 7°.grado	jueves 27 de mayo, 2021
Ultimo Día para Estudiantes (ultimo día programado) (Promoción de 8° grados)	viernes 28 de mayo, 2021

DIAS FESTIVOS

Día del Trabajo	lunes 7 de septiembre, 2020
Día de los Veteranos	miércoles 11 de noviembre, 2020
Festividades por Acción de Gracias	del lunes noviembre 23 al viernes noviembre 27, 2020
Vacaciones de Navidad	del viernes 18 de diciembre al viernes 1° de enero, 2021
Día Conmemorativo Martin Luther King	lunes 18 de enero, 2021
Día Conmemorativo Lincoln	lunes 8 de febrero, 2021
Día Conmemorativo Washington	lunes 15 de febrero, 2021
Vacaciones de Primavera	del lunes 22 de marzo al viernes 26 de marzo, 2021
Día Conmemorativo	lunes 31 de mayo, 2021

DIAS DE CLASE EN LAS ESCUELAS

Calendario en meses	Días de asistencia
Agosto	14
Septiembre	21
Octubre	21
Noviembre	15
Diciembre	13
Enero	19
Febrero	18
Marzo	18
Abril	21
Mayo	<u>20</u>
Total Días de Instrucción:	180

Lowell Joint School District

STUDENT ATTENDANCE CALENDAR FOR 2021/2022

First Day of Student Attendance 7th Grade Students (Minimum Day)..... Tuesday, August 17, 2021
 First Day of School.....Wednesday, August 18, 2021
 Staff Development Day a.m. (*students do not attend*)..... *Monday, November 1, 2021
 Parent Conferences p.m. (*students do not attend*)..... *Monday, November 1, 2021
 Staff Development Day (*students do not attend*) Friday, April 15, 2022
 Last Day for 7th Grade Students.....Thursday, June 2, 2022
 Last Day for Students (Last Day Schedule) (8th Grade Promotion).....Friday, June 3, 2022

*The Fall Staff Development Day will be held on the first weekday following Halloween

HOLIDAYS

Labor Day..... Monday, September 6, 2021
 Veterans' Day Thursday, November 11, 2021
 Thanksgiving Holiday..... Monday, November 22 through Friday, November 26, 2021
 Winter Recess Monday, December 20, 2021 through Friday, December 31, 2021
 Martin Luther King Day..... Monday, January 17, 2022
 Lincoln Day.....Monday, February 14, 2022
 Washington Day Monday, February 21, 2022
 Spring Recess..... Monday, March 21 through Friday, March 25, 2022
 Memorial Day Monday May 30, 2022

DAYS SCHOOL WILL BE IN SESSION

Calendar Months	Student Days Attended	
August	10	
September	21	
October	21	
November	15	
December	13	
January	20	
February	18	
March	18	
April	20	
May	21	
June	<u>3</u>	
 Total Instructional Days		 180

Adopted by the Board of Trustees 12/09/2019

Distrito Escolar Lowell Joint

CALENDARIO DE ASISTENCIA ESCOLAR 2021/2022

Primer Día de Clases para estudiantes de 7°.grado (Día Mínimo)	martes 17 de agosto, 2021
Primer Día de Clases	miércoles 18 de agosto, 2021
Día de Desarrollo a Personal Escolar (No hay clases)	*lunes 1°. de noviembre, 2021
Conferencias de Padres (p.m.)(No acuden los estudiantes)	*lunes 1°. de noviembre, 2021
Día de Desarrollo a Personal Escolar (No hay clases)	viernes 15 de abril, 2022
Ultimo día para estudiantes de 7°.grado	jueves 2 de junio, 2022
Ultimo Día para Estudiantes (ultimo día programado) (Promoción de 8° grados)	viernes 3 de junio, 2022

** El Día de Desarrollo a Personal Escolar del otoño, va a tomar lugar en la primer semana después de Halloween.

DIAS FESTIVOS

Día del Trabajo	lunes 6 de septiembre, 2021
Día de los Veteranos	jueves 11 de noviembre, 2021
Festividades por Acción de Gracias	del lunes noviembre 22 al viernes noviembre 26, 2021
Vacaciones de Navidad	del lunes 20 de diciembre al viernes 31 de diciembre, 2021
Día Conmemorativo Martin Luther King	lunes 17 de enero, 2022
Día Conmemorativo Lincoln	lunes 14 de febrero, 2022
Día Conmemorativo Washington	lunes 21 de febrero, 2022
Vacaciones de Primavera	del lunes 21 de marzo al viernes 25 de marzo, 2022
Día Conmemorativo	lunes 30 de mayo, 2022

DIAS EN QUE LAS ESCUELAS ESTAN EN CLASE

Calendario en meses	Días de asistencia
Agosto	10
Septiembre	21
Octubre	21
Noviembre	15
Diciembre	13
Enero	20
Febrero	18
Marzo	18
Abril	20
Mayo	21
Junio	<u>3</u>
Total Días de Instrucción:	180

Los Angeles County Office of Education
Business Advisory Services

PUBLIC DISCLOSURE OF PROPOSED COLLECTIVE BARGAINING AGREEMENT
in accordance with AB 1200 (Chapter 1213/Statutes 1991), AB 2756 (Chapter 52/Statutes 2004), GC 3547.5

Name of School District:	Lowell Joint School District
Name of Bargaining Unit:	Lowell Joint Education Association
Certificated, Classified, Other:	Certificated

The proposed agreement covers the period beginning: July 1, 2019 and ending: June 30, 2022
(date) (date)

The Governing Board will act upon this agreement on: December 9, 2019
(date)

Note: This form, along with a copy of the proposed agreement, must be submitted to the County Office at least ten (10) working days prior to the date the Governing Board will take action.

A. Proposed Change in Compensation

Bargaining Unit Compensation		Fiscal Impact of Proposed Agreement			
		(Complete Years 2 and 3 for multiyear and overlapping agreements only)			
All Funds - Combined		Annual Cost Prior to Proposed Settlement	Year 1	Year 2	Year 3
			Increase/(Decrease)	Increase/(Decrease)	Increase/(Decrease)
			2019-20	2020-21	2021-22
1.	Salary Schedule Including Step and Column	\$ 11,800,908	\$ 506,018	\$ 475,677	
			4.29%	3.87%	0.00%
2.	Other Compensation Stipends, Bonuses, Longevity, Overtime, Differential, Callback or Standby Pay, etc.				
	Description of Other Compensation				
3.	Statutory Benefits - STRS, PERS, FICA, WC, UI, Medicare, etc.	\$ 2,096,960	\$ 76,939	\$ 70,478	
			3.67%	3.24%	0.00%
4.	Health/Welfare Plans	\$ 2,599,107	\$ 129,683	\$ 163,800	
			4.99%	6.00%	0.00%
5.	Total Bargaining Unit Compensation Add Items 1 through 4 to equal 5	\$ 16,496,975	\$ 712,640	\$ 709,955	\$ -
			4.32%	4.13%	0.00%
6.	Total Number of Bargaining Unit Employees (Use FTEs if appropriate)	137.10			
7.	Total Compensation Average Cost per Bargaining Unit Employee	\$ 120,328	\$ 5,198	\$ 5,178	\$ -
			4.32%	4.13%	0.00%

Lowell Joint School District
Lowell Joint Education Association

8. What was the negotiated percentage change? For example, if the change in "Year 1" was for less than a full year, what is the annualized percentage of that change for "Year 1"?

2% increase retroactive to July 1, 2019. 2% increase effective July 1, 2020. Year 1 and 2 salary and benefit increases also include step and column costs per the instructions. Benefits line also includes floating h&w cap estimates. All step and column and benefit increase estimates were included in 19/20 Adopted Budget and myp.

9. Were any additional steps, columns, or ranges added to the salary schedules? (If yes, please explain.)

No.

10. Please include comments and explanations as necessary. (If more room is necessary, please attach an additional sheet.)

11. Does this bargaining unit have a negotiated cap for Health and Welfare benefits?

Yes No

If yes, please describe the cap amount.

Floating cap of CALPERS Kaiser Family LA County Rate

B. Proposed negotiated changes in noncompensation items (i.e., class size adjustments, staff development days, teacher prep time, classified staffing ratios, etc.)

Language clarifications - teaching hours and adjunct duties, shared teaching contracts, column movement notification date, etc.

C. What are the specific impacts (positive or negative) on instructional and support programs to accommodate the settlement? Include the impact of changes such as staff reductions or increases, program reductions or increases, elimination or expansion of other services or programs (i.e., counselors, librarians, custodial staff, etc.)

Enhances positive morale.

D. What contingency language is included in the proposed agreement (e.g., reopeners, etc.)?

None.

E. Identify other major provisions that do not directly affect the district's costs, such as binding arbitrations, grievance procedures, etc.

None.

F. Source of Funding for Proposed Agreement:

1. Current Year

LCFF Revenue

2. If this is a single year agreement, how will the ongoing cost of the proposed agreement be funded in subsequent years?

N/A.

3. If this is a multiyear agreement, what is the source of funding, including assumptions used, to fund these obligations in subsequent years? (Remember to include compounding effects in meeting obligations.)

LCFF Revenue COLA of 3%, district unrestricted reserves.

Lowell Joint School District

G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Unrestricted General Fund
 Bargaining Unit: Lowell Joint Education Association

Object Code		Column 1	Column 2	Column 3	Column 4
		Latest Board- Approved Budget Before Settlement (As of 6/24/19)	Adjustments as a Result of Settlement (compensation)	Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Total Revised Budget (Columns 1+2+3)
REVENUES					
LCFF Revenue	8010-8099	\$ 27,435,506		\$ 81,000	\$ 27,516,506
Federal Revenue	8100-8299	\$ 25,000		\$ -	\$ 25,000
Other State Revenue	8300-8599	\$ 575,314		\$ -	\$ 575,314
Other Local Revenue	8600-8799	\$ 130,000		\$ -	\$ 130,000
TOTAL REVENUES		\$ 28,165,820		\$ 81,000	\$ 28,246,820
EXPENDITURES					
Certificated Salaries	1000-1999	\$ 12,708,948	\$ 234,996	\$ (43,476)	\$ 12,900,468
Classified Salaries	2000-2999	\$ 3,389,154	\$ -	\$ 62,790	\$ 3,451,944
Employee Benefits	3000-3999	\$ 7,173,767	\$ 45,475	\$ (272,352)	\$ 6,946,890
Books and Supplies	4000-4999	\$ 735,147		\$ -	\$ 735,147
Services and Other Operating Expenditures	5000-5999	\$ 1,887,673		\$ -	\$ 1,887,673
Capital Outlay	6000-6999	\$ 20,000		\$ -	\$ 20,000
Other Outgo (excluding Indirect Costs)	7100-7299 7400-7499	\$ 46,011		\$ -	\$ 46,011
Transfers of Indirect Costs	7300-7399	\$ (56,991)		\$ -	\$ (56,991)
TOTAL EXPENDITURES		\$ 25,903,709	\$ 280,471	\$ (253,038)	\$ 25,931,142
OTHER FINANCING SOURCES/USES					
Transfers In and Other Sources	8900-8979		\$ -	\$ -	\$ -
Transfers Out and Other Uses	7600-7699	\$ 10,000	\$ -	\$ 5,000	\$ 15,000
Contributions	8980-8999	\$ (1,844,294)	\$ -	\$ -	\$ (1,844,294)
OPERATING SURPLUS (DEFICIT)*		\$ 407,817	\$ (280,471)	\$ 329,038	\$ 456,384
BEGINNING FUND BALANCE					
	9791	\$ 6,796,713			\$ 6,796,713
Audit Adjustments/Other Restatements	9793/9795				\$ -
ENDING FUND BALANCE		\$ 7,204,530	\$ (280,471)	\$ 329,038	\$ 7,253,097
COMPONENTS OF ENDING FUND BALANCE:					
Nonspendable	9711-9719	\$ 10,000	\$ -	\$ -	\$ 10,000
Restricted	9740				
Committed	9750-9760		\$ -	\$ -	\$ -
Assigned	9780	\$ 2,939,391	\$ -	\$ -	\$ 2,939,391
Reserve for Economic Uncertainties	9789	\$ 1,566,566	\$ -	\$ -	\$ 1,566,566
Unassigned/Unappropriated Amount	9790	\$ 2,688,573	\$ (280,471)	\$ 329,038	\$ 2,737,140

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts in Columns 1 and 4 must be positive

Lowell Joint School District

G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET**Restricted General Fund**

Bargaining Unit:

Lowell Joint Education Association

Object Code	Column 1	Column 2	Column 3	Column 4
	Latest Board- Approved Budget Before Settlement (As of 6/24/19)	Adjustments as a Result of Settlement (compensation)	Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Total Revised Budget (Columns 1+2+3)
REVENUES				
LCFF Revenue 8010-8099	\$ -		\$ -	\$ -
Federal Revenue 8100-8299	\$ 1,144,917		\$ -	\$ 1,144,917
Other State Revenue 8300-8599	\$ 379,307		\$ -	\$ 379,307
Other Local Revenue 8600-8799	\$ 2,059,102		\$ -	\$ 2,059,102
TOTAL REVENUES	\$ 3,583,326		\$ -	\$ 3,583,326
EXPENDITURES				
Certificated Salaries 1000-1999	\$ 2,225,958	\$ -	\$ -	\$ 2,225,958
Classified Salaries 2000-2999	\$ 1,128,864	\$ -	\$ -	\$ 1,128,864
Employee Benefits 3000-3999	\$ 1,141,358	\$ -	\$ -	\$ 1,141,358
Books and Supplies 4000-4999	\$ 282,006		\$ -	\$ 282,006
Services and Other Operating Expenditures 5000-5999	\$ 205,101		\$ -	\$ 205,101
Capital Outlay 6000-6999	\$ -		\$ -	\$ -
Other Outgo (excluding Indirect Costs) 7100-7299	\$ 429,028		\$ -	\$ 429,028
7400-7499				
Transfers of Indirect Costs 7300-7399	\$ 15,305		\$ -	\$ 15,305
TOTAL EXPENDITURES	\$ 5,427,620	\$ -	\$ -	\$ 5,427,620
OTHER FINANCING SOURCES/USES				
Transfers In and Other Sources 8900-8979	\$ -	\$ -	\$ -	\$ -
Transfers Out and Other Uses 7600-7699	\$ -	\$ -	\$ -	\$ -
Contributions 8980-8999	\$ 1,844,294	\$ -	\$ -	\$ 1,844,294
OPERATING SURPLUS (DEFICIT)*	\$ -	\$ -	\$ -	\$ -
BEGINNING FUND BALANCE				
9791	\$ 556,231			\$ 556,231
Audit Adjustments/Other Restatements 9793/9795	\$ -			\$ -
ENDING FUND BALANCE	\$ 556,231	\$ -	\$ -	\$ 556,231
COMPONENTS OF ENDING FUND BALANCE:				
Nonspendable 9711-9719	\$ -	\$ -	\$ -	\$ -
Restricted 9740	\$ 556,231	\$ -	\$ -	\$ 556,231
Committed 9750-9760				
Assigned Amounts 9780				
Reserve for Economic Uncertainties 9789	\$ -	\$ -	\$ -	\$ -
Unassigned/Unappropriated Amount 9790	\$ -	\$ -	\$ -	\$ -

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts in Columns 1 and 4 must be positive

Los Angeles County Office of Education

Business Advisory Services

Revised 07/12/19

Lowell Joint School District

G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Bargaining Unit:		Combined General Fund Lowell Joint Education Association			
Object Code		Column 1 Latest Board- Approved Budget Before Settlement (As of 6/24/19)	Column 2 Adjustments as a Result of Settlement (compensation)	Column 3 Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Column 4 Total Revised Budget (Columns 1+2+3)
REVENUES					
LCFF Revenue	8010-8099	\$ 27,435,506		\$ 81,000	\$ 27,516,506
Federal Revenue	8100-8299	\$ 1,169,917		\$ -	\$ 1,169,917
Other State Revenue	8300-8599	\$ 954,621		\$ -	\$ 954,621
Other Local Revenue	8600-8799	\$ 2,189,102		\$ -	\$ 2,189,102
TOTAL REVENUES		\$ 31,749,146		\$ 81,000	\$ 31,830,146
EXPENDITURES					
Certificated Salaries	1000-1999	\$ 14,934,906	\$ 234,996	\$ (43,476)	\$ 15,126,426
Classified Salaries	2000-2999	\$ 4,518,018	\$ -	\$ 62,790	\$ 4,580,808
Employee Benefits	3000-3999	\$ 8,315,125	\$ 45,475	\$ (272,352)	\$ 8,088,248
Books and Supplies	4000-4999	\$ 1,017,153		\$ -	\$ 1,017,153
Services and Other Operating Expenditures	5000-5999	\$ 2,092,774		\$ -	\$ 2,092,774
Capital Outlay	6000-6999	\$ 20,000		\$ -	\$ 20,000
Other Outgo (excluding Indirect Costs)	7100-7299 7400-7499	\$ 475,039		\$ -	\$ 475,039
Transfers of Indirect Costs	7300-7399	\$ (41,686)		\$ -	\$ (41,686)
TOTAL EXPENDITURES		\$ 31,331,329	\$ 280,471	\$ (253,038)	\$ 31,358,762
OTHER FINANCING SOURCES/USES					
Transfer In and Other Sources	8900-8979	\$ -	\$ -	\$ -	\$ -
Transfers Out and Other Uses	7600-7699	\$ 10,000	\$ -	\$ 5,000	\$ 15,000
Contributions	8980-8999	\$ -	\$ -	\$ -	\$ -
OPERATING SURPLUS (DEFICIT)*		\$ 407,817	\$ (280,471)	\$ 329,038	\$ 456,384
BEGINNING FUND BALANCE					
	9791	\$ 7,352,944			\$ 7,352,944
Audit Adjustments/Other Restatements	9793/9795	\$ -			\$ -
ENDING FUND BALANCE		\$ 7,760,761	\$ (280,471)	\$ 329,038	\$ 7,809,328
COMPONENTS OF ENDING FUND					
Nonspendable	9711-9719	\$ 10,000	\$ -	\$ -	\$ 10,000
Restricted	9740	\$ 556,231	\$ -	\$ -	\$ 556,231
Committed	9750-9760	\$ -	\$ -	\$ -	\$ -
Assigned	9780	\$ 2,939,391	\$ -	\$ -	\$ 2,939,391
Reserve for Economic Uncertainties	9789	\$ 1,566,566	\$ -	\$ -	\$ 1,566,566
Unassigned/Unappropriated Amount	9790	\$ 2,688,573	\$ (280,471)	\$ 329,038	\$ 2,737,140

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts in Columns 1 and 4 must be positive

Lowell Joint School District

G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Fund 11 - Adult Education Fund

Bargaining Unit:

Lowell Joint Education Association

Object Code	Column 1	Column 2	Column 3	Column 4
	Latest Board-Approved Budget Before Settlement (As of _____)	Adjustments as a Result of Settlement (compensation)	Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Total Revised Budget (Columns 1+2+3)
REVENUES				
Federal Revenue 8100-8299	\$ -	\$ -	\$ -	\$ -
Other State Revenue 8300-8599	\$ -	\$ -	\$ -	\$ -
Other Local Revenue 8600-8799	\$ -	\$ -	\$ -	\$ -
TOTAL REVENUES	\$ -	\$ -	\$ -	\$ -
EXPENDITURES				
Certificated Salaries 1000-1999	\$ -	\$ -	\$ -	\$ -
Classified Salaries 2000-2999	\$ -	\$ -	\$ -	\$ -
Employee Benefits 3000-3999	\$ -	\$ -	\$ -	\$ -
Books and Supplies 4000-4999	\$ -	\$ -	\$ -	\$ -
Services and Other Operating Expenditures 5000-5999	\$ -	\$ -	\$ -	\$ -
Capital Outlay 6000-6999	\$ -	\$ -	\$ -	\$ -
Other Outgo (excluding Indirect Costs) 7100-7299	\$ -	\$ -	\$ -	\$ -
7400-7499	\$ -	\$ -	\$ -	\$ -
Transfers of Indirect Costs 7300-7399	\$ -	\$ -	\$ -	\$ -
TOTAL EXPENDITURES	\$ -	\$ -	\$ -	\$ -
OTHER FINANCING SOURCES/USES				
Transfers In and Other Sources 8900-8979	\$ -	\$ -	\$ -	\$ -
Transfers Out and Other Uses 7600-7699	\$ -	\$ -	\$ -	\$ -
OPERATING SURPLUS (DEFICIT)*	\$ -	\$ -	\$ -	\$ -
BEGINNING FUND BALANCE				
9791	\$ -	\$ -	\$ -	\$ -
Audit Adjustments/Other Restatements 9793/9795	\$ -	\$ -	\$ -	\$ -
ENDING FUND BALANCE	\$ -	\$ -	\$ -	\$ -
COMPONENTS OF ENDING FUND BALANCE:				
Nonspendable 9711-9719	\$ -	\$ -	\$ -	\$ -
Restricted 9740	\$ -	\$ -	\$ -	\$ -
Committed 9750-9760	\$ -	\$ -	\$ -	\$ -
Assigned 9780	\$ -	\$ -	\$ -	\$ -
Reserve for Economic Uncertainties 9789	\$ -	\$ -	\$ -	\$ -
Unassigned/Unappropriated Amount 9790	\$ -	\$ -	\$ -	\$ -

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts in Columns 1 and 4 must be positive

Lowell Joint School District

G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Fund 12 - Child Development Fund

Bargaining Unit:

Lowell Joint Education Association

Object Code	Column 1	Column 2	Column 3	Column 4
	Latest Board- Approved Budget Before Settlement (As of 6/24/19)	Adjustments as a Result of Settlement (compensation)	Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Total Revised Budget (Columns 1+2+3)
REVENUES				
Federal Revenue 8100-8299	\$ -		\$ -	\$ -
Other State Revenue 8300-8599	\$ -		\$ -	\$ -
Other Local Revenue 8600-8799	\$ -		\$ -	\$ -
TOTAL REVENUES	\$ -		\$ -	\$ -
EXPENDITURES				
Certificated Salaries 1000-1999	\$ -	\$ -	\$ -	\$ -
Classified Salaries 2000-2999	\$ -	\$ -	\$ -	\$ -
Employee Benefits 3000-3999	\$ -	\$ -	\$ -	\$ -
Books and Supplies 4000-4999	\$ -		\$ -	\$ -
Services and Other Operating Expenditures 5000-5999	\$ -		\$ -	\$ -
Capital Outlay 6000-6999	\$ -		\$ -	\$ -
Other Outgo (excluding Indirect Costs) 7100-7299	\$ -		\$ -	\$ -
7400-7499				
Transfers of Indirect Costs 7300-7399	\$ -		\$ -	\$ -
TOTAL EXPENDITURES	\$ -	\$ -	\$ -	\$ -
OTHER FINANCING SOURCES/USES				
Transfers In and Other Sources 8900-8979	\$ -	\$ -	\$ -	\$ -
Transfers Out and Other Uses 7600-7699	\$ -	\$ -	\$ -	\$ -
OPERATING SURPLUS (DEFICIT)*	\$ -	\$ -	\$ -	\$ -
BEGINNING FUND BALANCE 9791	\$ -			\$ -
Audit Adjustments/Other Restatements 9793/9795	\$ -			\$ -
ENDING FUND BALANCE	\$ -	\$ -	\$ -	\$ -
COMPONENTS OF ENDING FUND BALANCE:				
Nonspendable 9711-9719	\$ -	\$ -	\$ -	\$ -
Restricted 9740	\$ -	\$ -	\$ -	\$ -
Committed 9750-9760	\$ -	\$ -	\$ -	\$ -
Assigned 9780	\$ -	\$ -	\$ -	\$ -
Reserve for Economic Uncertainties 9789	\$ -	\$ -	\$ -	\$ -
Unassigned/Unappropriated Amount 9790	\$ -	\$ -	\$ -	\$ -

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts in Columns 1 and 4 must be positive

Los Angeles County Office of Education

Business Advisory Services

Revised 07/12/19

Lowell Joint School District

G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Bargaining Unit: **Fund 13/61 - Cafeteria Fund**
 Lowell Joint Education Association

		Column 1	Column 2	Column 3	Column 4
Object Code		Latest Board- Approved Budget Before Settlement (As of 6/24/19)	Adjustments as a Result of Settlement (compensation)	Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Total Revised Budget (Columns 1+2+3)
REVENUES					
LCFF Revenue	8010-8099	\$ -	\$ -	\$ -	\$ -
Federal Revenue	8100-8299	\$ -	\$ -	\$ -	\$ -
Other State Revenue	8300-8599	\$ -	\$ -	\$ -	\$ -
Other Local Revenue	8600-8799	\$ -	\$ -	\$ -	\$ -
TOTAL REVENUES		\$ -	\$ -	\$ -	\$ -
EXPENDITURES					
Certificated Salaries	1000-1999	\$ -	\$ -	\$ -	\$ -
Classified Salaries	2000-2999	\$ -	\$ -	\$ -	\$ -
Employee Benefits	3000-3999	\$ -	\$ -	\$ -	\$ -
Books and Supplies	4000-4999	\$ -	\$ -	\$ -	\$ -
Services and Other Operating Expenditures	5000-5999	\$ -	\$ -	\$ -	\$ -
Capital Outlay	6000-6999	\$ -	\$ -	\$ -	\$ -
Other Outgo (excluding Indirect Costs)	7100-7299 7400-7499	\$ -	\$ -	\$ -	\$ -
Transfers of Indirect Costs	7300-7399	\$ -	\$ -	\$ -	\$ -
TOTAL EXPENDITURES		\$ -	\$ -	\$ -	\$ -
OTHER FINANCING SOURCES/USES					
Transfers In and Other Sources	8900-8979	\$ -	\$ -	\$ -	\$ -
Transfers Out and Other Uses	7600-7699	\$ -	\$ -	\$ -	\$ -
OPERATING SURPLUS (DEFICIT)*		\$ -	\$ -	\$ -	\$ -
BEGINNING FUND BALANCE					
	9791	\$ -	\$ -	\$ -	\$ -
Audit Adjustments/Other Restatements	9793/9795	\$ -	\$ -	\$ -	\$ -
ENDING FUND BALANCE		\$ -	\$ -	\$ -	\$ -
COMPONENTS OF ENDING FUND BALANCE:					
Nonspendable	9711-9719	\$ -	\$ -	\$ -	\$ -
Restricted	9740	\$ -	\$ -	\$ -	\$ -
Committed	9750-9760	\$ -	\$ -	\$ -	\$ -
Assigned	9780	\$ -	\$ -	\$ -	\$ -
Reserve for Economic Uncertainties	9789	\$ -	\$ -	\$ -	\$ -
Unassigned/Unappropriated Amount	9790	\$ -	\$ -	\$ -	\$ -

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts in Columns 1 and 4 must be positive

Los Angeles County Office of Education

Business Advisory Services

Revised 07/12/19

Lowell Joint School District

G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Enter Fund: _____

Bargaining Unit:

Lowell Joint Education Association

Object Code	Column 1	Column 2	Column 3	Column 4
	Latest Board- Approved Budget Before Settlement (As of 6/24/19)	Adjustments as a Result of Settlement (compensation)	Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Total Revised Budget (Columns 1+2+3)
REVENUES				
Federal Revenue 8100-8299	\$ -	\$ -	\$ -	\$ -
Other State Revenue 8300-8599	\$ -	\$ -	\$ -	\$ -
Other Local Revenues 8600-8799	\$ -	\$ -	\$ -	\$ -
TOTAL REVENUES	\$ -	\$ -	\$ -	\$ -
EXPENDITURES				
Certificated Salaries 1000-1999	\$ -	\$ -	\$ -	\$ -
Classified Salaries 2000-2999	\$ -	\$ -	\$ -	\$ -
Employee Benefits 3000-3999	\$ -	\$ -	\$ -	\$ -
Books and Supplies 4000-4999	\$ -	\$ -	\$ -	\$ -
Services and Other Operating Expenditures 5000-5999	\$ -	\$ -	\$ -	\$ -
Capital Outlay 6000-6999	\$ -	\$ -	\$ -	\$ -
Other Outgo (excluding Indirect Costs) 7100-7299	\$ -	\$ -	\$ -	\$ -
7400-7499	\$ -	\$ -	\$ -	\$ -
Transfers of Indirect Costs 7300-7399	\$ -	\$ -	\$ -	\$ -
TOTAL EXPENDITURES	\$ -	\$ -	\$ -	\$ -
OTHER FINANCING SOURCES/USES				
Transfers In and Other Sources 8900-8979	\$ -	\$ -	\$ -	\$ -
Transfers Out and Other Uses 7600-7699	\$ -	\$ -	\$ -	\$ -
OPERATING SURPLUS (DEFICIT)*	\$ -	\$ -	\$ -	\$ -
BEGINNING FUND BALANCE				
9791	\$ -	\$ -	\$ -	\$ -
Audit Adjustments/Other Restatements 9793/9795	\$ -	\$ -	\$ -	\$ -
ENDING FUND BALANCE	\$ -	\$ -	\$ -	\$ -
COMPONENTS OF ENDING FUND BALANCE:				
Nonspendable 9711-9719	\$ -	\$ -	\$ -	\$ -
Restricted 9740	\$ -	\$ -	\$ -	\$ -
Committed 9750-9760	\$ -	\$ -	\$ -	\$ -
Assigned 9780	\$ -	\$ -	\$ -	\$ -
Reserve for Economic Uncertainties 9789	\$ -	\$ -	\$ -	\$ -
Unassigned/Unappropriated Amount 9790	\$ -	\$ -	\$ -	\$ -

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts in Columns 1 and 4 must be positive

Lowell Joint School District

G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Enter Fund: _____
 Bargaining Unit: Lowell Joint Education Association

Object Code	Column 1	Column 2	Column 3	Column 4
	Latest Board- Approved Budget Before Settlement (As of 6/24/19)	Adjustments as a Result of Settlement (compensation)	Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Total Revised Budget (Columns 1+2+3)
REVENUES				
Federal Revenue 8100-8299	\$ -		\$ -	\$ -
Other State Revenue 8300-8599	\$ -		\$ -	\$ -
Other Local Revenue 8600-8799	\$ -		\$ -	\$ -
TOTAL REVENUES	\$ -		\$ -	\$ -
EXPENDITURES				
Certificated Salaries 1000-1999	\$ -	\$ -	\$ -	\$ -
Classified Salaries 2000-2999	\$ -	\$ -	\$ -	\$ -
Employee Benefits 3000-3999	\$ -	\$ -	\$ -	\$ -
Books and Supplies 4000-4999	\$ -		\$ -	\$ -
Services and Other Operating Expenditures 5000-5999	\$ -		\$ -	\$ -
Capital Outlay 6000-6999	\$ -		\$ -	\$ -
Other Outgo (excluding Indirect Costs) 7100-7299	\$ -		\$ -	\$ -
7400-7499	\$ -		\$ -	\$ -
Transfers of Indirect Costs 7300-7399	\$ -		\$ -	\$ -
TOTAL EXPENDITURES	\$ -	\$ -	\$ -	\$ -
OTHER FINANCING SOURCES/USES				
Transfers In and Other Sources 8900-8979	\$ -	\$ -	\$ -	\$ -
Transfers Out and Other Uses 7600-7699	\$ -	\$ -	\$ -	\$ -
OPERATING SURPLUS (DEFICIT)*	\$ -	\$ -	\$ -	\$ -
BEGINNING FUND BALANCE 9791	\$ -			\$ -
Audit Adjustments/Other Restatements 9793/9795	\$ -			\$ -
ENDING FUND BALANCE	\$ -	\$ -	\$ -	\$ -
COMPONENTS OF ENDING FUND BALANCE:				
Nonspendable 9711-9719	\$ -	\$ -	\$ -	\$ -
Restricted 9740	\$ -	\$ -	\$ -	\$ -
Committed 9750-9760	\$ -	\$ -	\$ -	\$ -
Assigned 9780	\$ -	\$ -	\$ -	\$ -
Reserve for Economic Uncertainties 9789	\$ -	\$ -	\$ -	\$ -
Unassigned/Unappropriated Amount 9790	\$ -	\$ -	\$ -	\$ -

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts in Columns 1 and 4 must be positive

Lowell Joint School District
 Lowell Joint Education Association

Explanations for Column 3 "Other Revisions" entered on Pages 4a through 4h:

Page 4a: Unrestricted General Fund	Amount	Explanation
Revenues	\$ 81,000	Add 10 projected growth ADA
Expenditures	\$ (253,038)	See additional comments below.
Other Financing Sources/Uses	\$ (5,000)	

Page 4b: Restricted General Fund	Amount	Explanation
Revenues	\$ -	
Expenditures	\$ -	
Other Financing Sources/Uses	\$ -	

Page 4d: Fund 11 - Adult Education Fund	Amount	Explanation
Revenues	\$ -	
Expenditures	\$ -	
Other Financing Sources/Uses	\$ -	

Page 4e: Fund 12 - Child Development Fund	Amount	Explanation
Revenues	\$ -	
Expenditures	\$ -	
Other Financing Sources/Uses	\$ -	

Page 4f: Fund 13/61 - Cafeteria Fund	Amount	Explanation
Revenues	\$ -	
Expenditures	\$ -	
Other Financing Sources/Uses	\$ -	

Page 4g: Other	Amount	Explanation
Revenues	\$ -	
Expenditures	\$ -	
Other Financing Sources/Uses	\$ -	

Page 4h: Other	Amount	Explanation
Revenues	\$ -	
Expenditures	\$ -	
Other Financing Sources/Uses	\$ -	

Additional Comments:

Other Revisions includes the cost of the 2% salary settlement for CSEA and Management, since we are a "me too" district. Also included are reductions to the adopted budget projections for teacher replacement salaries (\$100,00) and for h&w premium increases (\$300,000), and an increased contribution to the Cafeteria fund for increased unpaid meals (\$5,000).

Lowell Joint School District

H. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT YEARS

Unrestricted General Fund MYP

Bargaining Unit:

Lowell Joint Education Association

Object Code	2019-20	2020-21	2021-22
	Total Revised Budget After Settlement	First Subsequent Year After Settlement	Second Subsequent Year After Settlement
REVENUES			
LCFF Revenue 8010-8099	\$ 27,516,506	\$ 28,321,506	\$ 29,097,506
Federal Revenue 8100-8299	\$ 25,000	\$ 25,000	\$ 25,000
Other State Revenue 8300-8599	\$ 575,314	\$ 575,314	\$ 575,314
Other Local Revenue 8600-8799	\$ 130,000	\$ 130,000	\$ 130,000
TOTAL REVENUES	\$ 28,246,820	\$ 29,051,820	\$ 29,827,820
EXPENDITURES			
Certificated Salaries 1000-1999	\$ 12,900,468	\$ 13,594,468	\$ 13,814,468
Classified Salaries 2000-2999	\$ 3,451,944	\$ 3,790,944	\$ 3,933,944
Employee Benefits 3000-3999	\$ 6,946,890	\$ 7,498,890	\$ 7,747,890
Books and Supplies 4000-4999	\$ 735,147	\$ 735,147	\$ 735,147
Services and Other Operating Expenditures 5000-5999	\$ 1,887,673	\$ 2,118,673	\$ 2,268,673
Capital Outlay 6000-6999	\$ 20,000	\$ 20,000	\$ 20,000
Other Outgo (excluding Indirect Costs) 7100-7299 7400-7499	\$ 46,011	\$ 46,011	\$ 46,011
Transfers of Indirect Costs 7300-7399	\$ (56,991)	\$ (56,991)	\$ (56,991)
Other Adjustments			\$ -
TOTAL EXPENDITURES	\$ 25,931,142	\$ 27,747,142	\$ 28,509,142
OTHER FINANCING SOURCES/USES			
Transfers In and Other Sources 8900-8979	\$ -	\$ -	\$ -
Transfers Out and Other Uses 7600-7699	\$ 15,000	\$ 15,000	\$ 15,000
Contributions 8980-8999	\$ (1,844,294)	\$ (1,790,000)	\$ (1,738,000)
OPERATING SURPLUS (DEFICIT)*	\$ 456,384	\$ (500,322)	\$ (434,322)
BEGINNING FUND BALANCE			
9791	\$ 6,796,713	\$ 7,253,097	\$ 6,752,775
Audit Adjustments/Other Restatements 9793/9795	\$ -		
ENDING FUND BALANCE	\$ 7,253,097	\$ 6,752,775	\$ 6,318,453
COMPONENTS OF ENDING FUND BALANCE:			
Nonspendable 9711-9719	\$ 10,000	\$ 10,000	\$ 10,000
Restricted 9740			
Committed 9750-9760	\$ -	\$ -	\$ -
Assigned 9780	\$ 2,939,391	\$ 2,939,391	\$ 2,939,391
Reserve for Economic Uncertainties 9789	\$ 1,566,566	\$ 1,659,000	\$ 1,697,000
Unassigned/Unappropriated Amount 9790	\$ 2,737,140	\$ 2,144,384	\$ 1,672,062

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts must be positive

Lowell Joint School District

H. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT YEARS

Restricted General Fund MYP

Bargaining Unit:

Lowell Joint Education Association

Object Code	2019-20	2020-21	2021-22
	Total Revised Budget After Settlement	First Subsequent Year After Settlement	Second Subsequent Year After Settlement
REVENUES			
LCFF Revenue 8010-8099	\$ -	\$ -	\$ -
Federal Revenue 8100-8299	\$ 1,144,917	\$ 1,144,917	\$ 1,144,917
Other State Revenue 8300-8599	\$ 379,307	\$ 433,307	\$ 485,307
Other Local Revenue 8600-8799	\$ 2,059,102	\$ 2,059,102	\$ 2,059,102
TOTAL REVENUES	\$ 3,583,326	\$ 3,637,326	\$ 3,689,326
EXPENDITURES			
Certificated Salaries 1000-1999	\$ 2,225,958	\$ 2,225,958	\$ 2,225,958
Classified Salaries 2000-2999	\$ 1,128,864	\$ 1,128,864	\$ 1,128,864
Employee Benefits 3000-3999	\$ 1,141,358	\$ 1,141,358	\$ 1,141,358
Books and Supplies 4000-4999	\$ 282,006	\$ 282,006	\$ 282,006
Services and Other Operating Expenditures 5000-5999	\$ 205,101	\$ 205,101	\$ 205,101
Capital Outlay 6000-6999	\$ -	\$ -	\$ -
Other Outgo (excluding Indirect Costs) 7100-7299 7400-7499	\$ 429,028	\$ 429,028	\$ 429,028
Transfers of Indirect Costs 7300-7399	\$ 15,305	\$ 15,305	\$ 15,305
Other Adjustments	\$ -	\$ -	\$ -
TOTAL EXPENDITURES	\$ 5,427,620	\$ 5,427,620	\$ 5,427,620
OTHER FINANCING SOURCES/USES			
Transfers In and Other Sources 8900-8979	\$ -	\$ -	\$ -
Transfers Out and Other Uses 7600-7699	\$ -	\$ -	\$ -
Contributions 8980-8999	\$ 1,844,294	\$ 1,790,294	\$ 1,738,294
OPERATING SURPLUS (DEFICIT)*	\$ -	\$ -	\$ -
BEGINNING FUND BALANCE 9791	\$ 556,231	\$ 556,231	\$ 556,231
Audit Adjustments/Other Restatements 9793/9795	\$ -	\$ -	\$ -
ENDING FUND BALANCE	\$ 556,231	\$ 556,231	\$ 556,231
COMPONENTS OF ENDING FUND BALANCE:			
Nonspendable 9711-9719	\$ -	\$ -	\$ -
Restricted 9740	\$ 556,231	\$ 556,231	\$ 556,231
Committed 9750-9760	\$ -	\$ -	\$ -
Assigned 9780	\$ -	\$ -	\$ -
Reserve for Economic Uncertainties 9789	\$ -	\$ -	\$ -
Unassigned/Unappropriated Amount 9790	\$ -	\$ -	\$ -

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts must be positive

Lowell Joint School District

H. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT YEARS

Combined General Fund MYP
Lowell Joint Education Association

Bargaining Unit:

Object Code	2019-20	2020-21	2021-22
	Total Revised Budget After Settlement	First Subsequent Year After Settlement	Second Subsequent Year After Settlement
REVENUES			
LCFF Revenue 8010-8099	\$ 27,516,506	\$ 28,321,506	\$ 29,097,506
Federal Revenue 8100-8299	\$ 1,169,917	\$ 1,169,917	\$ 1,169,917
Other State Revenue 8300-8599	\$ 954,621	\$ 1,008,621	\$ 1,060,621
Other Local Revenue 8600-8799	\$ 2,189,102	\$ 2,189,102	\$ 2,189,102
TOTAL REVENUES	\$ 31,830,146	\$ 32,689,146	\$ 33,517,146
EXPENDITURES			
Certificated Salaries 1000-1999	\$ 15,126,426	\$ 15,820,426	\$ 16,040,426
Classified Salaries 2000-2999	\$ 4,580,808	\$ 4,919,808	\$ 5,062,808
Employee Benefits 3000-3999	\$ 8,088,248	\$ 8,640,248	\$ 8,889,248
Books and Supplies 4000-4999	\$ 1,017,153	\$ 1,017,153	\$ 1,017,153
Services and Other Operating Expenditures 5000-5999	\$ 2,092,774	\$ 2,323,774	\$ 2,473,774
Capital Outlay 6000-6999	\$ 20,000	\$ 20,000	\$ 20,000
Other Outgo (excuding Indirect Costs) 7100-7299 7400-7499	\$ 475,039	\$ 475,039	\$ 475,039
Transfers of Indirect Costs 7300-7399	\$ (41,686)	\$ (41,686)	\$ (41,686)
Other Adjustments		\$ -	\$ -
TOTAL EXPENDITURES	\$ 31,358,762	\$ 33,174,762	\$ 33,936,762
OTHER FINANCING SOURCES/USES			
Transfers In and Other Sources 8900-8979	\$ -	\$ -	\$ -
Transfers Out and Other Uses 7600-7699	\$ 15,000	\$ 15,000	\$ 15,000
Contributions 8980-8999	\$ -	\$ 294	\$ 294
OPERATING SURPLUS (DEFICIT)*	\$ 456,384	\$ (500,322)	\$ (434,322)
BEGINNING FUND BALANCE			
9791	\$ 7,352,944	\$ 7,809,328	\$ 7,309,006
Audit Adjustments/Other Restatements 9793/9795	\$ -		
ENDING FUND BALANCE	\$ 7,809,328	\$ 7,309,006	\$ 6,874,684
COMPONENTS OF ENDING FUND BALANCE:			
Nonspendable 9711-9719	\$ 10,000	\$ 10,000	\$ 10,000
Restricted 9740	\$ 556,231	\$ 556,231	\$ 556,231
Committed 9750-9760	\$ -	\$ -	\$ -
Assigned 9780	\$ 2,939,391	\$ 2,939,391	\$ 2,939,391
Reserve for Economic Uncertainties 9789	\$ 1,566,566	\$ 1,659,000	\$ 1,697,000
Unassigned/Unappropriated Amount 9790	\$ 2,737,140	\$ 2,144,384	\$ 1,672,062

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts must be positive

Lowell Joint School District
 Lowell Joint Education Association

I. IMPACT OF PROPOSED AGREEMENT ON UNRESTRICTED RESERVES

1. State Reserve Standard

	2019-20	2020-21	2021-22
a. Total Expenditures, Transfers Out, and Uses (Including Cost of Proposed Agreement)	\$ 31,373,762	\$ 33,189,762	\$ 33,951,762
b. Less: Special Education Pass-Through Funds	\$ -	\$ -	\$ -
c. Net Expenditures, Transfers Out, and Uses	\$ 31,373,762	\$ 33,189,762	\$ 33,951,762
d. State Standard Minimum Reserve Percentage for this District Enter percentage →	3.00%	3.00%	3.00%
e. State Standard Minimum Reserve Amount for this District (For districts with less than 1,001 ADA, this is the greater of Line a, times Line b, or \$50,000)	\$ 941,213	\$ 995,693	\$ 1,018,553

2. Budgeted Unrestricted Reserve (After Impact of Proposed Agreement)

a. General Fund Budgeted Unrestricted Designated for Economic Uncertainties (9789)	\$ 1,566,566	\$ 1,659,000	\$ 1,697,000
b. General Fund Budgeted Unrestricted Unassigned/Unappropriated Amount (9790)	\$ 2,737,140	\$ 2,144,384	\$ 1,672,062
c. Special Reserve Fund (Fund 17) Budgeted Designated for Economic Uncertainties (9789)	\$ -	\$ -	\$ -
d. Special Reserve Fund (Fund 17) Budgeted Unassigned/Unappropriated Amount (9790)	\$ -	\$ -	\$ -
e. Total Available Reserves	\$ 4,303,706	\$ 3,803,384	\$ 3,369,062
f. Reserve for Economic Uncertainties Percentage	13.72%	11.46%	9.92%

3. Do unrestricted reserves meet the state minimum reserve amount?

2019-20	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
2020-21	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
2021-22	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>

4. If no, how do you plan to restore your reserves?



Lowell Joint School District
Lowell Joint Education Association

5. Does the Total Compensation Increase/(Decrease) on Page 1, Section A, #5 agree with the Total Increase/(Decrease) for all funds as a result of the settlement(s)? Please explain any variance.

Total Compensation Increase/(Decrease) on Page 1, Section A, #5	\$	712,640
General Fund balance Increase/(Decrease), Page 4c, Column 2	\$	(280,471)
Adult Education Fund balance Increase/(Decrease), Page 4d, Column 2	\$	-
Child Development Fund balance Increase/(Decrease), Page 4e, Column 2	\$	-
Cafeteria Fund balance Increase/(Decrease), Page 4f, Column 2	\$	-
Other Fund balance Increase/(Decrease), Page 4g, Column 2	\$	-
Other Fund balance Increase/(Decrease), Page 4h, Column 2	\$	-
Total all fund balances Increase/(Decrease) as a result of the settlement(s)	\$	(280,471)
Variance		\$ 432,169

Variance Explanation:

Cost of step and column and h&w premium estimates were included in the Adopted Budget.

6. Will this agreement create or increase deficit financing in the current or subsequent years?

"Deficit Financing" is defined to exist when a fund's expenditures and other financing uses exceed its revenues and other financing sources in a given year. If a deficit is shown below, provide an explanation and any deficit reduction plan, as necessary.

General Fund Combined	Surplus/ (Deficit)	(Deficit) %	Deficit primarily due to:
Current FY Surplus/(Deficit) before settlement(s)?	\$ 407,817	1.3%	
Current FY Surplus/(Deficit) after settlement(s)?	\$ 456,384	1.5%	
1st Subsequent FY Surplus/(Deficit) after settlement(s)?	\$ (500,322)	(1.5%)	Salary Settlement
2nd Subsequent FY Surplus/(Deficit) after settlement(s)?	\$ (434,322)	(1.3%)	Salary Settlement

Deficit Reduction Plan (as necessary):

As true operating revenue and costs are identified in August of the 20/21 fiscal year, reductions will be made in non-compensation items in 21/22 if needed.

7. Were "Other Adjustments" amount(s) entered in the multiyear projections (pages 5a and 5b) for 1st and 2nd Subsequent FY?

"Other Adjustments" could indicate that a budget reduction plan was/is being developed to address deficit spending, and to rebuild reserves. Any amount shown below must have an explanation. If additional space is needed, attach a separate sheet, or use page 9a.

MYP	Amount	"Other Adjustments" Explanation
1st Subsequent FY Unrestricted, Page 5a	\$ -	
1st Subsequent FY Restricted, Page 5b	\$ -	
2nd Subsequent FY Unrestricted, Page 5a	\$ -	
2nd Subsequent FY Restricted, Page 5b	\$ -	

Lowell Joint Education Association

J. COMPARISON OF PROPOSED CHANGE IN TOTAL COMPENSATION TO CHANGE IN LCFF FUNDING FOR THE NEGOTIATED PERIOD

The purpose of this form is to determine if the district has entered into bargaining agreements that would result in salary increases that are expected to exceed the projected increase in LCFF funding.

(fill out columns for which there is an agreement)

	Prior Year	2019-20	2020-21	2021-22
a. LCFF Funding per ADA	8,654.77	8,936.46	9,202.94	
b. Amount Change from Prior Year Funding per ADA		281.68	266.48	-
c. Percentage Change from Prior Year Funding per ADA		3.25%	2.98%	0.00%
d. Total Compensation Amount Change (from Page I, Section A, Line 5)		712,640.06	709,954.51	-
e. Total Compensation Percentage Change (from Page I, Section A, Line 5)		4.32%	4.13%	0.00%
f. Proposed agreement is within/exceeds change in LCFF Funding (f vs. e)		Exceeds	Exceeds	-

K. CERTIFICATION NO. 1: CERTIFICATION OF THE DISTRICT'S ABILITY TO MEET THE COSTS OF THE COLLECTIVE BARGAINING AGREEMENT

This certification page must be signed by the district's Superintendent and Chief Business Official at the time of public disclosure and is intended to assist the district's Governing Board in determining whether the district can meet the costs incurred under the tentative Collective Bargaining Agreement in the current and subsequent years. The absence of a certification signature or if "I am unable to certify" is checked should serve as a "red flag" to the district's Governing Board.

In accordance with the requirements of Government Code Sections 3540.2 and 3547.5, the Superintendent and Chief Business Official of the Lowell Joint School District, hereby certify that the District can meet the costs incurred under this Collective Bargaining Agreement during the term of the agreement from July 1, 2019 to June 30, 2021.

Board Actions

The board actions necessary to meet the cost of the agreement in each year of its term are as follows:

Current Year

Budget Adjustment Categories:

Revenues/Other Financing Sources
Expenditures/Other Financing Uses
Ending Balance(s) Increase/(Decrease)

Budget Adjustment Increase/(Decrease)	
\$	81,000
\$	32,433
\$	48,567

Subsequent Years

Budget Adjustment Categories:

Revenues/Other Financing Sources
Expenditures/Other Financing Uses
Ending Balance(s) Increase/(Decrease)

Budget Adjustment Increase/(Decrease)	
\$	-
\$	-
\$	-

Budget Revisions

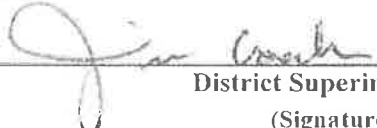
If the district does not adopt and submit within 45 days all of the revisions to its budget needed in the current year to meet the costs of the agreement at the time of the approval of the proposed collective bargaining agreement, the county superintendent of schools is required to issue a qualified or negative certification for the district on its next interim report.

Assumptions

See attached page for a list of the assumptions upon which this certification is based.

Certifications

I hereby certify I am unable to certify




District Superintendent
(Signature)

11/30/19

Date

I hereby certify I am unable to certify



Chief Business Official
(Signature)

11/30/19

Date

Special Note: The Los Angeles County Office of Education may request additional information, as necessary, to review the district's compliance with requirements.

Lowell Joint School District
Lowell Joint Education Association

Assumptions and Explanations (enter or attach documentation)

The assumptions upon which this certification is made are as follows:

Revenue:

19/20:

COLA 3.26%; 10 growth ADA

20/21:

COLA 3.00%; 0 growth ADA (no decline)

21/22:

COLA 2.8%; 0 growth ADA (no decline)

Expenditures:

19/20:

2% salary total compensation cost of \$427,000 for all employees

Reduction of \$100,000 to certificated salaries for actual salary placement of replacement teachers

Reduction of \$300,000 to h&w budget for actual premium increases less than projected (5% instead of \$10%)

20/21:

2% salary total compensation cost of \$427,000 for all employees; 2 teacher retirements saving \$50,000

6% h&w premium increases totaling \$234,000; step/column/longevity totals \$416,000 all groups

STRS increase to 18.10%; PERS increase to 23.5%

2 new programs PE/Art costing \$170,000

3.16% CPI on goods and services

21/22:

2 teacher retirements saving \$50,000

6% h&w premium increases totaling \$234,000; step/column/longevity totals \$403,000 all groups

STRS DECREASE to 17.80%; PERS increase to 24.9%; 3.05% CPI on goods and services

Concerns regarding affordability of agreement in subsequent years (if any):

If future year COLA's are reduced by the state, reduction of revenue will increase deficit spending.

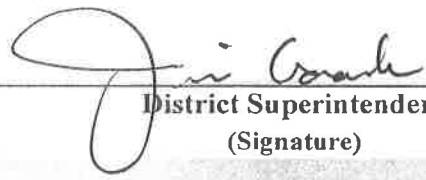
Multiple horizontal lines for additional input or documentation.

L. CERTIFICATION NO. 2

The disclosure document must be signed by the district Superintendent at the time of public disclosure and by the President or Clerk of the Governing Board at the time of formal board action on the proposed agreement.

The information provided in this document summarizes the financial implications of the proposed agreement and is submitted to the Governing Board for public disclosure of the major provisions of the agreement (as provided in the "Public Disclosure of Proposed Collective Bargaining Agreement") in accordance with the requirements of AB 1200 and Government Code Sections 3540.2(a) and 3547.5.

Lowell Joint School District
District Name


District Superintendent
(Signature)

12/9/19
Date

Andrea Reynolds
Contact Person

562-902-4280
Phone

After public disclosure of the major provisions contained in this summary, the Governing Board at its meeting on December 9, 2019, took action to approve the proposed agreement with the Lowell Joint Education Association Bargaining Unit(s).


President (or Clerk), Governing Board
(Signature)

12-9-19
Date

Special Note: The Los Angeles County Office of Education may request additional information, as necessary, to review the district's compliance with requirements.

PURCHASE ORDERS FOR BOARD APPROVAL
December 9, 2019

NO#	VENDOR	DESCRIPTION	AMOUNT
85546	CASH-COALITION FOR ADEQUATE SCHOOL HOUSING	REGISTRATION	\$ 830.00
85547	CASH-COALITION FOR ADEQUATE SCHOOL HOUSING	REGISTRATION-D. BENNETT, A. REYNOLDS	\$ 1,292.00
85548	TARGET SPECIALTY PRODUCTS	SUPPLIES	\$ 380.00
85549	VOID	VOID	\$ -
85550	VOID	VOID	\$ -
85551	VOID	VOID	\$ -
85552	VOID	VOID	\$ -
85553	VOID	VOID	\$ -
85554	VOID	VOID	\$ -
85555	VOID	VOID	\$ -
85556	JUNIOR ACHIEVEMENT	JA FINANCE PARK STUDENT WORKSHOP	\$ 1,010.89
85557	BEE GONE BEE REMOVAL SERVICE (NEW OPEN P.O.)	PEST CONTROL SERVICES	\$ 3,000.00
85558	YORKTOWN INDUSTRIES	PRINTER TONER	\$ 58.00
85559	COMPLETE BUSINESS SYSTEMS	INK AND MASTERS COPY	\$ 656.20
85560	MONOPRICE	BACK UP BATTERIES	\$ 168.87
85561	CORPORATE GRAPHICS & PRINTING	THE GREEN BOOK-LAWS AND REGULATIONS	\$ 75.70
85562	DOORBLOK	SAFETY DOOR BLOCKS	\$ 108.16
85563	US GAMES/BSN SPORTS	TETHERBALLS	\$ 208.63
85564	HUNTINGTON HARDWARE CO.	LOCKS FOR MAYBROOK	\$ 11,799.10
85565	HAWTHORNE EDUCATIONAL SERVICES	PRE-REFERRAL INTERVENTION SERVICES	\$ 613.20
85566	PAR	FORMS	\$ 473.22
85567	CA BARN OWL PELLETS	OL-BARN OWL PELLETS	\$ 45.00
85568	SCHOLASTIC	LET'S FIND OUT SUBSCRIPTIONS	\$ 201.72
85569	EYEWORDBS	SIGHT WORD CARDS SET	\$ 71.31
85570	HOWARD TECHNOLOGY SOLUTIONS	USB HEADPHONES	\$ 284.70
85571	N2Y	SUBSCRIPTION RENEWAL	\$ 1,399.10
85572	NORTHERN SPEECH SERVICES	KAUFMAN (K-SLP) TREATMENT KIT1 & WORKOUT BOOK	\$ 223.00
85573	SCHOOL LIFE	STUDENT INCENTIVES	\$ 100.00
85574	ORIENTAL TRADING CO.	READING PROGRAM INCENTIVES	\$ 118.98
85575	CASH-COALITION FOR ADEQUATE SCHOOL HOUSING	JOB POSTING	\$ 100.00
85576	STARFALL	ANNUAL MEMBERSHIP-B.GALANG, EP	\$ 70.00
85577	CITY OF LA HABRA	RED RIBBON BREAKFAST	\$ 390.00
85578	LA HABRA HIGH SCHOOL CHOIR	CHOIR CLINIC	\$ 75.00
85579	X-STAMPER	CUSTOM STAMP	\$ 35.00
85580	A&D TRANSPORTATION	BUS 9/25/2019	\$ 370.00
85581	LEGO EDUCATION	CORE SET AND CHARGER	\$ 2,059.75
85582	KOURY ENGINEERING & TESTING INC.	SOIL TESTING-MAYBROOK	\$ 16,142.00
85583	FM THOMAS	A/C REPAIRS	\$ 305.00
85584	ENCORP	ASBESTOS TESTING	\$ 700.00
85585	CITY OF LA HABRA	NOVEMBER 2019 FUEL	\$ 1,898.02
85586	CAL SCHOOL AND SPORT	MEADOW GREEN FENCING	\$ 181.77
85587	SPEEDWAY SMOG	SMOG CHECK- 4 VEHICLES	\$ 192.00
85588	UNITED RENTALS	TRAILER SVCS,MAINTENANCE VEHICLE	\$ 313.77
85589	CO OF LOS ANGELES PUBLIC HEALTH	MAYBROOK-BACKFLOW TESTING	\$ 37.00



RESPECTFULLY SUBMITTED,

\$ 45,987.09

SUPT. JIM COOMBS

"B" WARRANTS FOR BOARD APPROVAL ON:
December 9, 2019

"B" WARRANT DOCUMENTS :

837,851.14

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
543	HAUFFE COMPANY-CONTRACT SVCS	11,760.00
567	FEEDING DREAMS-NUTRITION SVCS, CONSULTANT	4,000.00
586	GALLAGHER PEDIATRIC-SP ED, TUITION	1,053.93
591	JAMES HARDWARE CO.-OL,RS, SUPPLIES	39.75
595	IMPERIAL SPRINKLER SUPPLY-GROUNDS-SUPPLIES	966.94
596	SOUTHEAST CONSTRUCTION PROD-JO,MA,RS, SUPPLIES	251.20
614	KIM BROOKS - CONFERENCE REIMBURSEMENT	175.30
615	KAITLYN CAMPBELL-EP, CONF EXP REIMB	88.38
616	RACHEL COLEMAN-MILEAGE REIMBURSEMENT	32.60
617	PATTY JACOBSEN-MACY, PURCHASE REIMBURSEMENTS	71.87
618	CAROLYN KANE-EP, PURCHASE REIMBURSEMENT	48.22
619	ROBERT LAUPRECHT-JORDAN, PURCHASE REIMBURSEMENT	82.67
620	AMY MCTEGGART-MACY, PURCHASE REIMBURSEMENT	80.66
621	CHRISTIAN MANGOLD-MACY, PURCHASE REIMBURSEMENT	31.01
622	MARGARET PALMER - PURCHASE REIMBURSEMENT	10.00
623	VIVIAN ROMAN-JORDAN, PURCHASE REIMBURSEMENT	70.04
624	DAVID SERMENO - CONFERENCE REIMBURSEMENT	142.27
626	PBK-MAY/JUNE 2019 CONTRACT SVCS	86,105.30
628	SCHOLASTIC-OLITA, SUPPLIES	201.72
629	VIG SOLUTIONS-RS, LAPTOPS	1,848.47
630	LA HABRA HS CHOIR-RS, SUPPLIES	75.00
631	CITY OF LA HABRA WATER DEPT.-EP, UTILITY SEPT 2019	680.41
632	SO CAL EDISON-RS, UTILITIES, SEPT 2019	8,273.63
633	SO CAL GAS CO.-MG, RS-UTILITIES	116.65
634	LA HABRA ROTARY CLUB-MEMBERSHIP DUES	295.00
635	NIC PARTNERS-JO,MA,MG, OL-SERVICES	10,464.46
636	ACSA-VOLUNTARY DEDUCTIONS	1,500.00
637	BRUCE CAMPBELL SAND & GRAVEL-MG, SUPPLIES	2,628.00
638	C.A.S.H.-CONFERENCE REGISTRATION	1,822.00
639	CORPORATE GRAPHICS-SP ED, SUPPLIES	75.70
640	CURRICULUM ASSOCIATES - RECORD BOOKS	283.71
641	F.M. THOMAS AIR CONDITIONING-RS, SERVICE CALL	305.00
642	HUNTINGTON HARDWARE-MAINT-STOCK	5,362.44
643	ANDREA REYNOLDS-PURCHASE REIMBURSEMENT	30.00
644	AMERICAN FIDELITY ASSURANCE-OCT 2019	5,467.00
645	CREDIT UNION OF SO CAL-VOLUNTARY DEDUCTIONS	2,887.80
646	SCHOOLS FIRST CREDIT UNION-VOLUNTARY DEDUCTIONS	18,675.00
647	CITY OF LA HABRA WATER DEPT. - SEP. - OCT.	3,763.45
648	SOUTHERN CALIFORNIA GAS - SEP. - OCT.	123.10

649	SOUTHERN CALIFORNIA EDISON - SEP. - OCT.	5,299.24
650	FRONTIER COMMUNICATIONS - OCT. - NOV.	2,838.89
651	TIME WARNER CABLE/ SPECTRUM BUSINESS - OCT.	916.47
652	VERIZON WIRELESS - SERVICE, SEP. - OCT.	952.82
653	PRO-ED, INC. - SPECIAL ED. SUPPLIES	405.90
654	N2Y, LLC - ONLINE CURRICULUM SUBSCRIPTIONS	1,399.10
655	ORIENTAL TRADING COMPANY - SUPPLIES	130.28
656	INTERQUEST DETECTION -CANINE SERVICE, OCT.	215.00
657	ORANGE COUNTY DEPT. OF ED. - REGISTRATION	175.00
658	ADMINISTRATIVE SERV. CO-OP - TRANSPORTATION	9,754.00
659	A&D TRANSPORTATION - BUS FIELD TRIPS	370.00
660	AMERICAN TIME-MAYBROOK PROJECT-SUPPLIES	564.44
661	BEARCOM - WALKIE TALKIE SUPPLIES	2,673.70
662	BRAINPOP, INC.-OLITA, LICENSES	2,550.00
663	CASP-SPEC ED, CONFERENCE REGISTRATION	2,323.00
664	CDW GOVERNMENT - HD PRINTER SUPPLIES	452.32
665	CM SCHOOL SUPPLY CO. - CURRICULUM SUPPLIES	159.78
666	COALITION FOR ADEQUATE SCHOOL - WORKSHOP	334.00
667	CORONA MUSIC CENTER - TRIPOD/ CONCERT STAND	279.12
668	FOLLETT EDUCATIONAL SERVICES- MATH MATERIALS	828.48
669	PAOLO ANDRES - SUPPLIES REIMBURSEMENT	21.54
670	DAVID BENNETT - CONSTRUCTION PROJECT	35.00
671	JIM COOMBS - PURCHASE REIMBURSEMENTS	23.82
672	RHONDA ESPARZA - CONFERENCE REIMBURSEMENT	262.15
673	KARI HEINRICH - CONFERENCE REIMBURSEMENT	45.00
674	LINDA TAKACS - SUPPLIES REIMBURSEMENT	169.51
675	YING LOU - PURCHASE REIMBURSEMENT	57.12
676	JOSE MARQUEZ - MILEAGE REIMBURSEMENT	18.98
677	MCIVERIZON-DISTRICT WIDE, UTILITIES, OCT 2019	6.82
678	IMPERIAL BAND INSTRUMENTS-RS, SUPPLIES	22.19
679	NCS PEARSON-SPEC ED, OLITA-SUPPLIES	688.48
680	BEHAVIOR/EDUCATION-SPEC ED, TUITION	481.25
681	GALLAGHER PEDIATRIC-SP ED, TUITION	1,666.68
682	OCDE-TRANSPORTATION COSTS, OCT 2019	8,760.91
683	ELWIN KISHIMOTO-RS, SUPPLIES	105.00
685	EAST WHITTIER GLASS/MIRROR-RS, SUPPLIES	290.00
686	SHERWIN WILLIAMS-M&O, STOCK	1,907.32
687	UNITED REFRIGERATION-JO,MG,RS,MO-SUPPLIES	2,617.76
688	SO CAL GAS CO.-MACY, UTILITIES	77.21
689	SO CAL EDISON	471.46
690	SUBURBAN WATER-MO,MG,RS-UTILITIES, OCT 2019	14,559.25
691	SO CAL EDISON-M&O, MG, UTILITIES-OCT 2019	3,833.30
695	EDDIE MIJARES - CONSULTANT / CONTRACT	625.00
696	SHIRLEY TAYLOR - CONSULTANT/ SERVICE	250.00
697	MARY PENA - CONSULTANT/ DRUMLINE	142.50
698	GT DESIGN-RS, BAND SHIRTS	1,811.85
699	MATTHEW GALLEGOS - CONSULTANT/ SERVICE	125.00
700	BYRON FERGUSON/ ALL AMERICAN HOOPS - SERVICE	800.00

701	SPARKLETTS-RS, WATER, SUPPLIES	155.86
702	TREMCO/ WEATHERPROOFING TECH. - MAYBROOK	10,160.00
703	STUDIES WEEKLY-MACY, CURR BOOKS	53.93
704	YORKTOWN-MG, SUPPLIES	63.51
705	DEBRA LEE - CONSULTANT/ MAYBROOK GARDEN	1,400.00
706	THINKING MAPS-CURRICULUM, TRAINING	3,600.00
707	JTS TECHNOLOGY SERVICE - CONSULTANT/ AERIES	6,840.00
708	AMERICAN EXPRESS - CREDIT CARD, OCTOBER	325,700.09
709	ASSOC. OF CA. SCHOOL ADMIN./EMP. DEDUCTIONS, NOV.	323.15
710	CA. ASSOC. OF SCHOOL PSYCH/ EMP.DEDUCTIONS, NOV.	15.50
711	CALIF. SCHOOL EMPLOYEES ASSOC./EMP. DEDUCTIONS, NOV	3,199.46
712	CALIF. TEACHERS ASSOC./EMPLOYEE DEDUCTIONS, NOV	13,980.81
713	PACIFIC EDUCATORS, INC./EMP. DEDUCTIONS, NOV	77.00
714	UNITED WAY OF GREATER L.A./EMP.DEDUCTIONS, NOV	10.00
715	ALAN MAO - PURCHASE REIMBURSEMENT	602.36
716	ORANGE COUNTY SANITATION DISTRICT - 19-20 SEWER	2,626.19
717	ORANGE COUNTY DEPT. OF ED. - Q1 SPECIAL CIR.	1,046.37
718	LA HABRA ROTARY FOUNDATION - 2019-20 DUES	160.00
719	SOUTHERN CALIFORNIA EDISON - SEP. - NOV.	1,073.07
720	NCS PEARSON - SPECIAL EDUCATION SUPPLIES	876.24
721	PAR, INC. - SPECIAL EDUCATION/ TEACHER FORMS	427.68
722	ATKINSON, ANDELSON, LOYA, RUUD & ROMO - LEGAL, OCT.	4,500.00
723	CETPA - TECHNOLOGY SERVICES	1,250.00
724	CDW GOVERNMENT - PROJECTOR LAMP/ RS	114.88
725	COALITION FOR ADEQUATE SCHOOL - WORKSHOP	717.00
726	DANIELS TIRE SERVICE - MAINTENANCE SERVICE	1,111.77
727	F.M. THOMAS AIR CONDITIONING-RS, SERVICE	4,063.00
728	FULLERTON SCHOOL DISTRICT - SUPPLIES	791.94
729	HAWTHORNE EDUCATIONAL SERVICES - SUPPLIES	613.20
730	HOWARD TECHNOLOGY SOLUTIONS - SUPPLIES	328.50
731	JIM COOMBS - PURCHASE REIMBURSEMENTS	76.48
732	MARY J. EVANOFF - PURCHASE REIMBURSEMENT	71.53
733	JOSE MARQUEZ - MILEAGE REIMBURSEMENT	19.29
734	DENISE SOTO - PURCHASE REIMBURSEMENT	53.32
735	DELTA DENTAL- CERT. RETIREE VOL. PLAN., NOV.	1,753.72
736	SUBURBAN WATER-MO,MG,RS-UTILITIES, NOV 2019	2,978.94
737	NCS PEARSON INC.-SPEC EDUC, SUPPLIES	737.70
738	FRONTIER COMMUNICATIONS - UTILITIES, NOV	68.09
739	LA HABRA COUNCIL PTA - HOLIDAY LUNCHEON 2019	450.00
740	PROJECT SUPPORT SERVICES-JORDAN, SUPPLIES	3,031.25
741	HAUFFE COMPANY-CONTRACT SVCS	8,904.00
742	JANICE JACOBSEN-EP, OL, CONTRACT SVCS	672.00
743	SARAH LAWSON-RS, CONTRACT SVCS	145.00
744	SENTRY SIGNS & PRINTING-DISTRICT, SUPPLIES	420.48
745	STARFALL EDUC FOUNDATION-EP, SUPPLIES	70.00
746	TARGET SPECIALTY PRODUCTS-M&O, SUPPLIES	295.39
747	TURF STAR-MAINT, SUPPLIES/REPAIRS	2,066.10
748	UNICORN METALS RECYCLING-MAINTENANCE	32.48

749	VICTORIA ALVAREZ-CONTRACT SVCS	350.00
751	ROBERT LAUPRECHT-JO, PURCHASE REIMBURSEMENT	57.72
752	SPIRITWEAR HERO, LLC-OLITA, SUPPLIES	324.12
753	DEBRA AMOS FEEDING DREAMS-NUTRITION SVCS	2,000.00
756	PHYLLIS R. GOODWIN-BENEFICIARY PAYMENT	2,181.01
757	APPLE, INC.-TECHNOLOGY, SUPPLIES, EQUIPMENT	1,168.51
758	BUENA PARK HS-SUPPLIES	60.00
759	ELITE MODULAR-MAYBROOK PROJECT	4,576.00
760	EYEWORDED-JORDAN, SPEC ED SUPPLIES	71.31
761	FLOCABULARY-EP, ONLINE SUBSCRIPTION	2,500.00
762	DAVID BENNETT - PURCHASE REIMBURSEMENT	54.01
763	DENISE SOTO - PURCHASE REIMBURSEMENT	8.85
764	CANNINGS HARDWARE LA HABRA-M&O, STOCK	35.81
765	DANIELS TIRE SERVICE - MAINTENANCE SERVICE	199.49
766	GREEN'S SECURITY CENTERS-SUPPLIES	758.56
768	SUBURBAN WATER-MO,MG,RS-UTILITIES, NOV 2019	5,017.33
769	SO CAL EDISON-MA, OL-UTILITIES OCT 2019	6,464.13
770	WARE DISPOSAL-MAINTENANCE, UTILITIES, OCT 2019	3,012.38
771	MCIVERIZON-DISTRICT WIDE, UTILITIES, NOV 2019	16.36
772	SO CAL GAS-OL, RS-UTILITIES, OCT 2019	190.10
773	SANDRA JAN-SP EDUC: POSTAGE REIMBURSEMENT	6.85
774	RANDI VASQUEZ-TECH, PURCHASE REIMBURSEMENT	9.62
775	AMERICAN FIDELITY ASSURANCE-NOVEMBER 2019	10,125.87
776	THE STANDARD-NOVEMBER 2019 VOLUNTARY DED	5,367.05
777	DANIELS TIRE SERVICE - MAINTENANCE SERVICE	600.71
778	PLUMBING WHOLESALE-MAN, MG, SUPPLIES	657.16
779	AUTOZONE-MAINTENANCE, STOCK	27.36
780	BEST LAWNMOWER-MAINTENANCE, REPAIRS	1,253.98
781	GLASBY MAINTENANCE-M&O, SUPPLIES	5,534.29
782	HOME DEPOT PRO-M&O, STOCK/SUPPLIES	4,647.93
783	LOWE'S BUSINESS ACCT:M&O, STOCK/SUPPLIES	163.08
784	MJ EVANOFF-SUPT. OFFC,PURCHASE REIMBURSEMENT	91.49
785	KIM BROOKS - CONFERENCE-PARKING REIMBURSEMENT	76.00
786	READY REFRESH NESTLE-DISTRICT, WATER/SUPPLIES	64.04
787	SCHOOL SERVICES OF SO CAL-MONTHLY SERVICES	305.00
788	THINKING MAPS-CURRICULUM, TRAINING	1,800.00
789	TOTAL FUNDS HASLER-DO, POSTAGE	3,000.00
790	WPS-SPEC ED, FORMS, SUPPLIES	142.14
791	VALDEZ, FAITH-MILEAGE REIMBURSEMENT	7.77
792	RENAISSANCE LEARNING-MG, ONLINE ACCEL READER	2,430.00
794	SCHOOL DATEBOOKS-RS, SUPPLIES	2,127.17
795	WHITTIER CHRISTIAN HS-RS, SUPPLIES	885.00
796	AMERICAN FIDELITY-VOLUNTARY DEDUCTIONS	5,467.00
797	AMERICAN FIDELITY-VOLUNTARY DEDUCTIONS	5,467.00
798	SCHOOLS FIRST CREDIT UNION-VOLUNTARY DEDUCTIONS	19,625.00
799	CREDIT UNION OF SO CAL-VOLUNTARY DEDUCTIONS	2,887.80
801	A&D TRANSPORTATION - BUS FIELD TRIPS	740.00
804	CDW GOVT-JO, MA,MG, TECH, SUPPLIES	623.61

805	CITY OF LA HABRA-UTILITIES, OCT 2019	1,898.02
806	DEMCO-RS, SUPPLIES	308.49
808	GREENFIELD LEARNING-OL, SUPPLIES	2,400.00
809	PAOLO ANDRES - SUPPLIES REIMBURSEMENT	48.10
810	SANDY JAN-SP EC, PURCH REIMBURSEMENT	6.85
811	CHARLENE LOU YING-RS-PURCHASE REIMB	209.22
819	ESTHER OTA-MG, PURCHASE REIMBURSEMENT	164.00
821	KRISTEN COOKE-JO, PURCHASE REIMBURSEMENT	15.06
823	LAKESHORE LEARNING-JO, MG, SUPPLIES	578.64
825	MONOPRICE, INC.-TECH, SUPPLIES	184.91
841	SONOVA USA-MG, SPEC ED, SUPPLIES	2,539.60
842	PTM DOCUMENT SYSTEMS-RS, SUPPLIES	1,004.52
843	WORLD'S FINEST-MG, CANDY FUNDRAISER	12,190.00
844	YUMI YAMAMOTO-JO, LIBRARY PURCHASE REIMB	70.65
845	XCELL INC.-MG, SUPPLIES	55.00
812	JULIE MAYHEW-RS, PURCHASE REIMBURSEMENT	36.16
	EARLY RETIREMENT	
829	DAWN AANDAHL	482.64
830	BRENT ALLSMAN	482.64
831	ELIZABETH KANESHIRO	945.52
832	CATHERINE KATO	482.64
833	KIM LIKERT	1,101.28
834	SHELLEY MARKER	482.64
835	PENNY MAYERCHECK	1,101.28
836	RONALD RANDOLPH	653.66
837	GAYLE ROGERS	258.83
838	CLAUDIA SCHALCHLIN	482.64
839	EMILY WAKEFIELD	482.64
840	HOLLY WOLFE	482.64
	NUTRITION SERVICES	
3035	VALERIE ORTEGA-NUTRITION SVCS, MEAL REIMBURSEMENT	15.00
3036	SHERRIE CACIOPPO-NUTRITION SVCS, REIMBURSEMENT	10.32
3037	RUTH DEL ORBE-NUTRITION SVCS REFUND	10.32
3038	LADY BUGS ENVIRONMENTAL TERMITE	55.00
3039	BUG FLIP-NUTRITION SVCS, SUPPLIES	55.00
3040	VERONICA MARTINEZ-PURCHASE REIMBURSEMENT	32.45
3041	P&R PAPER SUPPLY-NUTRITION SVCS, SUPPLIES	3,867.99
3042	LOVE TO SNACK, LLC - NUTRITION SERVICES/ FOOD	1,224.72
3043	VALPRO, INC. - NUTRITION SERVICES/ FOOD	1,076.97
3044	SOUTHERN CALIFORNIA PIZZA CO. - NUTRITION SERVICES/ FOOD	7,615.60
3045	GOLD STAR FOODS - NUTRITION SERVICES/ FOOD	30,679.25
3046	DRIFTWOOD DAIRY - NUTRITION SERVICES/ FOOD	8,248.94
3047	PALMER HAMILTON - ART DESIGN FOR CAFETERIA	2,500.00
3048	AUDREY RODRIGUEZ-NUTRITION SVCS, REIMBURSEMENT	20.10



Budget Adjustment Summary K-12/ROPs/JPAs

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

Submit one (1) certified original of this form.

DISTRICT NUMBER 64766	GL JOURNAL ID NUMBER F1001	FUND NUMBER 01.0
FISCAL YEAR 2019-20	FUND NAME General Fund	<input checked="" type="checkbox"/> UNRESTRICTED <input type="checkbox"/> RESTRICTED

DATE OF SUMMARY 12/04/2019	NAME OF SCHOOL DISTRICT Lowell Joint School District
-------------------------------	---

A. Revenues/Other Financing Sources	Object Code	Specific Object Code	Specific Resource Code	Budget Adjustment Increase (Decrease)
1. LCFF Sources	8010-8099			\$ 80,826.00
2. Federal Revenue	8100-8299			0.00
3. Other State Revenue	8300-8599			420,858.00
4. Other Local Revenue	8600-8799			33,435.00
5. Interfund Transfers In	8900-8929			0.00
6. All Other Financing Sources	8930-8979			(9,247.00)
7. Contributions	8980-8999			
8. Total Revenues/Other Financing Sources			\$	525,872.00

B. Expenditures/Other Financing Uses	Object Code	Resource Code (Optional)	Budget Adjustment Increase (Decrease)
1. Certificated Personnel Salaries	1000-1999		\$ 153,788.00
2. Classified Personnel Salaries	2000-2999		26,807.00
3. Employee Benefits	3000-3999		(252,875.00)
4. Books and Supplies	4000-4999		452,068.00
5. Services and Other Operating Expenditures	5000-5999		241,330.00
6. Capital Outlay	6000-6999		0.00
7. Tuition	7100-7199		0.00
8. Interagency Transfers Out	7200-7299		0.00
9. Transfers of Indirect Costs	7300-7399		(8,526.00)
10. Debt Service	7430-7439		0.00
11. Interfund Transfers Out	7600-7629		5,000.00
12. All Other Financing Uses	7630-7699		0.00
13. Total Expenditures/Other Financing Uses			\$ 617,592.00

C. Subtotal A8 - B13 [This amount will increase (Decrease) Ending Fund Balance]	\$	(91,720.00)
--	-----------	--------------------

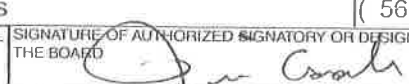
NOTES: Line A5 - Interfund Transfers In and Line B11 - Interfund Transfers Out must equal.
 Line A7 - Contributions must net to zero at the total fund level.
 If Section C is not zero, you must complete Section D on Page 2.

D. Components of Ending Fund Balance	Object Code	Resource Code	Revision Increase (Decrease)
1. Nonspendable Amounts			
Revolving Cash	9711		\$
Stores	9712		
Prepaid Expenditures	9713		
All Others	9719		
	Total Nonspendable Amounts		0.00
2. Restricted Amounts			
Restricted	9740		\$
	Total Restricted Amounts		0.00
3. Committed Amounts			
Stabilization Arrangements	9750		\$
Other Commitments	9760		
	Total Committed Amounts		0.00
4. Assigned Amounts			
Other Assignments	9780		\$
	Total Assigned Amounts		0.00
5. Unassigned/Unappropriated Amounts			
Reserve for Economic Uncertainties	9789		\$ (91,720.00)
Unassigned/Unappropriated/Unrestricted Net Position	9790		
	Total Unassigned/Unappropriated Amounts		(91,720.00)
6. Total Components of Ending Fund Balance (Must Equal the Total in Section C)			\$ (91,720.00)

E. Narrative Explanation for this Revision - Must be Completed

2019-20 First Interim Adjustment based on projections for remainder of fiscal year.

F. School District Certification - Must be Completed

NAME OF SCHOOL DISTRICT CONTACT PERSON Andrea Reynolds		TELEPHONE NUMBER OF CONTACT PERSON (562) 943-0211	EMAIL ADDRESS OF CONTACT PERSON areynolds@ljsd.org
DATE OF BOARD APPROVAL 12/09/2019	SIGNATURE OF AUTHORIZED SIGNATORY OR DESIGNEE OF THE BOARD 	PRINT NAME AND TITLE Jim Coombs, Superintendent	DATE SIGNED 12/09/2019

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

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

Approved:

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

SIGNATURE OF LOS ANGELES COUNTY SUPERINTENDENT OF SCHOOLS DEPUTY

DATE SIGNED



Budget Adjustment Summary K-12/ROPs/JPAs

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

Submit one (1) certified original of this form.

DISTRICT NUMBER 64766	GL JOURNAL ID NUMBER FI002	FUND NUMBER 01.0
FISCAL YEAR 2019-20	FUND NAME General Fund	<input type="checkbox"/> UNRESTRICTED <input checked="" type="checkbox"/> RESTRICTED

DATE OF SUMMARY 12/04/2019	NAME OF SCHOOL DISTRICT Lowell Joint School District
-------------------------------	---

A. Revenues/Other Financing Sources	Object Code	Specific Object Code	Specific Resource Code	Budget Adjustment Increase (Decrease)
1. LCFF Sources	8010-8099			\$ 0.00
2. Federal Revenue	8100-8299			243,369.00
3. Other State Revenue	8300-8599			51,512.00
4. Other Local Revenue	8600-8799			48,856.00
5. Interfund Transfers In	8900-8929			0.00
6. All Other Financing Sources	8930-8979			0.00
7. Contributions	8980-8999			9,247.00
8. Total Revenues/Other Financing Sources				\$ 352,984.00

B. Expenditures/Other Financing Uses	Object Code	Resource Code (Optional)	Budget Adjustment Increase (Decrease)
1. Certificated Personnel Salaries	1000-1999		\$ (8,671.00)
2. Classified Personnel Salaries	2000-2999		0.00
3. Employee Benefits	3000-3999		42,811.00
4. Books and Supplies	4000-4999		592,148.00
5. Services and Other Operating Expenditures	5000-5999		232,013.00
6. Capital Outlay	6000-6999		0.00
7. Tuition	7100-7199		42,389.00
8. Interagency Transfers Out	7200-7299		0.00
9. Transfers of Indirect Costs	7300-7399		8,526.00
10. Debt Service	7430-7439		0.00
11. Interfund Transfers Out	7600-7629		0.00
12. All Other Financing Uses	7630-7699		0.00
13. Total Expenditures/Other Financing Uses			\$ 909,216.00

C. Subtotal A8 - B13 [This amount will Increase (Decrease) Ending Fund Balance]	\$ (556,232.00)
--	------------------------


NOTES: Line A5 - Interfund Transfers In and Line B11 - Interfund Transfers Out must equal.
Line A7 - Contributions must net to zero at the total fund level.
If Section C is not zero, you must complete Section D on Page 2.

D. Components of Ending Fund Balance	Object Code	Resource Code	Revision Increase (Decrease)
1. Nonspendable Amounts			
Revolving Cash	9711		\$
Stores	9712		
Prepaid Expenditures	9713		
All Others	9719		
Total Nonspendable Amounts			0.00
2. Restricted Amounts			
Restricted	9740		\$ (556,232.00)
Total Restricted Amounts			(556,232.00)
3. Committed Amounts			
Stabilization Arrangements	9750		\$
Other Commitments	9760		
Total Committed Amounts			0.00
4. Assigned Amounts			
Other Assignments	9780		\$
Total Assigned Amounts			0.00
5. Unassigned/Unappropriated Amounts			
Reserve for Economic Uncertainties	9789		\$
Unassigned/Unappropriated/Unrestricted Net Position	9790		
Total Unassigned/Unappropriated Amounts			0.00
6. Total Components of Ending Fund Balance (Must Equal the Total in Section C)			\$ (556,232.00)

E. Narrative Explanation for this Revision - Must be Completed

2019-20 First Interim Adjustment based on projections for remainder of fiscal year.

F. School District Certification - Must be Completed

NAME OF SCHOOL DISTRICT CONTACT PERSON Andrea Reynolds		TELEPHONE NUMBER OF CONTACT PERSON (562) 943-0211	EMAIL ADDRESS OF CONTACT PERSON areynolds@ljsd.org
DATE OF BOARD APPROVAL 12/09/2019	SIGNATURE OF AUTHORIZED SIGNATORY OR DESIGNEE OF THE BOARD 	PRINT NAME AND TITLE Jim Coombs, Superintendent	DATE SIGNED 12/09/2019

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

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

Approved:

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

SIGNATURE OF LOS ANGELES COUNTY SUPERINTENDENT OF SCHOOLS DEPUTY	DATE SIGNED



Budget Adjustment Summary K-12/ROPs/JPAs

PERIOD AFFECTED:

- Adopted Budget
 First Interim
 Second Interim
 Third Interim
 Unaudited Actuals

Submit one (1) certified original of this form.

DISTRICT NUMBER 64766	GL JOURNAL ID NUMBER F1003	FUND NUMBER 13.0
FISCAL YEAR 2019-20	FUND NAME Cafeteria Fund	<input type="checkbox"/> UNRESTRICTED <input checked="" type="checkbox"/> RESTRICTED

DATE OF SUMMARY 12/04/2019	NAME OF SCHOOL DISTRICT Lowell Joint School District
-------------------------------	---

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

B. Expenditures/Other Financing Uses	Object Code	Resource Code (Optional)	Budget Adjustment Increase (Decrease)
1. Certificated Personnel Salaries	1000-1999		\$ 0.00
2. Classified Personnel Salaries	2000-2999		8,200.00
3. Employee Benefits	3000-3999		0.00
4. Books and Supplies	4000-4999		0.00
5. Services and Other Operating Expenditures	5000-5999		(10,000.00)
6. Capital Outlay	6000-6999		50,000.00
7. Tuition	7100-7199		0.00
8. Interagency Transfers Out	7200-7299		0.00
9. Transfers of Indirect Costs	7300-7399		0.00
10. Debt Service	7430-7439		0.00
11. Interfund Transfers Out	7600-7629		0.00
12. All Other Financing Uses	7630-7699		0.00
13. Total Expenditures/Other Financing Uses			\$ 48,200.00

C. Subtotal A8 - B13 [This amount will Increase (Decrease) Ending Fund Balance]	\$	(43,200.00)
--	-----------	--------------------


NOTES: Line A5 - Interfund Transfers In and Line B11 - Interfund Transfers Out must equal.
 Line A7 - Contributions must net to zero at the total fund level.
 If Section C is not zero, you must complete Section D on Page 2.

D. Components of Ending Fund Balance	Object Code	Resource Code	Revision Increase (Decrease)
1. Nonspendable Amounts			
Revolving Cash	9711		\$
Stores	9712		
Prepaid Expenditures	9713		
All Others	9719		
Total Nonspendable Amounts			0.00
2. Restricted Amounts			
Restricted	9740		\$ (43,200.00)
Total Restricted Amounts			(43,200.00)
3. Committed Amounts			
Stabilization Arrangements	9750		\$
Other Commitments	9760		
Total Committed Amounts			0.00
4. Assigned Amounts			
Other Assignments	9780		\$
Total Assigned Amounts			0.00
5. Unassigned/Unappropriated Amounts			
Reserve for Economic Uncertainties	9789		\$
Unassigned/Unappropriated/Unrestricted Net Position	9790		
Total Unassigned/Unappropriated Amounts			0.00
6. Total Components of Ending Fund Balance (Must Equal the Total in Section C)			\$ (43,200.00)

E. Narrative Explanation for this Revision - Must be Completed

2019-20 First Interim Adjustment based on projections for remainder of fiscal year.

F. School District Certification - Must be Completed

NAME OF SCHOOL DISTRICT CONTACT PERSON Andrea Reynolds		TELEPHONE NUMBER OF CONTACT PERSON (562) 943-0211	EMAIL ADDRESS OF CONTACT PERSON areynolds@ljsd.org
DATE OF BOARD APPROVAL 12/09/2019	SIGNATURE OF AUTHORIZED SIGNATORY OR DESIGNEE OF THE BOARD 	PRINT NAME AND TITLE Jim Coombs, Superintendent	DATE SIGNED 12/09/2019

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

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

Approved:

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

SIGNATURE OF LOS ANGELES COUNTY SUPERINTENDENT OF SCHOOLS DEPUTY	DATE SIGNED



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

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

Submit one (1) certified original of this form.

DISTRICT NUMBER 64766	GL JOURNAL ID NUMBER FI004	FUND NUMBER 14.0
FISCAL YEAR 2019-20	FUND NAME Deferred Maintenance Fund	<input type="checkbox"/> UNRESTRICTED <input checked="" type="checkbox"/> RESTRICTED

DATE OF SUMMARY 12/04/2019	NAME OF SCHOOL DISTRICT Lowell Joint School District
-------------------------------	---

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

B. Expenditures/Other Financing Uses	Object Code	Resource Code (Optional)	Budget Adjustment Increase (Decrease)
1. Certificated Personnel Salaries	1000-1999		\$ 0.00
2. Classified Personnel Salaries	2000-2999		1,425.00
3. Employee Benefits	3000-3999		0.00
4. Books and Supplies	4000-4999		100.00
5. Services and Other Operating Expenditures	5000-5999		0.00
6. Capital Outlay	6000-6999		35,000.00
7. Tuition	7100-7199		0.00
8. Interagency Transfers Out	7200-7299		0.00
9. Transfers of Indirect Costs	7300-7399		0.00
10. Debt Service	7430-7439		0.00
11. Interfund Transfers Out	7600-7629		0.00
12. All Other Financing Uses	7630-7699		0.00
13. Total Expenditures/Other Financing Uses			\$ 36,525.00

C. Subtotal A8 - B13 [This amount will Increase (Decrease) Ending Fund Balance]	\$ (36,525.00)
--	-----------------------


NOTES: Line A5 - Interfund Transfers In and Line B11 - Interfund Transfers Out must equal.
 Line A7 - Contributions must net to zero at the total fund level.
 If Section C is not zero, you must complete Section D on Page 2.

D. Components of Ending Fund Balance	Object Code	Resource Code	Revision Increase (Decrease)
1. Nonspendable Amounts			
Revolving Cash	9711		\$
Stores	9712		
Prepaid Expenditures	9713		
All Others	9719		
	Total Nonspendable Amounts		0.00
2. Restricted Amounts			
Restricted	9740		\$
	Total Restricted Amounts		0.00
3. Committed Amounts			
Stabilization Arrangements	9750		\$
Other Commitments	9760		
	Total Committed Amounts		0.00
4. Assigned Amounts			
Other Assignments	9780		\$ (36,525.00)
	Total Assigned Amounts		(36,525.00)
5. Unassigned/Unappropriated Amounts			
Reserve for Economic Uncertainties	9789		\$
Unassigned/Unappropriated/Unrestricted Net Position	9790		
	Total Unassigned/Unappropriated Amounts		0.00
6. Total Components of Ending Fund Balance (Must Equal the Total in Section C)			\$ (36,525.00)

E. Narrative Explanation for this Revision - Must be Completed

2019-20 First Interim Adjustment based on projections for remainder of fiscal year.

F. School District Certification - Must be Completed

NAME OF SCHOOL DISTRICT CONTACT PERSON Andrea Reynolds		TELEPHONE NUMBER OF CONTACT PERSON (562) 943-0211	EMAIL ADDRESS OF CONTACT PERSON areynolds@ljsd.org
DATE OF BOARD APPROVAL 12/09/2019	SIGNATURE OF AUTHORIZED SIGNATORY OR DESIGNEE OF THE BOARD 	PRINT NAME AND TITLE Jim Coombs, Superintendent	DATE SIGNED 12/09/2019

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

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

Approved:

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

SIGNATURE OF LOS ANGELES COUNTY SUPERINTENDENT OF SCHOOLS DEPUTY	DATE SIGNED



Budget Adjustment Summary K-12/ROPs/JPAs

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

Submit one (1) certified original of this form.

DISTRICT NUMBER 64766	GL JOURNAL ID NUMBER F1005	FUND NUMBER 21.0
FISCAL YEAR 2019-20	FUND NAME Building Fund	<input type="checkbox"/> UNRESTRICTED <input checked="" type="checkbox"/> RESTRICTED

DATE OF SUMMARY 12/04/2019	NAME OF SCHOOL DISTRICT Lowell Joint School District
--------------------------------------	--

A. Revenues/Other Financing Sources	Object Code	Specific Object Code	Specific Resource Code	Budget Adjustment Increase (Decrease)
1. LCFF Sources	8010-8099			\$ 0.00
2. Federal Revenue	8100-8299			0.00
3. Other State Revenue	8300-8599			0.00
4. Other Local Revenue	8600-8799			0.00
5. Interfund Transfers In	8900-8929			0.00
6. All Other Financing Sources	8930-8979			(270,000.00)
7. Contributions	8980-8999			0.00
8. Total Revenues/Other Financing Sources				\$ (270,000.00)

B. Expenditures/Other Financing Uses	Object Code	Resource Code (Optional)	Budget Adjustment Increase (Decrease)
1. Certificated Personnel Salaries	1000-1999		\$ 0.00
2. Classified Personnel Salaries	2000-2999		0.00
3. Employee Benefits	3000-3999		
4. Books and Supplies	4000-4999		0.00
5. Services and Other Operating Expenditures	5000-5999		1,852,620.00
6. Capital Outlay	6000-6999		(980,000.00)
7. Tuition	7100-7199		0.00
8. Interagency Transfers Out	7200-7299		0.00
9. Transfers of Indirect Costs	7300-7399		0.00
10. Debt Service	7430-7439		0.00
11. Interfund Transfers Out	7600-7629		240,015.00
12. All Other Financing Uses	7630-7699		0.00
13. Total Expenditures/Other Financing Uses			\$ 1,112,635.00

C. Subtotal A8 - B13 [This amount will Increase (Decrease) Ending Fund Balance]	\$ (1,382,635.00)
--	--------------------------


NOTES: Line A5 - Interfund Transfers In and Line B11 - Interfund Transfers Out must equal.
Line A7 - Contributions must net to zero at the total fund level.
If Section C is not zero, you must complete Section D on Page 2.

D. Components of Ending Fund Balance	Object Code	Resource Code	Revision Increase (Decrease)
1. Nonspendable Amounts			
Revolving Cash	9711		\$
Stores	9712		
Prepaid Expenditures	9713		
All Others	9719		
Total Nonspendable Amounts			0.00
2. Restricted Amounts			
Restricted	9740		\$ (1,382,635.00)
Total Restricted Amounts			(1,382,635.00)
3. Committed Amounts			
Stabilization Arrangements	9750		\$
Other Commitments	9760		
Total Committed Amounts			0.00
4. Assigned Amounts			
Other Assignments	9780		\$
Total Assigned Amounts			0.00
5. Unassigned/Unappropriated Amounts			
Reserve for Economic Uncertainties	9789		\$
Unassigned/Unappropriated/Unrestricted Net Position	9790		
Total Unassigned/Unappropriated Amounts			0.00
6. Total Components of Ending Fund Balance (Must Equal the Total in Section C)			\$ (1,382,635.00)

E. Narrative Explanation for this Revision - Must be Completed

2019-20 First Interim Adjustment based on projections for remainder of fiscal year.

F. School District Certification - Must be Completed

NAME OF SCHOOL DISTRICT CONTACT PERSON Andrea Reynolds		TELEPHONE NUMBER OF CONTACT PERSON (562) 943-0211	EMAIL ADDRESS OF CONTACT PERSON areynolds@ljsd.org
DATE OF BOARD APPROVAL 12/09/2019	SIGNATURE OF AUTHORIZED SIGNATORY OR DESIGNEE OF THE BOARD 	PRINT NAME AND TITLE Jim Coombs, Superintendent	DATE SIGNED 12/09/2019

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

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

Approved:

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

SIGNATURE OF LOS ANGELES COUNTY SUPERINTENDENT OF SCHOOLS DEPUTY

DATE SIGNED



Budget Adjustment Summary K-12/ROPs/JPAs

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

Submit one (1) certified original of this form.

DISTRICT NUMBER 64766	GL JOURNAL ID NUMBER F1006	FUND NUMBER 25.0
FISCAL YEAR 2019-20	FUND NAME Capital Facilities	<input type="checkbox"/> UNRESTRICTED <input checked="" type="checkbox"/> RESTRICTED

DATE OF SUMMARY 12/04/2019	NAME OF SCHOOL DISTRICT Lowell Joint School District
-------------------------------	---

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

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

C. Subtotal A8 - B13 [This amount will Increase (Decrease) Ending Fund Balance]	\$	0.00
--	-----------	-------------

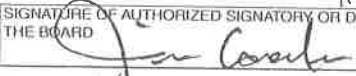
NOTES: Line A5 - Interfund Transfers In and Line B11 - Interfund Transfers Out must equal.
 Line A7 - Contributions must net to zero at the total fund level.
 If Section C is not zero, you must complete Section D on Page 2.

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

E. Narrative Explanation for this Revision - Must be Completed

2019-20 First Interim Adjustment based on projections for remainder of fiscal year.

F. School District Certification - Must be Completed

NAME OF SCHOOL DISTRICT CONTACT PERSON Andrea Reynolds		TELEPHONE NUMBER OF CONTACT PERSON (562) 943-0211	EMAIL ADDRESS OF CONTACT PERSON areynolds@ljsd.org
DATE OF BOARD APPROVAL 12/09/2019	SIGNATURE OF AUTHORIZED SIGNATORY OR DESIGNEE OF THE BOARD 	PRINT NAME AND TITLE Jim Coombs, Superintendent	DATE SIGNED 12/09/2019

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

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

Approved:

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

SIGNATURE OF LOS ANGELES COUNTY SUPERINTENDENT OF SCHOOLS DEPUTY	DATE SIGNED



Budget Adjustment Summary K-12/ROPs/JPAs

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

Submit one (1) certified original of this form.

DISTRICT NUMBER 64766	GL JOURNAL ID NUMBER FI007	FUND NUMBER 40.0
FISCAL YEAR 2019-20	FUND NAME Capital Outlay	<input type="checkbox"/> UNRESTRICTED <input checked="" type="checkbox"/> RESTRICTED

DATE OF SUMMARY 12/04/2019	NAME OF SCHOOL DISTRICT Lowell Joint School District
-------------------------------	---

A. Revenues/Other Financing Sources	Object Code	Specific Object Code	Specific Resource Code	Budget Adjustment Increase (Decrease)
1. LCFF Sources	8010-8099			\$ 0.00
2. Federal Revenue	8100-8299			0.00
3. Other State Revenue	8300-8599			0.00
4. Other Local Revenue	8600-8799			0.00
5. Interfund Transfers In	8900-8929			240,015.00
6. All Other Financing Sources	8930-8979			0.00
7. Contributions	8980-8999			0.00
8. Total Revenues/Other Financing Sources				\$ 240,015.00

B. Expenditures/Other Financing Uses	Object Code	Resource Code (Optional)	Budget Adjustment Increase (Decrease)
1. Certificated Personnel Salaries	1000-1999		\$ 0.00
2. Classified Personnel Salaries	2000-2999		179.00
3. Employee Benefits	3000-3999		0.00
4. Books and Supplies	4000-4999		0.00
5. Services and Other Operating Expenditures	5000-5999		0.00
6. Capital Outlay	6000-6999		0.00
7. Tuition	7100-7199		0.00
8. Interagency Transfers Out	7200-7299		0.00
9. Transfers of Indirect Costs	7300-7399		0.00
10. Debt Service	7430-7439		0.00
11. Interfund Transfers Out	7600-7629		0.00
12. All Other Financing Uses	7630-7699		0.00
13. Total Expenditures/Other Financing Uses			\$ 179.00

C. Subtotal A8 - B13 [This amount will Increase (Decrease) Ending Fund Balance]	\$ 239,836.00
--	----------------------


NOTES: Line A5 - Interfund Transfers In and Line B11 - Interfund Transfers Out must equal.
Line A7 - Contributions must net to zero at the total fund level.
If Section C is not zero, you must complete Section D on Page 2.

D. Components of Ending Fund Balance	Object Code	Resource Code	Revision Increase (Decrease)
1. Nonspendable Amounts			
Revolving Cash	9711		\$
Stores	9712		
Prepaid Expenditures	9713		
All Others	9719		
Total Nonspendable Amounts			0.00
2. Restricted Amounts			
Restricted	9740		\$
Total Restricted Amounts			0.00
3. Committed Amounts			
Stabilization Arrangements	9750		\$
Other Commitments	9760		
Total Committed Amounts			0.00
4. Assigned Amounts			
Other Assignments	9780		\$ 239,836.00
Total Assigned Amounts			239,836.00
5. Unassigned/Unappropriated Amounts			
Reserve for Economic Uncertainties	9789		\$
Unassigned/Unappropriated/Unrestricted Net Position	9790		
Total Unassigned/Unappropriated Amounts			0.00
6. Total Components of Ending Fund Balance (Must Equal the Total in Section C)			\$ 239,836.00

E. Narrative Explanation for this Revision - Must be Completed

2019-20 First Interim Adjustment based on projections for remainder of fiscal year.

F. School District Certification - Must be Completed

NAME OF SCHOOL DISTRICT CONTACT PERSON Andrea Reynolds		TELEPHONE NUMBER OF CONTACT PERSON (562) 943-0211	EMAIL ADDRESS OF CONTACT PERSON areynolds@ljsd.org
DATE OF BOARD APPROVAL 12/09/2019	SIGNATURE OF AUTHORIZED SIGNATORY OR DESIGNEE OF THE BOARD 	PRINT NAME AND TITLE Jim Coombs, Superintendent	DATE SIGNED 12/09/2019

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

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

Approved:

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

SIGNATURE OF LOS ANGELES COUNTY SUPERINTENDENT OF SCHOOLS DEPUTY

DATE SIGNED

LOWELL JOINT SCHOOL DISTRICT
EMPLOYER-EMPLOYEE RELATIONS/PERSONNEL REPORT 2019/20 #5

December 9, 2019

I. CERTIFICATED EMPLOYEES

A. CHANGE OF STATUS

NAME	EFFECTIVE DATE	END DATE	SITE	COMMENT
McDonald, Sheri	11/24/2019		DO	Longevity 5 yrs
Wissman, Marikatherine	12/01/2019		OL	Longevity 5 yrs
De La Haye	12/16/2019	01/10/20	EP	FMLA (AB375)/Baby Bonding

B. STIPENDS/EXTRA DUTY PAY

NAME	EFFECTIVE DATE	END DATE	SITE	COMMENT
Felton, Leslie	11/01/2019		JO	To be paid a total of \$250.00 for being a Master Teacher to CalState Fullerton University. To be paid from CalState Fullerton University
Lickfelt, Robert	11/01/2019		OL	To be paid a total of \$250.00 for being a Master Teacher to CalState Fullerton University. To be paid from CalState Fullerton University,
Borsari, Julie	11/01/19		OL	To be paid a total of \$150.00 for being a Master Teacher to Biola University. To be paid from Biola University.
Behura, Sylvia	11/01/19		RS	To be paid a total of \$150.00 for being a Master Teacher to Biola University. To be paid from Biola University.
Karen Peloquin	11/01/19		OL	To be paid a total of \$150.00 for being a Master Teacher to Biola University. To be paid from Biola University.
Daniel, Kari	11/01/19		EP	To be paid a total of \$150.00 for being a Master Teacher to Biola University. To be paid from Biola University.
Bonnie Tyner	11/01/19		MA	To be paid a total of \$150.00 for being a Master Teacher to Biola University. To be paid from Biola University,
Liles, Amy	11/01/19		JO	To be paid a total of \$150.00 for being a Master Teacher to Biola University. To be paid from Biola University.
Cooke, Kristen	11/01/19		JO	To be paid a total of \$150.00 for being a Master Teacher to Biola University. To be paid from Biola University.
Brimmage, Mary	08/12/19	05/29/20	EP	To be paid \$300.00 per month, not to exceed \$3000.00 for serving as an Intervention Coordinator. To be paid from Title 1. Correction of EER #2 2019-2020
Kane, Carolyn	08/12/19	05/29/20	EP	To be paid \$300.00 per month, not to exceed \$3000.00 for serving as an Intervention Coordinator. To be paid from Supplemental Funds. Correction of EER #2 2019-2020

C. EMPLOYMENT OF SUBSTITUTES EFFECTIVE 08/14/18 FOR THE 2019-2020 SCHOOL YEAR \$131.00 PER DAY RATE AND \$170.00 LONG TERM AND \$65.50 PER HALF DAY RATE AND \$35.00 PER HOUR*

Davis, Summer
Fuller, Duke

*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.

II. CLASSIFIED EMPLOYEES 12-9-19

B. MONTHLY – GENERAL FUND

<u>NAME/ EMPLOYEE ID#</u>	<u>EFFECTIVE DATE</u>	<u>END DATE</u>	<u>RANGE/ STEP</u>	<u>SITE</u>	<u>COMMENTS</u>
FB4502488	11/06/19	12/20/19			Paid Administrative Leave
Barron, Guillermo	09/12/19	12/02/19		MNT	Utility Worker/Medical Leave of Absence
Cardenas, Robert	11/07/19	12/20/19	R21/S2	JO	Night Custodian/Working Out of Class as Day Custodian
Carmona, Diego	11/01/19	12/06/19	R21/S4	OL	Night Custodian/Working Out of Class as Day Custodian
Evanoff, Mary Jo	02/13/20		RN/S6	DO	Executive Asst to the Superintendent- Certificated Personnel/Performance Recognition Increase
Price, Chelle	07/01/19		MGT/S8	DO	Director of Fiscal Services/Reclassified from Fiscal Services Coordinator
Reynolds, Andrea	07/17/19		MGT/S6	DO	Assistant Superintendent of Administrative Services/Step Increase
Vega, Eddy	11/01/19	12/08/19		OL	Day Custodian/Extended Illness Leave

C. HOURLY – GENERAL FUND

<u>NAME/ EMPLOYEE ID#</u>	<u>EFFECTIVE DATE</u>	<u>END DATE</u>	<u>RANGE/ STEP</u>	<u>SITE</u>	<u>COMMENTS</u>
JY8517099	11/22/19				Termination from Probation
Anderson, Danielle	11/01/19			EP	Noon Duty Aide/Permanent Increase of Hours from 1.25 to 3.0
Cantrell, Kristen	11/01/19		\$12.00/hr	MA	Noon Duty Aide/Replacement for Vacancy

Chavez, Alora	11/01/19		\$12.00/hr	OL	Noon Duty Aide/Replacement for Vacancy
Coutts, Carrie	11/01/19		\$12.00/hr	EP	Noon Duty Aide/Replacement for Vacancy
Davis, Summer	11/01/19		\$12.00/hr	JO	Noon Duty Aide/Replacement for Vacancy
Delgado, Veronica	11/01/19		\$12.00/hr	OL	Noon Duty Aide/Replacement for Vacancy
Drogt-Hill, Maria	11/01/19			MG	Noon Duty Aide/Permanent Increase of Hours from 1.25 to 3.25
Egenias, Aurora	08/26/19	12/01/19		JO	Instructional Assistant – RSP/Extended Maternity Leave
Egenias, Aurora	12/02/19	02/07/20		JO	Instructional Assistant-RSP/Parental Baby Bonding Leave
Esparza, Maleena	11/01/19		\$12.00/hr	EP	Noon Duty Aide/Replacement for Vacancy
Estrada, Elizabeth	11/08/19	12/06/19		OL	Bilingual Instructional Assistant/Maternity Leave
Estrada, Elizabeth	12/09/19	02/28/19		OL	Bilingual Instructional Assistant/Parental Baby Bonding Leave
Estrada, Elizabeth	12/03/19		R14/S4	OL	Bilingual Instructional Assistant/Step Increase
Garcia, Hector	12/07/19		R20/S4	MNT	Groundskeeper/Step Increase
Herrera, Nuria	11/01/19			RS	Noon Duty Aide/Permanent Increase of Hours from 1.50 to 3.50
Hutcherson, Janel	12/02/19		R16/S2	JO	Clerk Typist/Replacement for Vacancy
Jacobsen, Brennan	11/01/19		\$12.00/hr	DO	Noon Duty Aide/Substitute
Johnson, Rachel	11/01/19		\$12.00/hr	JO	Noon Duty Aide/Replacement for Vacancy
Locy, Mitchell	11/15/19		R14/S1	DO	Instructional Assistant/Substitute
Locy, Mitchell	11/15/19		R15/S1	DO	Instructional Assistant/Substitute
Lozano, Matthew	12/02/19		R14/S1	DO	Instructional Assistant/Substitute
Lozano, Matthew	12/02/19		R15/S1	DO	Instructional Assistant/Substitute
Lozano, Matthew	12/02/19		R16/S1	DO	Instructional Assistant-ABA/Substitute
Martinez, Daniel	11/01/19		\$12.00/hr	DO	Noon Duty Aide/Substitute
Meza Soto, Katie	12/02/19		R15/S1	OL	Instructional Assistant SH/Mod/Replacement for Vacancy
Mortensen, Shelley	11/01/19			RS	Noon Duty Aide/Permanent Increase of Hours from 1.50 to 3.50
Mularkey, Elaine	11/01/19		\$12.00/hr	OL	Noon Duty Aide/Replacement for Vacancy
Perez, Shari	11/01/19			MG	Noon Duty Aide/Permanent Increase of Hours from 1.25 to 3.0

Price, Sarah	10/04/19	12/04/19		MG	Special Education Support Aide/ Extended Maternity Leave
Roman, Vivian	11/01/19			JO	Noon Duty Aide/Permanent Increase of Hours from 1.25 to 2.75
Schreihart, Jeff	11/01/19			MA	Noon Duty Aide/Permanent Increase of Hours from 1.75 to 3.75
Spurgeon, Tamara	11/01/19			MG	Noon Duty Aide/Permanent Increase of Hours from 1.25 to 3.0
Zercher, Cheri	11/05/19			RS	Noon Duty Aide/Permanent Increase of Hours from 1.50 to 2.50
Van Hoogmoed, Danielle	01/06/20		R15/S1	OL	Instructional Assistant SH/Mod/Replacement for Vacancy

D. 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>
Lawson, Jennifer	11/01/19		R7/S1	OL	Cafeteria Worker/Replacement for Vacancy
Martinez, Daniel	11/01/19		R7/S1	DO	Cafeteria Worker/Substitute
Yzabal, Maria	12/02/19		R7/S1	DO	Cafeteria Worker/Substitute

2019/20 TEACHER SALARY SCHEDULE

Effective July 1, 2019

Effective July 1, 2019, employees shall receive a 2.0% increase to base salary earnings (excluding stipends and other remuneration).

STEP	CLASS 1	CLASS 2	CLASS 3	CLASS 4	CLASS 5
1	46,084	49,374	52,667	55,959	59,249
2	49,374	52,667	55,959	59,249	62,541
3	52,667	55,959	59,249	62,541	65,835
4	55,959	59,249	62,541	65,835	69,125
5	59,249	62,541	65,835	69,125	72,416
6	62,541	65,835	69,125	72,416	75,710
7		69,125	72,416	75,710	79,002
8			75,710	79,002	82,293
9			75,710	82,293	85,585
10			75,710	82,293	88,877
11			75,710	82,293	92,169
12			75,710	82,293	92,169
13			79,411	86,339	96,696
14			79,411	86,339	96,696
15			79,411	86,339	96,696
16			80,054	87,061	97,498
17			80,054	87,061	97,498
18			80,054	87,061	97,498
19			81,340	88,505	99,102
20			81,340	88,505	99,102
21			82,620	89,951	100,706
22			82,620	89,951	100,706
23			83,905	91,396	102,310
24			83,905	91,396	102,310
25			83,905	91,396	102,310
26			85,188	92,838	103,917

CLASS REQUIREMENTS

ALL UNITS ARE SEMESTER UNITS. ONE-QUARTER UNIT = 2/3 SEMESTER UNIT

- CLASS 1 Bachelor's degree and appropriate California Credential.
- CLASS 2 Bachelor's degree and appropriate California Credential, plus 15 approved units obtained after Bachelor's degree.
- CLASS 3 Bachelor's degree and appropriate California Credential, plus 30 approved units obtained after Bachelor's degree.
- CLASS 4 Bachelor's degree and appropriate California Credential, plus 45 approved units obtained after Bachelor's degree, or Master's degree and appropriate California Credential.
- CLASS 5 Bachelor's degree and appropriate California Credential, plus 60 approved units obtained after Bachelor's degree, including Master's degree, or Master's degree and appropriate California Credential, plus 24 approved units obtained after Master's degree.

* Unit members will receive eleven (11) monthly paychecks August through June each school year. For members retiring on or before May 31st, in any school year, those members will receive their eleventh paycheck at the same time as their May paycheck in order to avoid potential State Teachers Retirement System (STRS) penalties for receipt of paid wages during retirement.

Andrea Reynolds

2020/21 TEACHER SALARY SCHEDULE

Effective July 1, 2020

Effective July 1, 2020, employees shall receive a 2.0% increase to base base salary earnings (excluding stipends and other remuneration).

STEP	CLASS 1	CLASS 2	CLASS 3	CLASS 4	CLASS 5
1	47,006	50,361	53,720	57,078	60,434
2	50,361	53,720	57,078	60,434	63,792
3	53,720	57,078	60,434	63,792	67,152
4	57,078	60,434	63,792	67,152	70,508
5	60,434	63,792	67,152	70,508	73,864
6	63,792	67,152	70,508	73,864	77,224
7		70,508	73,864	77,224	80,582
8			77,224	80,582	83,939
9			77,224	83,939	87,297
10			77,224	83,939	90,655
11			77,224	83,939	94,012
12			77,224	83,939	94,012
13			80,999	88,066	98,630
14			80,999	88,066	98,630
15			80,999	88,066	98,630
16			81,655	88,802	99,448
17			81,655	88,802	99,448
18			81,655	88,802	99,448
19			82,967	90,275	101,084
20			82,967	90,275	101,084
21			84,272	91,750	102,720
22			84,272	91,750	102,720
23			85,583	93,224	104,356
24			85,583	93,224	104,356
25			85,583	93,224	104,356
26			86,892	94,695	105,995

CLASS REQUIREMENTS

ALL UNITS ARE SEMESTER UNITS. ONE-QUARTER UNIT = 2/3 SEMESTER UNIT

- CLASS 1 Bachelor's degree and appropriate California Credential.
- CLASS 2 Bachelor's degree and appropriate California Credential, plus 15 approved units obtained after Bachelor's degree.
- CLASS 3 Bachelor's degree and appropriate California Credential, plus 30 approved units obtained after Bachelor's degree.
- CLASS 4 Bachelor's degree and appropriate California Credential, plus 45 approved units obtained after Bachelor's degree, or Master's degree and appropriate California Credential.
- CLASS 5 Bachelor's degree and appropriate California Credential, plus 60 approved units obtained after Bachelor's degree, including Master's degree, or Master's degree and appropriate California Credential, plus 24 approved units obtained after Master's degree.

* Unit members will receive eleven (11) monthly paychecks August through June each school year. For members retiring on or before May 31st, in any school year, those members will receive their eleventh paycheck at the same time as their May paycheck in order to avoid potential State Teachers Retirement System (STRS) penalties for receipt of paid wages during retirement.

AR
12/2/19

LOWELL JOINT SCHOOL DISTRICT
2019/20 CERTIFICATED MANAGEMENT AND SUPERVISORY SALARY SCHEDULE
Effective July 1, 2019

MANAGEMENT POSITIONS	DAYS	COLUMN 1	COLUMN 2	COLUMN 3	COLUMN 4	COLUMN 5	COLUMN 6	COLUMN 7
Assistant Superintendent of Educational Services	247	157,223	159,659	162,089	164,525	166,957	169,384	171,822
Intermediate Principal	217	125,241	127,182	129,117	131,058	132,995	134,929	136,870
Elementary Principal	200	112,610	114,380	116,153	117,926	119,694	121,470	123,239
Assistant Principal	192	99,428	101,192	102,964	104,736	106,508	108,283	110,057
Director of Special Education	217	133,808	135,883	137,953	140,024	142,097	144,162	146,238
Director of Educational Services	217	133,808	135,883	137,953	140,024	142,097	144,162	146,238

SUPERVISORY POSITIONS

Psychologist	187	94,974	96,743	98,518	100,294	102,048	103,835	106,697
Program Specialist	205	106,161	108,044	109,935	111,828	113,718	115,613	117,508

OTHER POSITIONS

District Nurse	185	Appropriate placement on the Teacher Certificated Salary						
Counselor	184	Appropriate placement on the Teacher Certificated Salary						

Management Employees and Supervisory Employees who have served in that capacity the following number of years will receive amounts as listed, in addition to their annual salary:

Management		Supervisory	
5 years	\$4,000	5 years	\$2,500
10 years	\$5,000	10 years	\$3,000
15 years	\$6,000	15 years	\$3,500
20 years	\$7,000	20 years	\$4,000

9/13/19
AR

**LOWELL JOINT SCHOOL DISTRICT
2020/21 CERTIFICATED MANAGEMENT AND SUPERVISORY SALARY SCHEDULE**

Effective July 1, 2020

MANAGEMENT POSITIONS	DAYS	COLUMN 1	COLUMN 2	COLUMN 3	COLUMN 4	COLUMN 5	COLUMN 6	COLUMN 7
Assistant Superintendent of Educational Services	247	160,367	162,852	165,331	167,816	170,296	172,772	175,258
Intermediate Principal	217	127,746	129,726	131,699	133,679	135,655	137,628	139,607
Elementary Principal	200	114,862	116,668	118,476	120,285	122,088	123,899	125,704
Assistant Principal	192	101,417	103,216	105,023	106,831	108,638	110,449	112,258
Director of Special Education	217	136,484	138,601	140,712	142,824	144,939	147,045	149,163
Director of Educational Services	217	136,484	138,601	140,712	142,824	144,939	147,045	149,163

SUPERVISORY POSITIONS

Psychologist	187	96,873	98,678	100,488	102,300	104,089	105,912	108,831
Program Specialist	205	108,284	110,205	112,134	114,065	115,992	117,925	119,858

OTHER POSITIONS

District Nurse	185	Appropriate placement on the Teacher Certificated Salary						
Counselor	184	Appropriate placement on the Teacher Certificated Salary						

Management Employees and Supervisory Employees who have served in that capacity the following number of years will receive amounts as listed, in addition to their annual salary:

Management	Supervisory
5 years \$4,000	5 years \$2,500
10 years \$5,000	10 years \$3,000
15 years \$6,000	15 years \$3,500
20 years \$7,000	20 years \$4,000

11/11/20

**LOWELL JOINT SCHOOL DISTRICT
2019/20 CLASSIFIED MANAGEMENT SALARY SCHEDULE**

Effective July 1, 2019

MANAGEMENT POSITIONS	RANGE 1	RANGE 2	RANGE 3	RANGE 4	RANGE 5	RANGE 6	RANGE 7	RANGE 8
Assistant Superintendent of Administrative Services	12,440	13,095	13,783	14,473	15,196	15,956	16,754	17,591
Assistant Superintendent of Facilities and Operations	11,815	12,406	13,026	13,678	14,363	15,081	15,834	X
Director of Educational & Information Technology	6,665	7,003	7,356	7,725	8,115	8,530	8,955	9,414
Occupational Therapist (11 months)	6,245	6,557	6,886	7,231	7,592	7,973	8,371	8,790
Director of Fiscal Services	5,710	5,996	6,296	6,611	6,942	7,289	7,653	8,035
Bond Contracts and Accounting Compliance Manager	6,109	6,322	6,559	6,809	7,066	7,337	7,616	7,914
Project Manager	6,109	6,322	6,559	6,809	7,066	7,337	7,616	7,914

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

AM
12/12/19

Twelve-month Classified Management employees receive 22 days vacation per year.
* Step increments to be charged to Special Reserve For Capital Outlay Fund

LONGEVITY

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

**LOWELL JOINT SCHOOL DISTRICT
2020/21 CLASSIFIED MANAGEMENT SALARY SCHEDULE**

Effective July 1, 2020

MANAGEMENT POSITIONS	RANGE 1	RANGE 2	RANGE 3	RANGE 4	RANGE 5	RANGE 6	RANGE 7	RANGE 8
Assistant Superintendent of Administrative Services	12,689	13,357	14,059	14,762	15,500	16,275	17,089	17,943
Assistant Superintendent of Facilities and Operations	12,051	12,654	13,287	13,952	14,650	15,383	16,151	X
Director of Educational & Information Technology	6,798	7,143	7,503	7,880	8,277	8,701	9,134	9,602
Occupational Therapist (11 months)	6,370	6,688	7,024	7,376	7,744	8,132	8,538	8,966
Director of Fiscal Services	5,824	6,116	6,422	6,743	7,081	7,435	7,806	8,196
Bond Contracts and Accounting Compliance Manager	6,231	6,448	6,690	6,945	7,207	7,484	7,768	8,072
Project Manager	6,231	6,448	6,690	6,945	7,207	7,484	7,768	8,072

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

AR
12/2/19

Twelve-month Classified Management employees receive 22 days vacation per year.
* Step increments to be charged to Special Reserve For Capital Outlay Fund

LONGEVITY

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

LOWELL JOINT SCHOOL DISTRICT

2019/20 CLASSIFIED CONFIDENTIAL SALARY SCHEDULE

Effective July 1, 2019

RANGE	PERFORMANCE RECOGNITION INCREASES							
	1	2	3	4	5	6	7	8
(A)	3,490	3,665	3,798	4,066	4,273	4,490	4,716	4,956
(B)	3,590	3,770	3,891	4,162	4,376	4,602	4,836	5,081
(C)	3,680	3,864	3,987	4,273	4,490	4,716	4,956	5,202
(D)	3,782	3,972	4,081	4,376	4,602	4,836	5,081	5,333
(E)	3,875	4,068	4,190	4,490	4,716	4,956	5,202	5,469
(F)	3,968	4,166	4,291	4,602	4,836	5,081	5,333	5,604
(G)	4,066	4,270	4,402	4,716	4,956	5,202	5,469	5,742
(H)	4,162	4,370	4,513	4,836	5,081	5,333	5,604	5,893
(I)	4,273	4,487	4,624	4,956	5,202	5,469	5,742	6,034
(J)	4,376	4,595	4,741	5,081	5,333	5,604	5,893	6,186
(K)	4,490	4,714	4,858	5,202	5,469	5,742	6,034	6,346
(L)	4,602	4,832	4,983	5,333	5,604	5,893	6,186	6,500
(M)	4,716	4,952	5,099	5,469	5,742	6,034	6,346	6,665
(N)	4,836	5,078	5,228	5,604	5,893	6,186	6,500	6,830
(O)	4,956	5,203	5,362	5,742	6,034	6,346	6,665	7,003
(P)	5,081	5,335	5,493	5,893	6,186	6,500	6,830	7,176
(Q)	5,202	5,462	5,630	6,034	6,346	6,665	7,003	7,356
(R)	5,333	5,599	5,777	6,186	6,500	6,830	7,176	7,546
(S)	5,469	5,743	5,916	6,346	6,665	7,003	7,356	7,726
(T)	5,604	5,883	6,064	6,500	6,830	7,176	7,546	7,918
(U)	5,742	6,029	6,222	6,665	7,003	7,356	7,726	8,115
(V)	5,893	6,187	6,372	6,830	7,176	7,546	7,918	8,326
(W)	6,034	6,336	6,534	7,003	7,356	7,726	8,115	8,530
(X)	6,186	6,495	6,696	7,176	7,546	7,918	8,326	8,741
(Y)	6,346	6,663	6,866	7,356	7,726	8,115	8,530	8,955
(Z)	6,500	6,826	7,036	7,546	7,918	8,326	8,741	9,183

CONFIDENTIAL EMPLOYEES

Executive Assistant and Secretary to Superintendent
 Administrative Assistant - Business Svcs/Classified Personnel

RANGE

N
I

LONGEVITY

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

- 10 years of service 2.5 %
- 15 years of service 5 %
- 20 years of service 7.5 %
- 25 years of service 10 %
- 30 years of service 12.5%

AR
12/3/19

LOWELL JOINT SCHOOL DISTRICT

2020/21 CLASSIFIED CONFIDENTIAL SALARY SCHEDULE

Effective July 1, 2020

RANGE	PERFORMANCE RECOGNITION INCREASES							
	1	2	3	4	5	6	7	8
(A)	3,560	3,738	3,874	4,147	4,358	4,580	4,810	5,055
(B)	3,662	3,845	3,969	4,245	4,464	4,694	4,933	5,183
(C)	3,754	3,941	4,067	4,358	4,580	4,810	5,055	5,306
(D)	3,858	4,051	4,163	4,464	4,694	4,933	5,183	5,440
(E)	3,953	4,149	4,274	4,580	4,810	5,055	5,306	5,578
(F)	4,047	4,249	4,377	4,694	4,933	5,183	5,440	5,716
(G)	4,147	4,355	4,490	4,810	5,055	5,306	5,578	5,857
(H)	4,245	4,457	4,603	4,933	5,183	5,440	5,716	6,011
(I)	4,358	4,577	4,716	5,055	5,306	5,578	5,857	6,155
(J)	4,464	4,687	4,836	5,183	5,440	5,716	6,011	6,310
(K)	4,580	4,808	4,955	5,306	5,578	5,857	6,155	6,473
(L)	4,694	4,929	5,083	5,440	5,716	6,011	6,310	6,630
(M)	4,810	5,051	5,201	5,578	5,857	6,155	6,473	6,798
(N)	4,933	5,180	5,333	5,716	6,011	6,310	6,630	6,967
(O)	5,055	5,307	5,469	5,857	6,155	6,473	6,798	7,143
(P)	5,183	5,442	5,603	6,011	6,310	6,630	6,967	7,320
(Q)	5,306	5,571	5,743	6,155	6,473	6,798	7,143	7,503
(R)	5,440	5,711	5,893	6,310	6,630	6,967	7,320	7,697
(S)	5,578	5,858	6,034	6,473	6,798	7,143	7,503	7,881
(T)	5,716	6,001	6,185	6,630	6,967	7,320	7,697	8,076
(U)	5,857	6,150	6,346	6,798	7,143	7,503	7,881	8,277
(V)	6,011	6,311	6,499	6,967	7,320	7,697	8,076	8,493
(W)	6,155	6,463	6,665	7,143	7,503	7,881	8,277	8,701
(X)	6,310	6,625	6,830	7,320	7,697	8,076	8,493	8,916
(Y)	6,473	6,796	7,003	7,503	7,881	8,277	8,701	9,134
(Z)	6,630	6,963	7,177	7,697	8,076	8,493	8,916	9,367

CONFIDENTIAL EMPLOYEES

Executive Assistant and Secretary to Superintendent
 Administrative Assistant - Business Svcs/Classified Personnel

RANGE

N
I

LONGEVITY

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

10 years of service 2.5 %
 15 years of service 5 %
 20 years of service 7.5 %
 25 years of service 10 %
 30 years of service 12.5%

AR
12/3/19

LOWELL JOINT SCHOOL DISTRICT
January 13, 2020

To: President Schambeck and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Submission of Williams Litigation Settlement – ACTION
Quarterly Uniform Complaint Report for Quarter
October 1, 2019 – December 31, 2019

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

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

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

To meet the Uniform Complaint Reporting requirements per *Education Code* Section 35186(d), the January 13, 2020, Board agenda will include a Report on the Nature and Resolution of All *Williams Settlement* Complaints received from October 1, 2019 through December 31, 2019.

It is recommended that the submission of the Williams Litigation Settlement – Quarterly Uniform Complaint Report for Quarter October 1, 2019 – December 31, 2019, with zero complaints, be approved, and that the Superintendent or designee be authorized to execute the necessary documents.

Superintendent’s Comment:

APPROVAL RECOMMENDED.



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

**Williams Lawsuit Settlement
Quarterly Report on Uniform Complaints 2019-2020**

District Name: Lowell Joint School District

Date: January 13, 2020

Person completing this form: Mary Jo Evanoff

Title: Executive Asst to Superintendent

Quarter covered by this report (Check One Below):

- | | | |
|---|--------------------------|------------------|
| <input type="checkbox"/> 1st QTR | July 1 to September 30 | Due 18-Oct 2019 |
| <input checked="" type="checkbox"/> 2nd QTR | October 1 to December 31 | Due 17- Jan 2020 |
| <input type="checkbox"/> 3rd QTR | January 1 to March 31 | Due 17-Apr 2020 |
| <input type="checkbox"/> 4th QTR | April 1 to June 30 | Due 17-Jul 2020 |

Date for information to be reported publicly at governing board meeting: January 13, 2020

Please check the box that applies:

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

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

Print Name of District Superintendent Jim Coombs

Signature of District Superintendent _____

Date January 13, 2020

Return the **Quarterly Summary** to:
Williams Legislation Implementation Project
Los Angeles County Office of Education
c/o Kirit Chauhan, Williams Settlement Legislation
9300 Imperial Highway, ASM/Williams ECW 284
Downey, CA 90242

Telephone: (562) 803-8382
FAX: (562) 803-8325
E-Mail: Chauhan_Kirit@lacoed.edu



Orange County Department of Education
Educational Services Division

**Williams Settlement Legislation
Quarterly Report of Uniform Complaints
2019-20**

District: Lowell Joint School District

District Contact: Mary Jo Evanoff

Title: Executive Assistant to the Superintendent/Certificated Personnel

- Quarter #1 July 1 – September 30, 2019 Report due by **October 25, 2019**
- Quarter #2 October 1 – December 31, 2019 Report due by **January 31, 2020**
- Quarter #3 January 1 – March 31, 2020 Report due by **April 24, 2020**
- Quarter #4 April 1 – June 30, 2020 Report due by **July 31, 2020**

Check the box that applies:

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

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

Name of Superintendent: Jim Coombs

Signature of Superintendent: _____ Date: January 13, 2020

Please submit to:

Alicia Gonzalez, Sr. Administrative Assistant
Orange County Department of Education
200 Kalmus Drive, B-1009
P.O. Box 9050, Costa Mesa, CA 92628-9050

Phone: (714) 966-4336 Email: aliciagonzalez@ocde.us Fax: (714) 327-1371

LOWELL JOINT SCHOOL DISTRICT
January 13, 2020

To: President Shambeck and Members, Board of Trustees
From: Jim Coombs, Superintendent of Schools
Subject: Presentation of Audit Report for 2018/19 INFORMATION

Education Code 41020 requires school districts to annually obtain an independent audit report of its financial statements. The firm of Nigro and Nigro performed the 2018/19 financial audit of Lowell Joint School District financial statements.

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

AR:md

Superintendent's Comment:

APPROVAL RECOMMENDED.

LOWELL JOINT SCHOOL DISTRICT
January 13, 2020

To: President Schambeck and Members, Board of Trustees
From: Jim Coombs, Superintendent of Schools
Subject: Approval of the 2018/19 School Accountability Report Cards INFORMATION/
ACTION

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

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

It is recommended that the 2018/19 School Accountability Report Cards, for each school site, be approved, and that the Superintendent or designee be authorized to execute the necessary documents.

Superintendent's Comment:

APPROVAL RECOMMENDED.

El Portal Elementary School

200 North Nada Street • La Habra, CA 90631 • 562-902-4211 • Grades K-6

David Sermeno, Principal

dsermeno@ljsd.org

elportal.ljsd.org



2018-19 School Accountability Report Card Published During the 2019-20 School Year



**Lowell Joint
School District**

A Tradition of Excellence Since 1906

Lowell Joint School District

11019 Valley Home Ave.

Whittier, CA 90603

562.943.0211

www.ljsd.org

District Governing Board

Fred W. Schambeck

President

William A. Hinz

Vice President

Melissa A. Salinas

Clerk

Anastasia M. Shackelford

Member

Karen L. Shaw

Member

District Administration

Mr. Jim Coombs

Superintendent

Dr. Sheri McDonald

**Assistant Superintendent of
Instruction**

Andrea Reynolds

**Assistant Superintendent of
Administrative Services**

Kaleo Igarta

Director of Special Education

Rhonda Esparza

**Director of Curriculum and
Instruction**

Alan Mao

Director of Technology

School Description

It is the mission of El Portal School to create for our students a culture of universal achievement and a strong educational foundation. We encourage and help to develop in students: character, a passion for learning, and academic excellence. It is our goal to provide a strong foundation in America's values, traditions and heritage and to teach our students to embrace the diversity of others on campus and in the community. Our staff, parents, and community members work closely together to help each child reach his or her potential. Collaboration and communication between school and home is an integral part of the success of El Portal Elementary School. We provide an automated phone message system, a parent information email system and a school website. We also utilize social media to communicate with families by way of Twitter, Instagram, and Facebook. Working together as a school community, El Portal offers a safe, child-centered environment that provides students with the essential skills to become life-long learners. El Portal is a school where students and staff approach the learning process eagerly, with enthusiasm, passion, and wonder. The staff provides an atmosphere that fosters creativity, individuality, cooperation, and understanding. The staff is trained in numerous teaching styles and utilizes a variety of strategies to provide an exciting and well-balanced instructional program designed to meet the needs of all students; including Guided Language Acquisition Design (GLAD), Explicit Direct Instruction (EDI), and Thinking Maps. We are a professional learning community dedicated to the development of each and every child. The California Common Core State Standards are comprehensive and challenging; they build skills and knowledge while developing critical thinkers and productive members of society.

El Portal Elementary School offers a wide variety of programs for students. We have an active School-Site Council, a School Safety Team, Green Team, Drama Club, Young Engineers Club, and much more. We offer programs in the arts, music, STEM activities and PE. Our students have opportunities to become involved in the arts through writing clubs, drama, and music. El Portal offers technology integration through our in school Chromebook initiative for all 1st - 6th grade students as well as the use of our STEAM lab for TK - 6th grade. Individual grade levels offer recess tutoring through programs like AIM and Learning at Lunch. Aspire to Increase Motivation (AIM) offers before/after school help for students who struggle in reading and math skills. In May of 2019 El Portal was accepted as a No Excuses University School. As part of this network of schools, El Portal has pledged to make a focused effort to promote a college going culture on our campus and ensure academic success for all students.

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

DRAFT

About the SARC

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

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

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	82
Grade 1	78
Grade 2	70
Grade 3	76
Grade 4	66
Grade 5	73
Grade 6	80
Total Enrollment	525

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.5
American Indian or Alaska Native	0.2
Asian	2.9
Filipino	1.1
Hispanic or Latino	66.5
White	24
Two or More Races	1.9
Socioeconomically Disadvantaged	43
English Learners	16.2
Students with Disabilities	9.7
Homeless	3.6

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials for El Portal Elementary	17-18	18-19	19-20
With Full Credential	21	21	21
Without Full Credential	1	1	1
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Lowell Joint School	17-18	18-19	19-20
With Full Credential	◆	◆	131.6
Without Full Credential	◆	◆	5
Teaching Outside Subject Area of Competence	◆	◆	0

Teacher Misassignments and Vacant Teacher Positions at El Portal Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

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

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

In alignment with the

Textbooks and Instructional Materials

Year and month in which data were collected: December 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	2016-17 Houghton Mifflin Harcourt, Journeys K-5; Big Day TK 2016-17 McGraw-Hill, Study Sync 6-8 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	2014-15 Houghton Mifflin, K-5 Go Math! 2014-15 Big Ideas 6-8 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	2008-09 Macmillan/McGraw-Hill K-3 2008-09 Pearson Scott Forsman 4-6 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	2018-19 Studies Weekly, K-5 2018-19 Discovery, 6 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	1999-00 ¡En español! 7-8 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Health	2008-09 Princeton Health Press- LifeSkills 3-8 2007-08 Human Kinetics- Fitness For Life 2016 Rights, Respect, Responsibility 7-8 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Visual and Performing Arts	Theatre- scripts, costumes, props Instrumental Music- band, string, and percussion instruments, musical scores Choral Music- musical scores Visual Arts- various art materials covering a variety of media, art history prints The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	Grades 9-12 only

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

School Facility Conditions and Planned Improvements (Most Recent Year)

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

Our office area consists of a newly renovated teacher workroom and office and a separate teacher's lounge. Our library is a beautiful facility complete with story steps, cozy corners, and study areas. Our campus has garden areas, is clean, well-manicured and freshly painted. In 2015, El Portal opened it's Science, Technology, Engineering, Art, and Math (STEAM) Lab that all TK-6th grade students use for hands on learning to solve problems in different ways. In 2016, our wireless network was updated in order to provide the speed necessary for the more than 350 Chromebook devices that all of our 2nd - 6th students use in the classrooms.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: December 2019

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

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	60	69	62	61	50	48
Math	60	63	53	54	38	37

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

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	296	295	99.66	68.81
Male	151	150	99.34	64.00
Female	145	145	100.00	73.79
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	203	203	100.00	66.01
White	70	69	98.57	75.36
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	126	126	100.00	60.32
English Learners	74	74	100.00	62.16
Students with Disabilities	38	37	97.37	27.03
Homeless	13	13	100.00	0

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

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

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

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

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

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5			

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

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

**School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	296	295	99.66	62.71
Male	151	150	99.34	64.67
Female	145	145	100	60.69
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	203	203	100	59.11
White	70	69	98.57	72.46
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	126	126	100	52.38
English Learners	74	74	100	51.35
Students with Disabilities	38	37	97.37	18.92
Homeless	13	13	100	0

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

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

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

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

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

State Priority: School Climate

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

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

School Safety Plan

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

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

We review safety procedures monthly with fire drills and lockdown/earthquake drills. El Portal teachers and staff make-up a 'first response' team and are prepared to assist in all safety concerns of campus life. Students practice daily entrance and exit procedures to and from class, to and from recess and lunch, and to and from assemblies. The students are expected to be on their best behavior and follow line rules at all times. The entire student body has practiced being dismissed (as an individual class) from any event in just a few minutes without any talking or disruptions. The staff and students are very proud of their entrance and exit procedures and the orderly fashion in which events are run.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.3	1.8	1.7
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	1.8	2.5	2.5
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

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

Title	Ratio
Academic Counselor*	.0

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

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	25		4		26	1	3		23		3	
1	23		3		24		3		26		3	
2	22	1	2		22		3		22		3	
3	27		2		20	3			25		3	
4	30		1	2	26	1		2	33		1	1
5	33			2	39			2	23	1	2	
6	33		1	1	35			2	31		3	
Other**												

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

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

Professional Development provided for Teachers

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

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,074	\$49,378
Mid-Range Teacher Salary	\$85,000	\$77,190
Highest Teacher Salary	\$99,384	\$96,607
Average Principal Salary (ES)	\$110,612	\$122,074
Average Principal Salary (MS)	\$122,930	\$126,560
Average Principal Salary (HS)	\$0	\$126,920
Superintendent Salary	\$199,500	\$189,346

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	41%	36%
Administrative Salaries	6%	6%

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

Types of Services Funded

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

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

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

DataQuest

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

Internet Access

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

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$6,050	\$372	\$5678	\$87,865
District	N/A	N/A	\$7,036	\$85,119.00
State	N/A	N/A	\$7,506.64	\$77,619.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-21.4	3.0
School Site/ State	-22.6	14.4

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

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



Jordan Elementary School

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

**2018-19 School Accountability Report Card
Published During the 2019-20 School Year**



**Lowell Joint
School District**

A Tradition of Excellence Since 1906

Lowell Joint School District

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

District Governing Board

Fred W. Schambeck
President

William A. Hinz
Vice President

Melissa A. Salinas
Clerk

Anastasia M. Shackelford
Member

Karen L. Shaw
Member

District Administration

Jim Coombs
Superintendent

Dr. Sheri McDonald
**Assistant Superintendent of
Instruction**

Andrea Reynolds
**Assistant Superintendent of
Administrative Services**

Kaleo Igarta
Director of Special Education

TBD
**Director of Curriculum and
Instruction**

Alan Mao
Director of Technology

DRAFT

School Description

Jordan Elementary School spans the border of Los Angeles and Orange Counties in Southern California. It is located 20 miles south of Los Angeles in the tight-knit communities of northeastern Whittier and western La Habra. Jordan Elementary School is part of the Lowell Joint School District which includes five elementary schools and one junior high school. The Lowell Joint School District is a traditional school district which maintains a strong emphasis on academics, character education, and patriotism. Jordan Elementary School has an average enrollment of 441 students in grades TK-6. The school population includes 75% Hispanic, 20% Caucasian, and 5% Other. A total of 88% of the students speak English as a primary language while 12% are English language learners. Jordan Elementary School provides categorical services which include Title I and English Language Development. Special Education includes the resource center model and provides a Speech and Language Specialist. In addition to core academic instruction, all students receive choral instruction weekly and art instruction once a month. Students in grades 3 through 6th have one to one Chromebook devices. Fifth and sixth grade students receive instruction in coding twice weekly.

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

After school enrichment programs are an integral part of Jordan's differentiated experiences that extend our students' learning. Our many after school programs are designed to provide students with a well-rounded educational experience to enhance the whole child. Some of the programs that Jordan Elementary School offers are homework assistance, strings classes, visual arts design, and cross-country. We also engage, inspire, and challenge our students to become productive citizens through participation in our student leadership program. These programs strive to engage and motivate our students to expand their unique talents and abilities and promote a positive school climate.

About the SARC

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

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

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	65
Grade 1	55
Grade 2	58
Grade 3	46
Grade 4	53
Grade 5	60
Grade 6	67
Total Enrollment	404

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Asian	1.7
Filipino	1.2
Hispanic or Latino	78
White	16.6
Two or More Races	1.5
Socioeconomically Disadvantaged	53.7
English Learners	14.9
Students with Disabilities	14.1
Foster Youth	0.5
Homeless	0.2

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials for Jordan Elementary	17-18	18-19	19-20
With Full Credential	18	17	16
Without Full Credential	0	0	2
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Lowell Joint School	17-18	18-19	19-20
With Full Credential	♦	♦	131.6
Without Full Credential	♦	♦	5
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Jordan Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	1	0	0

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

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

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

Textbooks and Instructional Materials

Year and month in which data were collected: December 2018

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	2016-17 Houghton Mifflin Harcourt, Journeys K-5; Big Day TK 2016-17 McGraw-Hill, Study Sync 6-8 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	2014-15 Houghton Mifflin, K-5 Go Math! 2014-15 Big Ideas 6-8th The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	2008-09 Macmillan/McGraw-Hill K-3 2008-09 Pearson Scott Forsman 4-6 2008-09 Pearson Prentice Hall 7-8 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	2019-20 Studies Weekly K-5 2019-20 Discovery Education, Gr. 6: Ancient World History, Gr. 7: Modern History, Gr. 8: World History The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	1999-00 ¡En español! 7-8 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Health	2008-09 Princeton Health Press- LifeSkills 3-8 2007-08 Human Kinetics- Fitness For Life 2016 Rights, Respect, Responsibility 7-8 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Visual and Performing Arts	Theatre- scripts, costumes, props Instrumental Music- band, string, and percussion instruments, musical scores Choral Music- musical scores Visual Arts- various art materials covering a variety of media, art history prints The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	Grades 9-12 only

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

School Facility Conditions and Planned Improvements (Most Recent Year)

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

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

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

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	56	57	62	61	50	48
Math	46	52	53	54	38	37

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

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

CAASPP Test Results in Science for All Students Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

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

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5			

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

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	225	223	99.11	56.95
Male	111	109	98.20	49.54
Female	114	114	100.00	64.04
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	173	173	100.00	55.49
White	37	37	100.00	54.05
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	113	113	100.00	47.79
English Learners	56	54	96.43	48.15
Students with Disabilities	39	39	100.00	20.51
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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

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

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

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	225	225	100	52.44
Male	111	111	100	49.55
Female	114	114	100	55.26
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	173	173	100	49.13
White	37	37	100	59.46
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	113	113	100	45.13
English Learners	56	56	100	53.57
Students with Disabilities	39	39	100	23.08
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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

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

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

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

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

State Priority: School Climate

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

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

School Safety Plan

Staff at Jordan Elementary believe that in order for students to learn they must feel safe at school. To ensure student safety, Jordan Elementary has in place a school-wide discipline plan, a disaster preparedness plan, and a comprehensive school safety plan. School rules and behavior standards are clearly communicated to students at the beginning of the year. Upon returning from Winter Break, students attend a brief assembly to review these expectations. The principal is responsible for making sure the school-wide discipline plan is fairly and consistently enforced. The staff regularly reviews the school wide discipline plan at staff meetings throughout the year.

The disaster preparedness plan is designed to cover emergencies such as fires, earthquakes, and other natural disasters. The plan is reviewed annually with staff so all persons are aware of their roles in the event of a disaster. In addition, the school holds regular fire and earthquake drills so students and staff are familiar with procedures covering both potential events.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.2	2.8	2.3
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	1.8	2.5	2.5
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

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

Title	Ratio
Academic Counselor*	.0

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

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	25	1	2		21		3		18	3		
1	23		2		27		2		28		2	
2	26		2		24		2		29		2	
3	24		2		26		2		23		2	
4	31		2		28		2		27		2	
5	35			1	34			2	30		2	
6	33		1	1	31		2		34			2
Other**												

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

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

Professional Development provided for Teachers

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

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

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

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$44,074	\$49,378
Mid-Range Teacher Salary	\$85,000	\$77,190
Highest Teacher Salary	\$99,384	\$96,607
Average Principal Salary (ES)	\$110,612	\$122,074
Average Principal Salary (MS)	\$122,930	\$126,560
Average Principal Salary (HS)	\$0	\$126,920
Superintendent Salary	\$199,500	\$189,346

Percent of District Budget	District Amount	State Average for Districts in Same Category
Teacher Salaries	41%	36%
Administrative Salaries	6%	6%

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

Types of Services Funded

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

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

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$6,193	\$532	\$5,661	\$81,381
District	N/A	N/A	\$7,036	\$85,119.00
State	N/A	N/A	\$7,506.64	\$77,619.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-21.7	-4.6
School Site/ State	-22.9	6.8

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

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

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

DataQuest

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

Internet Access

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



Macy Elementary School

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

Patricia K. Jacobsen, Principal

pjacobsen@ljsd.org

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

**2018-19 School Accountability Report Card
Published During the 2019-20 School Year**



**Lowell Joint
School District**

A Tradition of Excellence Since 1906

Lowell Joint School District

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

District Governing Board

Fred W. Schambeck
President

William A. Hinz
Vice President

Melissa A. Salinas
Clerk

Anastasia M. Shackelford
Member

Karen L. Shaw
Member

District Administration

Jim Coombs
Superintendent

Dr. Sheri McDonald
**Assistant Superintendent of
Instruction**

Andrea Reynolds
**Assistant Superintendent of
Administrative Services**

Kaleo Igarta
Director of Special Education

TBD
**Director of Curriculum and
Instruction**

Alan Mao
Director of Technology

DRAFT

School Description

MISSION STATEMENT

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

SCHOOL DESCRIPTION

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

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

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

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

About the SARC

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

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

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	75
Grade 1	54
Grade 2	72
Grade 3	80
Grade 4	78
Grade 5	78
Grade 6	82
Total Enrollment	519

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.2
Asian	4.2
Filipino	0.8
Hispanic or Latino	58.2
Native Hawaiian or Pacific Islander	0.4
White	32.8
Two or More Races	1.7
Socioeconomically Disadvantaged	28.5
English Learners	3.7
Students with Disabilities	13.1
Foster Youth	0.6
Homeless	3.7

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials for Macy Elementary	17-18	18-19	19-20
With Full Credential	20	20	20
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Lowell Joint School	17-18	18-19	19-20
With Full Credential	♦	♦	131.6
Without Full Credential	♦	♦	5
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Macy Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

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

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

All adopted core curriculum is reported in the table below.

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

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

Textbooks and Instructional Materials

Year and month in which data were collected: December 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	2016-17 Houghton Mifflin Harcourt, Journeys K-5; Big Day TK 2016-17 McGraw-Hill, Study Sync 6-8 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	2014-15 Houghton Mifflin K-5 Go Math! 2014-15 Houghton Mifflin Big Ideas 6-8 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	2008-09 Macmillan/McGraw-Hill K-3 2008-09 Pearson Scott Forsman 4-6 2008-09 Pearson Prentice Hall 7-8 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	2019-20 Studies Weekly K-5 2019-20 Discovery Education, Gr. 6: Ancient World History, Gr. 7: Modern History, Gr. 8: World History The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	1999-00 ¡En español! 7-8 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Health	2008-09 Princeton Health Press - LifeSkills 3-8 2007-08 Human Kinetics- Fitness For Life 2016 Rights, Respect, Responsibility 7-8 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Visual and Performing Arts	Theatre- scripts, costumes, props Instrumental Music- band, string, and percussion instruments, musical scores Choral Music- musical scores Visual Arts- various art materials covering a variety of media, art history prints The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	Grades 9-12 only

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Macy School Facility Profile

Built in 1957, Macy Elementary School has five main wings of classrooms first through sixth grade, which also includes the library, two computer labs, the Assistance Room, and three special education rooms. The Macy Kindergartens are connected to the main office building and the teachers' lounge but are designed to have their own privacy and Kindergarten play area. Five separate bungalows make-up the remainder of the classrooms that are not attached to the main wings. A permanent, three-room bungalow houses the school psychologist, the speech and language therapist, and the Macy Conference Room. Macy has a full-functioning kitchen with an attached multi-purpose room that converts into a meeting hall or cafeteria with minimal effort. The district also operates a fee-based, before and after school, daycare program called OPTIONS, which is located in front of the campus, on our southeast corner.

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

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

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

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

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	57	54	62	61	50	48
Math	42	42	53	54	38	37

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

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

CAASPP Test Results in Science for All Students Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

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

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	--	--	--

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

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	317	309	97.48	54.05
Male	159	155	97.48	46.45
Female	158	154	97.47	61.69
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	201	194	96.52	50.00
Native Hawaiian or Pacific Islander	--	--	--	--
White	96	95	98.96	55.79
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	91	90	98.90	42.22
English Learners	31	30	96.77	36.67
Students with Disabilities	47	44	93.62	15.91
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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

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

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

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	317	309	97.48	42.39
Male	159	155	97.48	45.16
Female	158	154	97.47	39.61
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	201	194	96.52	38.14
Native Hawaiian or Pacific Islander	--	--	--	--
White	96	95	98.96	45.26
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	91	90	98.9	30
English Learners	31	30	96.77	26.67
Students with Disabilities	47	44	93.62	11.36
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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

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

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

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

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

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

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

State Priority: School Climate

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

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

School Safety Plan

Macy School Site Council Review of Safety Plan: January 2020

Macy NIMS (National Incident Management System) Reviewed with site personnel: October 2019

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

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

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.5	0.6	1.1
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	1.8	2.5	2.5
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

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

Title	Ratio
Academic Counselor*	.0

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

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	27	1		2	24		2		30		2	
1	23		3		24		3		27		2	
2	23		3		23		3		23		3	
3	24		3		23	1	3		25		3	
4	31		2		37			2	30		2	
5	31		1	1	37			2	32		2	
6	28	1	1	2	35			2	34		1	2
Other**					10	1			11	2		

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

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

Professional Development provided for Teachers

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

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

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

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

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,074	\$49,378
Mid-Range Teacher Salary	\$85,000	\$77,190
Highest Teacher Salary	\$99,384	\$96,607
Average Principal Salary (ES)	\$110,612	\$122,074
Average Principal Salary (MS)	\$122,930	\$126,560
Average Principal Salary (HS)	\$0	\$126,920
Superintendent Salary	\$199,500	\$189,346

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	41%	36%
Administrative Salaries	6%	6%

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

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$6,276	\$1,193	\$5,083	\$88,355
District	N/A	N/A	\$7,036	\$85,119.00

Level	Total	Restricted	Unrestricted	Average Teacher Salary
State	N/A	N/A	\$7,506.64	\$77,619.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-32.2	3.6
School Site/ State	-33.5	15.0

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

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

Types of Services Funded

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

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

DataQuest

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

Internet Access

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



Meadow Green Elementary

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

Matt Cukro, Principal

mcukro@ljsd.org

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

**2018-19 School Accountability Report Card
Published During the 2019-20 School Year**



**Lowell Joint
School District**

A Tradition of Excellence Since 1906

Lowell Joint School District

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

District Governing Board

Fred W. Schambeck
Board President

William A. Hinz
Board Vice President

Melissa A. Salinas
Board Clerk

Anastasia M. Shackelford
Board Member

Karen L. Shaw
Board Member

District Administration

Mr. Jim Coombs
Superintendent

Dr. Sheri McDonald
**Assistant Superintendent of
Educational Services**

Andrea Reynolds
**Assistant Superintendent of
Administrative Services**

David Bennett
**Assistant Superintendent of
Facilities and Operations**

Kaleo Igarta
Director of Special Education

Rhonda Esparza
Director of Educational Services

Alan Mao
Director of Technology

Chelle Price
Director of Fiscal Services

DRAFT

School Description

School Description:

Our goal in 2019/20 will be to continue the tradition of academic excellence at Meadow Green. Our students continue to rank among the highest performing elementary schools not only in the Whittier / La Habra area, but across the state of California on yearly California Smarter Balanced summative assessments in both English Language Arts and Math. Strong results on these rigorous assessments indicate that Meadow Green produces students who are college and career ready!

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

Meadow Green students will continue to learn and master skills in technology that will prepare them for 21st century college and careers. Throughout the year students will utilize technology such as, 1:1 Chromebooks in grades 1-6, iPads in grades TK & K and a Science, Technology, Engineering, Art, and Math (STEAM) Lab for hands-on learning. Using technology regularly allows Meadow Green students to develop 21st century skills in the 4 Cs (communication, collaboration, creativity, and critical thinking). Students in grades 5 and 6 learn and practice computer science and coding skills to prepare them for advanced classes at Rancho Starbuck and at the high school level. Students also receive weekly instruction in music thanks to the generous support of the Lowell Joint Education Foundation. Instruction in Art is also provided throughout the year.

Meadow Green Mission Statement:

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

At Meadow Green Elementary School, we believe:

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

About the SARC

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

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

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	77
Grade 1	65
Grade 2	79
Grade 3	79
Grade 4	74
Grade 5	77
Grade 6	70
Total Enrollment	521

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.7
Asian	6.5
Filipino	1.9
Hispanic or Latino	70.6
White	16.3
Two or More Races	1.7
Socioeconomically Disadvantaged	41.8
English Learners	7.7
Students with Disabilities	7.7
Foster Youth	1.2
Homeless	2.1

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials for Meadow Green	17-18	18-19	19-20
With Full Credential	21	21	21
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Lowell Joint School	17-18	18-19	19-20
With Full Credential	◆	◆	131.6
Without Full Credential	◆	◆	5
Teaching Outside Subject Area of Competence	◆	◆	0

Teacher Misassignments and Vacant Teacher Positions at Meadow Green Elementary

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

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

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

Core textbook adoptions are listed below. In ELA and Math the core program adoptions are all within the past 5 years and are aligned to California Common Core State Standards. After an extensive pilot in 2018/19, LUSD adopted Studies Weekly (K-5) and Discovery (grade 6) and are implementing that program starting in 2019/20. A Science pilot will take place as materials are developed that are fully aligned with the NGSS standards. All adopted and piloted programs are approved by the California Department of Education. The year that programs were adopted are listed below. All materials and textbooks are from the most recent adoption of that subject. All students have their own assigned textbooks and instructional materials. Please see below to supplemental programs that are utilized to support achievement in ELA and Math.

Curricular Area Supplemental Materials Grade

All Thinking Maps TK-6
 MobyMax K-6

Reading/Language Arts

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

Math

MIND Institutes ST Math K-6
 ST Math Fluency- K-6

Textbooks and Instructional Materials

Year and month in which data were collected: October, 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	2016-17 Houghton Mifflin Harcourt, Journeys K-5; Big Day TK 2016-17 McGraw-Hill, Study Sync 6-8 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	2014-15 Houghton Mifflin K-5, Go Math! 2014-15 Houghton Mifflin, Big Ideas 6-8 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	2008-09 Macmillan/McGraw-Hill K-3 2008-09 Pearson Scott Forsman 4-6 2008-09 Pearson Prentice Hall 7-8 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	2019-20 Studies Weekly K-5 2019-20 Discovery Education, Gr. 6: Ancient World History, Gr. 7: Modern History, Gr. 8: World History The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	1999-00 ¡En Español! 7-8 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Health	2008-09 Princeton Health Press- LifeSkills 3-8 2007-08 Human Kinetics- Fitness For Life The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Visual and Performing Arts	Theatre- scripts, costumes, props Instrumental Music- band, string, and percussion instruments, musical scores Choral Music- musical scores Visual Arts- various art materials covering a variety of media, art history prints The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	Grades 9-12 only

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

School Facility Conditions and Planned Improvements (Most Recent Year)

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

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

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

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	72	73	62	61	50	48
Math	61	62	53	54	38	37

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

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

CAASPP Test Results in Science for All Students Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

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

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5			

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

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	302	299	99.01	73.24
Male	156	155	99.36	72.90
Female	146	144	98.63	73.61
Black or African American	--	--	--	--
Asian	16	16	100.00	81.25
Filipino	--	--	--	--
Hispanic or Latino	222	219	98.65	71.69
White	46	46	100.00	76.09
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	132	132	100.00	67.42
English Learners	36	36	100.00	61.11
Students with Disabilities	29	27	93.10	44.44
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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

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

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

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	302	299	99.01	61.87
Male	156	155	99.36	67.74
Female	146	144	98.63	55.56
Black or African American	--	--	--	--
Asian	16	16	100	75
Filipino	--	--	--	--
Hispanic or Latino	222	219	98.65	57.99
White	46	46	100	71.74
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	132	132	100	53.03
English Learners	36	36	100	50
Students with Disabilities	29	27	93.1	33.33
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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

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

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

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

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

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

A number of software programs are also available online so that parents can actively encourage and engage their children in learning at home. These include the MIND Institutes ST Math, Lexia Core 5, MobyMax, and Reading Plus.

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

State Priority: School Climate

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

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

School Safety Plan

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

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

1. **School Crime Assessment:** Meadow Green Elementary School provides compiled school crime information each month for the California Safe School Assessment as mandated by the State of California. This information is analyzed at the school site to determine what steps may be taken to reduce incidents of crime.
2. **Child Abuse Reporting:** Teachers and other school employees are required by law to report any cases of suspected child abuse or child neglect. Reports are investigated by the Department of Social Services to determine if any follow-up on the report is necessary.
3. **Disaster Procedures and NIMS Report:** In order to ensure the safety of students and school personnel, the School Safety committee has created a comprehensive Disaster Preparedness Plan and specific emergency job duties for all staff are clearly defined in the NIMS Report. This Disaster Plan is revised and reviewed annually. Emergency fire drills are held once a month and evaluated for effectiveness. Lockdown and Earthquake drills are routinely practiced throughout the year.
4. **School Discipline:** Meadow Green Elementary School has created a school-wide discipline plan in order to communicate high standards and expectations and to hold students accountable for their behavior. The discipline plan is given to every student and reviewed in student assemblies or classroom presentations. Staff members consistently enforce the school-wide standards. Meadow Green also has a strong positive component to its discipline policy. This includes a PRIDE program of recognition for citizenship, good behavior, and responsibility. An awards program recognizes students for their positive choices. Upper grade students are invited to join the Bully Busters and their focus is to encourage and foster positive interaction between students at school. Meadow Green is in the year two of developing our Positive Behavior Intervention Strategies Plan (PBIS). Tier two defines behavior expectations for all students, in all areas on campus as well as continues with our successful recognition program now in place. Tier two also details interventions and student success programs which are in place to assist a smaller population of children whom need more assistance, guidance and frequent monitoring for improved behavior.
5. **Sexual Harassment Policy:** Meadow Green Elementary School strictly adheres to LSD policies that prohibit sexual harassment or discrimination of any kind.
6. **School-wide Dress Code:** Meadow Green Elementary School believes that a clearly defined dress code contributes to a positive school environment. The primary standards for student dress and grooming include: the student should be neat and clean at school, and the student should not wear clothing that compromises safety or modesty or that is disruptive to the educational process. Each student receives annually a written copy of the school dress code.
7. **Safe and Orderly Environment:** Meadow Green Elementary School believes a safe and orderly environment is necessary to ensure a positive learning experience for all students. Regular supervision of students is the core of creating and maintaining a safe and orderly environment. Teachers, administrators, campus supervisors and parent volunteers consistently supervise and interact with students to reinforce behavioral expectations and safety standards. Staff, students, and parents are all encouraged to support a bully-free campus. Assemblies are held focusing on appropriate behavior with others, and all staff, parents, and students are encouraged to sign a kindness pledge. PBIS - Positive Behavior Intervention Strategies is in place.

The School Safety Plan is reviewed annually with staff. It was last reviewed, updated annually with SSC. It was reviewed and updated and approved by SSC on September 12, 2019.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.3	0.8	0.7
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	1.8	2.5	2.5
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

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

Title	Ratio
Academic Counselor*	.0

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

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	33		1	1	23	1	2		31		2	
1	24		3		21	1	2		22		3	
2	21	1	2		24		3		26		3	
3	25		3		22		3		26		3	
4	30		2		38			2	29		3	
5	36			2	33		1	1	30		3	
6	36			2	36			2	35			2
Other**												

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

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

Professional Development provided for Teachers

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

August 12, 2019- Part 2, LUSD Thinking Maps

October 14, 2019- Thinking Maps- "Setting the Stage."
 April 10, 2020- Thinking Maps- "Response to Text."

There are several early release Mondays that are also utilized for Site Professional Learning Community (PLC) meetings. At PLC meetings, staff focus on one or more of the four essential PLC areas (What do we want students to learn? How will we know if students have learned? What will we do for students who have not learned? What will we do for students have have learned?). Site PLC focus areas are aligned with site goals and programs as developed by the School Site Council based on student achievement measures and are developed by the Principal in collaboration with staff. Topics for 2019/20 include:

- September 16, 2019- ST Math Number Talks
- October 7, 2019- Reading Plus/Lexia & Supporting Special Needs students w/ reinforcements
- December 9, 2019- Targeting Student Needs w/ MobyMax Modules & A2I
- January 13, 2020- Thinking Maps
- March 2, 2020- Analysis of assessment data and development of "finish strong" classroom and grade level plans to maximize student performances on CAASPP and other end of year assessments & A2I
- April 6, 2020- Implementation of 2019 CAASPP assessments in ELA, Math, and Science & A2I
- May 13, 2020- End of year analysis

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

Staff also receive other PD opportunities throughout the year to attend conferences and receive other training. Areas for 2018/19 include, data conferences with administration, STEAM conference, CUE conference, PALS, Restorative Practices, EDI, GLAD, Thinking Maps, A2i, and collaboration for data analysis and curriculum development.

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

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,074	\$49,378
Mid-Range Teacher Salary	\$85,000	\$77,190
Highest Teacher Salary	\$99,384	\$96,607
Average Principal Salary (ES)	\$110,612	\$122,074
Average Principal Salary (MS)	\$122,930	\$126,560
Average Principal Salary (HS)	\$0	\$126,920
Superintendent Salary	\$199,500	\$189,346

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	41%	36%
Administrative Salaries	6%	6%

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

Types of Services Funded

Meadow Green is not currently in program improvement.

Title I funds provide economic assistance to supplement the regular instructional program for educationally disadvantaged students. Expenditures include: Salaries and benefits for small group intervention during and outside of the school day, supplemental materials, supplemental supplies, technology, professional development/conferences, consultants, professional development for data analysis, curriculum development, and professional development, postage, non-capital equipment, and student field trips.

Title I is utilized to support students in need of interventions at Meadow Green as a means to supplement and not supplant our CORE program.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$6,559	\$634	\$5,926	\$85,018
District	N/A	N/A	\$7,036	\$85,119.00
State	N/A	N/A	\$7,506.64	\$77,619.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-17.1	-0.3
School Site/ State	-18.4	11.1

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

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

Meadow Green operates the Title I program as a school-wide Title I program, targeting achievement school-wide. Meadow Green transitioned from a targeted assistance to a school-wide program during the 2018/19 school year, as the number of students from socioeconomically disadvantaged backgrounds increased above 40% of the total school population.

A school may operate a SWP if:

The school's LEA determines that the school serves an eligible attendance area or is a participating school under Section 1113 of the ESEA; and
For the initial year of the schoolwide program:

The school serves a school attendance area in which not less than 40 percent of the children are from low-income families; or

Not less than 40 percent of the children enrolled in the school are from low-income families (34 CFR 200.25[b][1]; ESSA Section 1114[a][1][A]).

A school that serves an eligible school attendance area in which less than 40 percent of the children are from low-income families, or a school for which less than 40 percent of the children enrolled in the school are from such families, may operate a schoolwide program under this section if the school receives a waiver from the State educational agency to do so, after taking into account how a schoolwide program will best serve the needs of the students in the school served in improving academic achievement and other factors (ESSA Section 1114[a][1][B]). Eligible schools are not required to operate the SWP and may choose to remain as a TAS. Additional information about Title I, Part A TAS may be located on the Title I, Part A Targeted Assistance Schools web page.

Comprehensive Needs Assessment

A school operating a SWP must conduct a comprehensive needs assessment of the entire school (ESSA Section 1114[b][6]; 34 CFR 200.26[a][1]). The comprehensive needs assessment is based on academic achievement information about all students in the school, including all groups and migratory children, particularly the needs of those students who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the LEA, and particularly for those students furthest away from demonstrating proficiency, so that all students demonstrate at least proficiency on the State's academic standards (ESSA Section 1114[b][6]; 34 CFR 200.26[a][1] and [b]).

A school operating a SWP must also conduct a comprehensive needs assessment to:

Help the school understand the subjects and skills for which teaching and learning need to be improved (34 CFR 200.26[a][1][i][A]); and

Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards (34 CFR 200.26[a][1][i][B]).

SWP Plan Development

An eligible school operating a SWP shall develop a comprehensive plan, that is:

Developed during a 1-year period, unless the LEA determines, in consultation with the school, that less time is needed to develop and implement the SWP (ESSA Section 1114[b][1]);

Developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan (ESSA Section 1114[b][2]; 34 CFR 200.26[a][2]);

To remain in effect for the duration of the school's participation in a SWP and will be monitored and revised as necessary (ESSA Section 1114[b][3]); and
Regularly monitored and revised as necessary based on student needs and all students have been provided with opportunities to meet the challenging State academic standards (ESSA Section 1114[b][3]);

Available to the LEA, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand (ESSA Section 1114[b][4]); and

If appropriate and applicable, developed and coordinated and integration with other Federal, State, and local services, resources, and programs (ESSA Section 1114[b][5]);

The SWP plan shall include descriptions of strategies that the school will be implementing to address school needs (ESSA Section 1114[b][7][A]) including a description of how such strategies will:

Provide opportunities for all children, including each of the subgroups of students to meet the challenging State academic standards (ESSA Section 1114[b][7][A][i]);

Strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education (ESSA Section 1114[b][7][A][ii]); and

Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards (ESSA Section 1114[b][7][A][iii]).

All activities, strategies, and interventions included in the SWP shall be evidence-based. Evidence-based means the proposed project component is supported by one or more of strong evidence, moderate evidence, promising evidence, or evidence that demonstrates a rationale (34 CFR 77.1[c]).

If programs are consolidated, the SWP plan shall include descriptions of the specific LEA programs and other Federal programs that will be consolidated in the SWP (ESSA Section 1114[b][7][B]).

The SWP school must document how it conducted the comprehensive needs assessment, the results it obtained, and the conclusions it drew from those results (34 CFR Section 200.26[a][3]).

Further, an LEA shall ensure that each SWP plan shall be consolidated into a single plan (EC Section 64001[a]), known as the School Plan for Student Achievement (SPSA). The single plan shall be developed and approved by the schoolsite council (EC sections 64001[c] and 65000[b]). Information regarding the SPSA is located on the Local Control and Accountability Plan (LCAP) web page.

SWP Plan Evaluation

In addition, a school operating a SWP must:

Annually evaluate the implementation of, and results achieved by, the SWP, using data from the State's annual assessments and other indicators of academic achievement (34 CFR 200.26[c][1]);

Determine whether the SWP has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards (34 CFR 200.26[c][2]; and

Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the SWP (34 CFR 200.26[c][3]).
SWP Consolidation of Funds

The SWP may consolidate funds from Federal, State, and local sources to implement the school's comprehensive plan to upgrade its entire educational program (ESSA Section 1114[a][1]; ESSA Section 1114[a][3][A]-[B]; 34 CFR 200.25[e]; 34 CFR Section 200.29[a]).

A SWP school that consolidates and uses funds from any other Federal program:

is not required to meet the statutory or regulatory requirements of that program applicable at the school level; but must meet the intent and purposes of that program to ensure that the needs of the intended beneficiaries (e.g., students, teachers, and parents) of any other federal programs (34 CFR 200.29[b][1]).

must meet the requirements of those programs relating to health; safety; civil rights; student and parental participation and involvement; services to private school children; maintenance of effort; comparability of services; use of Federal funds to supplement, not supplant non-Federal funds; and distribution of funds to SEAs or LEAs (34 CFR 200.29[b][2]).

Is not required to maintain separate fiscal accounting records, by program, that identify the specific activities supported by those particular funds; but must maintain records that demonstrate that the SWP, as a whole, addresses the intent and purposes of each of the Federal programs whose funds were consolidated to support the SWP (ESSA Section 1114[a][3][C] and 34 CFR 200.29[d]).

If a school consolidates and uses funds from migrant education, Indian education, and special education in its SWP, the school must meet specific requirements of such programs (34 CFR 200.29[c]).

Use of Funds in SWP

A school operating a SWP:

is not required to identify particular children as eligible to participate (34 CFR 200.25[c][1]) or provide services that supplement, and do not supplant, the services participating children would otherwise receive if they were not participating in a Title I, Part A program (ESSA Section 1118[b][1]; 34 CFR 200.25[c][2]).

must use funds available under Title I, Part A only to supplement the total amount of funds that would, in the absence of the Federal funds, be made available from non-Federal sources for that school, including funds needed to provide services that are required by law for children with disabilities and children with limited English proficiency. (34 CFR 200.25[d]).

may use Title I, Part A funds to establish or enhance prekindergarten programs for children below the age of 6, such as Even Start programs or Early Reading First programs (ESSA Section 1114[c]; 34 CFR 200.25[f]).

A secondary school operating a SWP may use Title I, Part A funds to operate dual or concurrent enrollment programs that address the needs of low-achieving secondary school students and those at risk of not meeting the challenging State academic standards (ESSA Section 1114[e]).

The SWP shall use funds available to supplement the amount of funds that would, in the absence of Title I, Part A funds, be made available from non-Federal sources for the school (ESSA Section 1114[a][2][B]). Additional information on authorized use of Title I, Part A funds may be located on the Title I, Part A Authorized Use of Funds web page.

SWP Waiver Criteria and Process

SWP waivers may be approved by the CDE if the local governing board approves such a request and if the school meets one or more of the following criteria:

=25 percent student low income;

Graduation rate is below state average;

Local governing board recommends that the SWP is the best way to serve the student population;

=30 percent English Learner student population;

School has been identified for comprehensive or targeted support; or

School has been identified as the lowest 5 percent of low performing schools.

Once the local governing board approves the waiver request, the school must then complete the following:

Conduct a Needs Assessment

Develop a SWP Plan

Obtain the local governing board approval of the SWP Plan

The LEA will indicate dates of the local governing board approval of the SWP status including the waiver in the Notification of Authorization of SWP report in the Consolidated Application Reporting System.

A school may begin to operate the SWP on the day the local governing board approved the SWP plan (ESSA Section 1114[b][1][B]).

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

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

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

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

DataQuest

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

Internet Access

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



Olita Elementary School

950 South Briercliff Drive • La Habra, CA 90631 • 562.902.4251 • Grades K-6
Krista Van Hoogmoed, Principal
kvanhoogmoed@ljsd.org
Olita.ljsd.org

**2018-19 School Accountability Report Card
Published During the 2019-20 School Year**



**Lowell Joint
School District**

A Tradition of Excellence Since 1906

Lowell Joint School District

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

District Governing Board

Fred W. Schambeck
President

William A. Hinz
Vice President

Melissa A. Salinas
Clerk

Anastasia M. Shackelford
Member

Karen L. Shaw
Member

District Administration

Jim Coombs
Superintendent

Dr. Sheri McDonald
**Assistant Superintendent of
Educational Services**

Andrea Reynolds
**Assistant Superintendent of
Administrative Services**

David Bennett
**Assistant Superintendent of
Facilities and Operations**

Rhonda Esparza
Director of Educational Services

Alan Mao
Director of Technology

Kaleo Igarta
Director of Special Education

Chelle Price
Director of Fiscal Services

DRAFT

School Description

SCHOOL PROFILE

Olita Elementary School is located on 950 S. Briercliff Drive in La Habra, California and is one of five elementary schools and one junior high school in the Lowell Joint School District. Our school serves students in grades Transitional Kindergarten through Sixth Grade with an enrollment of approximately 450 students. There are three special education classes on campus; one mild/moderate class for grades K-3, a mild/moderate for grades 4-6, and one moderate/severe class for medically fragile students grades K-6. Grades one through three have an average of 24 students, while grades four through six average 33 students per class. There are 18 teachers, 13 instructional aides, and 14 support staff.

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

The ethnic distribution of enrollment finds 66% of students Hispanic, 21% of students in the not Hispanic or Latino group, with 13% of our students in other ethnic groups. Six percent of students are English Language Learners.

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

The school's vision is for students to have enthusiasm for learning coupled with strong character traits that will carry them through the years as lifelong learners. This vision is the shared responsibility of students, staff, parents, and community. Staff stresses personal integrity, social responsibility, and our national heritage.

Character building is a strong component of everyday instruction. We have a sequential, spiraled character education program that starts in Kindergarten and follows through to sixth grade. Monthly qualities are taught, rewarded, communicated to parents, and displayed on our marquee and monthly office bulletin board.

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

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

MISSION STATEMENT

Our mission is to encourage each child to develop individual excellence and a desire for lifelong learning so that they can be contributing members of society. To accomplish this, we provide a positive, engaging, and challenging learning environment where all students are given equal access to the core curriculum.

We believe that each child is a unique learner and that children thrive with personal recognition for academic progress and effort. With parents as partners, we have established a nurturing and supportive learning community, where staff work collaboratively and cohesively and share in the responsibility of assisting Olita students in demonstrating positive character traits, tolerance, social skills, effective communication, critical and creative thinking, problem solving, and decision making.

Olita's learning environment supports and empowers each child to become a responsible and productive citizen.

About the SARC

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

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

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	61
Grade 1	39
Grade 2	66
Grade 3	67
Grade 4	54
Grade 5	77
Grade 6	72
Grade 8	1
Total Enrollment	437

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.1
Asian	2.5
Filipino	1.1
Hispanic or Latino	66.6
Native Hawaiian or Pacific Islander	1.1
White	23.6
Two or More Races	1.1
Socioeconomically Disadvantaged	40.7
English Learners	9.8
Students with Disabilities	17.2
Foster Youth	0.5
Homeless	4.1

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials for Olita Elementary	17-18	18-19	19-20
With Full Credential	19	17	19
Without Full Credential	0	2	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Lowell Joint School	17-18	18-19	19-20
With Full Credential	♦	♦	131.6
Without Full Credential	♦	♦	5
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Olita Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

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

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

Textbooks and Instructional Materials

Year and month in which data were collected: November 2017

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	2016-17 Houghton Mifflin Harcourt, Journeys K-5; Big Day TK 2016-17 McGraw-Hill, Study Sync 6-8 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	2014-15 Houghton Mifflin K-5 Go Math 2014-15 Houghton Mifflin 6-8 Big Ideas The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	2008-09 Macmillan/McGraw-Hill K-3 2008-09 Pearson Scott Forsman 4-6 2008-09 Pearson Prentice Hall 7-8 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	2019-20 Studies Weekly K-5 2019-20 Discovery Education, Gr. 6: Ancient World History, Gr. 7: Modern History, Gr. 8: World History The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	2009-10 Language Central The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Health	2008-09 Princeton Health Press- LifeSkills 3-8 2007-08 Human Kinetics- Fitness For Life The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Visual and Performing Arts	Theatre- scripts, costumes, props Instrumental Music- band, string, and percussion instruments, musical scores Choral Music- musical scores Visual Arts- various art materials covering a variety of media, art history prints The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	Grades 9-12 only

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Olita School consists of seven major buildings with five bungalows. There are two wings for the primary classrooms and an additional two wings for the upper-grade classrooms. Kindergarten is separated from the rest of the campus by an enclosed play yard. In addition to the classrooms there is a library, computer lab, speech room, and a school psychologist's room. The central office houses the office manager's station, attendance clerk's office, nurse's office, principal's office, school psychologist's office, lounge, workroom, ELD instructor, with another building for the multi-use and kitchen.

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

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

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

**CAASPP Test Results in ELA and Mathematics for All Students
 Grades Three through Eight and Grade Eleven**

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	54	57	62	61	50	48
Math	52	52	53	54	38	37

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

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

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

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

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5			

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

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	267	260	97.38	56.92
Male	133	128	96.24	53.91
Female	134	132	98.51	59.85
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	178	174	97.75	51.15
Native Hawaiian or Pacific Islander	--	--	--	--
White	64	63	98.44	73.02
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	117	115	98.29	43.48
English Learners	38	37	97.37	40.54
Students with Disabilities	41	37	90.24	32.43
Foster Youth	--	--	--	--
Homeless	12	12	100.00	0

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

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

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

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	267	259	97	52.12
Male	133	128	96.24	50.78
Female	134	131	97.76	53.44
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	178	174	97.75	46.55
Native Hawaiian or Pacific Islander	--	--	--	--
White	64	62	96.88	66.13
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	117	114	97.44	42.11
English Learners	38	37	97.37	37.84
Students with Disabilities	41	36	87.8	22.22
Foster Youth	--	--	--	--
Homeless	12	11	91.67	8.33

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

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

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

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

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

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

Parents are further involved in Student Study Team (SST) meetings, School Site Council (SSC), two parent conferences each year, as tutors in the classroom, assistants to the teacher, signing of assignment books, working as noon duty aides, plus intramural and physical education helpers.

State Priority: School Climate

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

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

School Safety Plan

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

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

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

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

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

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.6	2.1	1.7
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	1.8	2.5	2.5
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

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

Title	Ratio
Academic Counselor*	.0

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

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	21	1	2		16	3			22		2	
1	22		3		24		2		18	2		
2	25		2		27		3		21	1	2	
3	30		2		24		2		33		1	1
4	29		2		32		1	1	25		2	
5	33		1	1	32		2		35			2
6	26	1	2		25	1		2	28	1		2
Other**	15	1			14	1			9	1		

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

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

Professional Development provided for Teachers

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

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

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,074	\$49,378
Mid-Range Teacher Salary	\$85,000	\$77,190
Highest Teacher Salary	\$99,384	\$96,607
Average Principal Salary (ES)	\$110,612	\$122,074
Average Principal Salary (MS)	\$122,930	\$126,560
Average Principal Salary (HS)	\$0	\$126,920
Superintendent Salary	\$199,500	\$189,346

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	41%	36%
Administrative Salaries	6%	6%

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

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$7,375	\$2,024	\$5,351	\$89,197
District	N/A	N/A	\$7,036	\$85,119.00
State	N/A	N/A	\$7,506.64	\$77,619.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-27.2	4.5
School Site/ State	-28.4	15.9

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

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

Types of Services Funded

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

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

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

DataQuest

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

Internet Access

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



Rancho-Starbuck Intermediate School

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

Linda Takacs, Principal

ltakacs@ljsd.org

www.ljsd.org

**2018-19 School Accountability Report Card
Published During the 2019-20 School Year**



**Lowell Joint
School District**

A Tradition of Excellence Since 1906

Lowell Joint School District

11019 Valley Home Ave.

Whittier, CA 90603

562.943.0211

www.ljsd.org

District Governing Board

Fred W. Schambeck

President

William A. Hinz

Vice President

Melissa A. Salinas

Clerk

Anastasia M. Shackelford

Member

Karen L. Shaw

Member

District Administration

Mr. Jim Coombs

Superintendent

Dr. Sheri McDonald

**Assistant Superintendent of
Educational Services**

Andrea Reynolds

**Assistant Superintendent of
Administrative Services**

Kaleo Igarta

Director of Special Education

Alan Mao

Director of Technology

Rhonda Esparza

Director of Educational Services

Chelle Price

Director of Fiscal Services

DRAFT

School Description

Rancho-Starbuck Intermediate School is located in the unincorporated area of southeast Los Angeles County. We are part of the Lowell Joint School District and serve 780 students in the 7th and 8th grades. Rancho-Starbuck was constructed in 1958 and has enjoyed continuous upgrades and maintenance over the years. Our school offers a well stocked, upgraded library and computer technology center with 45 computer stations for individual and classroom use. In addition, our campus offers a separate computer lab for student use with 40 computers. Our Science, Technology, Engineering, and Mathematics (STEM) lab is complete with 30 computer work stations and professional engineering software. Our STEM lab and Art Department use a 3D printer for instructional purposes. All classrooms provide chromebooks for students (1 to 1) and are Google Classrooms. Our technology is regularly updated including document cameras in every classroom. Aeries, a parent/student portal, keeps students and parents regularly updated regarding student progress.

The staff at Rancho-Starbuck School currently has 28 fully-credentialed teachers teaching in their subject area and three part-time educators. Our school team consists of three STAR resource center specialists, one moderate Special Day Class (SDC) classroom, a school psychologist, a part time English Language Development (ELD) teacher, a speech and language specialist, a part time choral music teacher and an instrumental music teacher. There are two administrators: a principal and assistant principal. A full time academic counselor is on staff. Additional support is provided by an office manager, school clerk, attendance clerk, a part-time nurse, full-time librarian, three STAR Center aides, instructional aides, three custodians, four noon duty aides and 3 days of counseling intern support.

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

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

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

Rancho-Starbuck is proud to be a California Distinguished School, Gold Ribbon School and a four time recipient of the California Business for Education Award of Excellence. Rancho-Starbuck is a 2017 National School to Watch and a 2017 and 2019 Golden Bell recipient. Rancho-Starbuck has also been re-designated a national School to Watch in 2019-2020. Our staff is dedicated and nurturing; Rancho-Starbuck is a great place to be!

About the SARC

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

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

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	374
Grade 8	372
Total Enrollment	746

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.7
American Indian or Alaska Native	0.1
Asian	4
Filipino	0.9
Hispanic or Latino	66.5
Native Hawaiian or Pacific Islander	0.4
White	24.8
Two or More Races	0.9
Socioeconomically Disadvantaged	37.9
English Learners	4.2
Students with Disabilities	11.4
Foster Youth	0.1
Homeless	3.1

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials for Rancho-Starbuck	17-18	18-19	19-20
With Full Credential	29.3	28.3	29.6
Without Full Credential	1	1	2
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Lowell Joint School	17-18	18-19	19-20
With Full Credential	♦	♦	131.6
Without Full Credential	♦	♦	5
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Rancho-Starbuck Intermediate School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

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

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

Textbooks and Instructional Materials

Year and month in which data were collected: December 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	2016-2017 McGraw Hill Study Sync 6-8 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	2012-2013 Big Ideas Math 6-8 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	2008-09 Pearson Prentice Hall 7-8 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	2019-20 Studies Weekly K-5 2019-20 Discovery Education, Gr. 6: Ancient World History, Gr. 7: Modern History, Gr. 8: World History The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	1999-00 ¡En español! 7-8 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Health	2008-09 Princeton Health Press- LifeSkills 3-8 2007-08 Human Kinetics- Fitness For Life 2016 Rights, Respect, and Responsibility 7-8 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Visual and Performing Arts	Theatre- scripts, costumes, props Instrumental Music- band, string, and percussion instruments, musical scores Choral Music- musical scores Visual Arts- various art materials covering a variety of media, art history prints The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	Grades 9-12 only

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

School Facility Conditions and Planned Improvements (Most Recent Year)

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

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

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

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	65	60	62	61	50	48
Math	53	53	53	54	38	37

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

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	744	731	98.25	60.33
Male	369	363	98.37	50.14
Female	375	368	98.13	70.38
Black or African American	14	12	85.71	41.67
American Indian or Alaska Native	--	--	--	--
Asian	31	31	100.00	87.10
Filipino	--	--	--	--
Hispanic or Latino	496	487	98.19	54.41
Native Hawaiian or Pacific Islander	--	--	--	--
White	182	180	98.90	70.56
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	284	279	98.24	44.80
English Learners	87	82	94.25	28.05
Students with Disabilities	86	81	94.19	22.22
Foster Youth	--	--	--	--
Homeless	25	25	100.00	0

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

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

CAASPP Test Results in Science for All Students Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

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

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5			

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

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

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

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	745	735	98.66	52.93
Male	369	364	98.64	51.1
Female	376	371	98.67	54.72
Black or African American	14	12	85.71	25
Asian	31	31	100	93.55
Filipino	--	--	--	--
Hispanic or Latino	497	491	98.79	46.64
Native Hawaiian or Pacific Islander	--	--	--	--
White	182	180	98.9	64.44
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	285	281	98.6	41.64
English Learners	87	85	97.7	30.59
Students with Disabilities	86	81	94.19	13.58
Foster Youth	--	--	--	--
Homeless	25	25	100	0

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

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

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

Our parents work closely with Rancho-Starbuck Intermediate School to promote a positive environment and assist with the activities that make Rancho-Starbuck an exciting place to be. Our parent portal keeps parents regularly updated on individual student progress and schoolwide activities. We believe in the importance of strong parent partnerships on campus, and we are proud of our excellent Parent Teacher Association (PTA). We welcome our families through School Site Council (SSC), PTA, REACH, after school sports, and a variety of other parent involvement opportunities including Junior Achievement and Science Olympiad. Parent University, our 4 parent nights presented on campus each year, helps parents with cyber safety and Social Media, college entrance, bullying, and academic updates. Join us! We'd love to have you.

State Priority: School Climate

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

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

School Safety Plan

Rancho-Starbuck believes that there must be a safe and orderly school environment for optimum learning to take place. School rules are clearly communicated to both students and parents. There is a school-wide discipline plan and school rules are fairly and consistently enforced.

The campus is fully fenced to give protection from intruders. All visitors are asked to wear a visitor badge and sign in and out of the school through the use of the Raptor system. Rancho-Starbuck has monthly fire drills, quarterly earthquake drills, lock down drills, and the staff is trained in emergency procedures. We take a proactive approach to safety and include canine drug prevention visits to campus.

The School Safety Plan is annually reviewed and updated. The following implementations endorse the plan: campus emotional, moral and practical assistance such as guidelines for discipline, a strictly enforced dress code, and counseling support for social and emotional wellness. Through a myriad of support services including Mindful Monday, Olweus Bullying program, and Trojan Talks students have a voice on campus and the opportunity to problem solve and provide suggestions for improvement. This, along with an all staff effort to support students and an active parent support system, Rancho-Starbuck meets the needs of all students regarding safety and emotional health and wellness.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	3.6	5.3	6.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	1.8	2.5	2.5
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

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

Title	Ratio
Academic Counselor*	746.0

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

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	29	4	20	3	31	4	4	17	30	4		20
Mathematics	28	4	17	6	27	5	18	5	31		15	10
Science	34		8	10	31	1	10	7	32		10	13
Social Science	33		7	16	32		13	10	30	1	18	5

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Professional Development provided for Teachers

All staff members participate in district-level staff development throughout the year. Explicit Direct Instruction has been implemented and on-going staff development in technology takes place. Argument writing has been a staff focus, and school wide writing rubrics have been developed. Professional development on California State Standards and implementation strategies are also on-going. Extensive training on Next Generation Science Standards has resulted in implementation of those standards in an integrated approach. School departments meet regularly to focus on the standards and provide differentiated instruction to our students. Staff members attend various professional development opportunities in their subject area and on overall student motivation at the junior high level. Rancho-Starbuck is a professional learning community that believes in the importance of staff collaboration. Weekly PLC staff collaboration helps create opportunities for staff to focus on student needs. The focus of staff development is always centered on student success at Rancho-Starbuck.

Four days are provided district wide. The 2019-2020 year focuses on Thinking Maps and Write from the Beginning. At the site level, for the 2019-2020 year, Rancho-Starbuck's focus is reading comprehension, text complexity, and learning to use materials provided to differentiate instruction. Additional PD days are provided by the site to work on those areas.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,074	\$49,378
Mid-Range Teacher Salary	\$85,000	\$77,190
Highest Teacher Salary	\$99,384	\$96,607
Average Principal Salary (ES)	\$110,612	\$122,074
Average Principal Salary (MS)	\$122,930	\$126,560
Average Principal Salary (HS)	\$0	\$126,920
Superintendent Salary	\$199,500	\$189,346

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	41%	36%
Administrative Salaries	6%	6%

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

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$6,211	\$993	\$5,217	\$81,632
District	N/A	N/A	\$7,036	\$85,119.00
State	N/A	N/A	\$7,506.64	\$77,619.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-29.7	-4.3
School Site/ State	-30.9	7.1

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

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

Types of Services Funded

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

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

DataQuest

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

Internet Access

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

LOWELL JOINT SCHOOL DISTRICT
January 13, 2020

To: President Schambeck and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Approval of Independent Contract with Spectrum Assessment Services to provide Professional Development Support for School Psychologists for the 2019/2020 school year. ACTION/RATIFICATION

Arrangements have been made with Spectrum Assessment Services, during the 2019/2020 school year, to provide Professional Development Support for School Psychologists.

The contract would cover the period of January 01, 2020 through June 30, 2020. Services will be rendered at a fee of \$125.00 per hour, not to exceed Ten Thousand Dollars (\$10,000.00). To be paid for out of the Medi-Cal Fund budget.

It is recommended that the independent contract agreement with Spectrum Assessment Services to provide Professional Development Support for School Psychologists for the 2019/2020 school year, be approved for an estimated cost not to exceed Ten Thousand Dollars (\$10,000.00), and that the Superintendent or designee be authorized to execute the agreement.

Superintendent's Comment:

APPROVAL RECOMMENDED.

LOWELL JOINT SCHOOL DISTRICT
January 13, 2020

To: President Shambeck and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Purchase Order Report 2019/20 #6

ACTION/
(RATIFICATION)

In accordance with the law, Purchase Order Report 2019/20 #6 is recommended for approval. The report lists all purchase orders issued October 25, 2019 through November 25, 2019.

AR:md

Attachment

Superintendent's Comment:

APPROVAL RECOMMENDED.

X-B1-1

LOWELL JOINT SCHOOL DISTRICT
January 13, 2020

To: President Shambeck and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Warrant Listing Report 2019/20 #6

ACTION/
(RATIFICATION)

The Warrant Listing Report 2019/20 #6 is recommended for approval. The report lists all warrants issued December 2, 2019, through December 27, 2019.

AR:md

Attachment

Superintendent's Comment:

APPROVAL RECOMMENDED.

X-B2-1

"B" WARRANTS FOR BOARD APPROVAL ON:
January 13, 2020

"B" WARRANT DOCUMENTS : 725 - 1026, 3051 - 3062

1,160,306.17

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
725	COALITION FOR ADEQUATE SCHOOL	717.00
767	SOUTHEAST CONSTRUCTION PROD.-MACY, RS, SUPPLIES	304.75
800	ATKINSON, ANDELSON, LOYA, RUUD-NOV 2019 SVCS	6,675.00
807	ELITE MODULAR LEASING-MAYBROOK PROJECT	143,906.00
813	WHITNEY TAKACS-RS, PURCHASE REIMBURSEMENT	37.88
814	ALAN MAO-TECH, CONF EXPENSE REIMBURSEMENT	24.90
815	JOSE MARQUEZ-TECH, CONF EXP REIMBURSEMENT	30.30
816	RANDI VASQUEZ-TECH, CONF EXP REIMBURSEMENT	39.92
817	DAVID BENNETT-ASST SUPT. CONF EXP REIMBURSEMENT	89.60
818	GAMEZ, AMANDA-RS, CONTRACT SVCS COACH	700.00
820	JENNIFER CHURCH-RS, CONTRACT SVCS COACH	700.00
822	MARK LOPEZ-RS, CONTRACT SVCS COACH	700.00
826	PBK-CONTRACT SVCS, JULY-SEPT 2019 MAYBROOK PROJ	70,902.28
828	SOUTHERN CALIFORNIA NEWS GRP-BOND,ADS FOR BIDS	1,508.00
843	SUBURBAN WATER SYSTEMS-JO, UTILITIES, NOV 2019	4,837.33
846	JTS TECHNOLOGY SERVICES, INC.-DIST, CONSULTANT	6,705.00
847	CITY OF LA HABRA-EP, WATER-NOV 2019	883.36
848	SO CAL EDISON-EP, RS, UTILITIES, NOV 2019	8,235.47
849	SO CAL GAS-JO, MG, RS, M&O-UTILITIES, NOV 2019	240.32
850	FRONTIER-DISTRICT, UTILITIES NOV 2019	2,832.48
851	FRONTIER-DISTRICT, UTILITIES NOV 2019	134.73
852	TIME WARNER CABLE-TECHNOLOGY COMMUNICATIONS	89.07
854	BUG FLIP-DO,JO,MG,RS, SERVICE CALLS	470.00
855	THE HOME DEPOT PRO-MAINTENANCE, STOCK	5,837.97
856	JAMES HARDWARE CO-MAINTENANCE, STOCK	218.55
857	AAA ELECTRIC MOTOR SALES-MG, SUPPLIES	136.09
858	SHERWIN WILLIAMS-JO, RS, SUPPLIES	180.69
870	CITY OF LA HABRA-OLITA, WATER UTILITIES	3,385.05
871	EAST WHITTIER GLASS & MIRROR-JO, SUPPLIES	201.14
872	SO CAL GAS-M&O-UTILITIES, NOV 2019	130.07
873	PDQ RENTALS-RS, EQUIPMENT RENTAL	95.20
874	VERIZON WIRELESS- DISTRICT UTILITIES	1,594.21
875	ABES PLUMBING INC-OLITA, SUPPLIES	1,200.00
876	HAUFFE COMPANY-JORDAN, CONTRACT SVCS	166.00
877	F.M. THOMAS AIR CONDITIONING-RS, BOND	34,754.00
878	DIV OF STATE ARCHITECT-MACY, FEES	28,300.00
879	DIV OF STATE ARCHITECT-MACY, FEES	900.00
880	SUBURBAN WATER SYSTEMS-BOND, PERMITS, FEES	46,688.22
881	SO CAL EDISON-JORDAN, UTILITIES, NOV 2019	4,329.02

882	MARY JO EVANOFF-SUPT OFFC.-PURCH REIMBURSEMENT	116.04
883	SUBURBAN WATER-MACY, MG, RS-UTILITIES NOV 2019	11,979.80
884	SUBURBAN WATER-MAYBROOK PROJ DEPOSIT FEE	36,891.48
887	DEBRA LEES-MAYBROOK, CONTRACT SVCS	1,400.00
888	EDDIE MIJARES-RS, CONTRACT SVCS	625.00
889	PENA, MARY-RS, CONTRACT SVCS	142.50
890	MATTHEW GALLEGOS-RS, CONTRACT SVCS	125.00
891	SHIRLEY TAYLOR-RS, CONTRACT SVCS	250.00
892	SPARKLETTS-RS, WATER, SUPPLIES	128.91
893	SOUTHWEST SCHOOL SUPPLY-ALL SITES, SUPPLIES	11,373.01
899	GT DESIGN-RS, SUPPLIES	187.43
900	JANICE JACOBSEN-MG, OL-ART NOV 2019	504.00
901	JTS TECHNOLOGY SERVICES, INC.-CONTRACT SVCS	6,311.25
902	SPEEDWAY SMOG-MAINTENANCE, TRUCK REPAIRS	144.00
903	UNITED RENTALS EXCHANGE, LLC-M&O, EQUIP RENTAL	313.77
904	VIG SOLUTIONS-OLITA, LAPTOP	616.16
906	WHITTIER CHRISTIAN HIGH SCHOOL-FIELD TRIP BUS	495.00
912	CRZ PATTERSON-BUSINESS SVCS, CONTRACT SVCS	744.36
913	POWERSCHOOL GROUP LLC-DISTRICT SUB FINDER 19/20	2,635.20
914	RCF JIM COOMBS-REVOLVING CASH FUND	7,650.73
916	BULKBOOK STORE-RS, SUPPLIES	1,510.86
917	CAL SCHOOL & SPORT-MG, SUPPLIES	181.87
918	CALIFORNIA SCHOOL NURSES-CONF REGISTRATION	475.00
919	CITY OF SANTA FE SPRINGS-RS, TOURNAMENT FEE	125.00
920	COALITION FOR ADEQUATE SCHOOL-CONF REGISTRATION	100.00
921	COMPLETE BUSINESS SYSTEMS-MG, SUPPLIES	749.60
922	CO OF LOS ANGELES-MAYBROOK FEES	37.00
923	FULLERTON SCHOOL DISTRICT-DISTRICT, SUPPLIES	271.50
924	GARDENA VALLEY NEWS INC.-RS, SUPPLIES	265.00
925	GP GRAPHICS-RS, SUPPLIES	852.15
926	KOURY ENGINEERING & TESTING-SOIL TESTING	6,334.00
927	WHITNEY TAKACS-RS, PURCH REIMBURSEMENT	50.88
928	ATKINSON, ANDELSON, LOYA, RUDD-CONTRACT SVCS	99.00
929	ACSA-DEC 2019 VOLUNTARY DEDUCTIONS	323.15
930	AMERICAN FIDELITY ASSURANCE-DEC 2019 VOL DEDCTNS	10,207.47
931	CA ASSOC OF SCHOOL PSYCHOLOGISTS-DEC 2019	15.50
932	CSEA-NOV 2019 VOLUNTARY DEDUCTIONS	2,887.16
933	CTA-NOV 2019 VOLUNTARY DEDUCTIONS	13,761.61
934	UNITED WAY OF GREATER LA-VOLUNTARY DEDUCTIONS	10.00
935	PACIFIC EDUCATORS, INC.-NOV 2019	77.00
936	THE STANDARD INSURANCE CO.-DEC 2019 VOLUNTARY DEDUCTIONS	5,371.19
937	AMERICAN EXPRESS-NOV 2019 PURCHASES	7,986.49
938	MCI A VERIZON CO.- DISTRICT, SERVICES	5.71
939	SO CAL EDISON-MACY, MAYBROOK, M&O-UTILITIES NOV	968.95
940	SO CAL GAS CO-MACY, OCTOBER 2019 UTILITIES	97.42
941	AUTOZONE-M&O, SUPPLIES	50.36
942	BEST LAWNMOWER, INC.-GROUNDS, STOCK	317.11
943	THE HOME DEPOT PRO-M&O, STOCK	2,453.80

944	JAMES HARDWARE CO-M&O, STOCK	1,015.61
945	UNITED REFRIGERATION, INC.	657.28
948	ELITE MODULAR LEASING-MAYBROOK PROJECT	189,600.00
949	SUPT. COOMBS-DISTRICT, PURCHASE REIMBURSEMENT	94.40
950	DELTA DENTAL-DISTRICT, DEC 2019	1,753.72
952	BEHAVIOR AND EDUCATION INC.-TUITION SVCS	10,340.00
953	GALLAGHER PEDIATRIC THERAPY-TUITION SVCS	2,058.84
954	ICS SERVICE CO-JORDAN MONITORING SVC	100.00
955	INTERQUEST DETECTION-RS, CONTRACT SVCS	215.00
956	J.W. PEPPER & SON, INC.-RS, SUPPLIES	660.54
957	LEADER SERVICES-SPEC ED, SERVICES	169.16
958	LEARNING A-Z-READING LICENSES	989.55
959	MAILFINANCE-DISTRICT, SUPPLIES	481.72
960	MOBY MAX-TECH, LICENSES	3,996.00
961	NEARPOD, INC.-MG, READING LICENSES	2,000.00
962	NORTHERN SPEECH SERVICES-SUPPLIES	238.13
963	OSI HARDWARE-MAINTENANCE, STOCK	667.96
964	OCDE-CONFERENCE REGISTRATION	4,822.50
966	PAR-SPEC ED, FORMS	415.80
967	PELLETS, INC.-OLITA, SUPPLIES	45.00
968	SCHOOL SERVICES OF CA-BUS SVCS, CONTRACT SVC	305.00
969	SPEEDWAY SMOG-MAINTENANCE, TRUCK REPAIRS	58.00
970	COLONIAL CHESTERFIELD-OLITA FIELD TRIP-MAY20	1,125.54
971	CANNINGS HARDWARE LA HABRA - SUPPLIES	31.97
972	GLASBY MAINTENANCE SUPPLY COMP.	4,777.87
973	PLUMBING WHOLESALE OUTLET - MAINTENANCE SERVICE	798.48
974	THE SHERWIN-WILLIAMS - SUPPLIES	1,091.38
975	LOWE'S - PURCHASES	245.17
976	FRONTIER-DISTRICT, UTILITIES NOV 2019	319.85
977	SUBURBAN WATER-JO, DO, UTILITIES NOV 2019	4,009.46
978	GANAHL LUMBER-MAYBROOK, SUPPLIES	49.28
979	PDQ EQUIPMENT RENTAL - MAINTENANCE SERVICE	140.00
980	UNUM LIFE INSURANCE Co-Q1 2020 PREMIUM	542.73
981	READYREFRESH-DO, WATER/SUPPLIES	64.04
982	DEBRA AMOS/ FEEDING DREAMS - CONSULTANT	2,000.00
983	CDW GOVERNMENT - SUPPLIES	581.13
984	COMPLETE BUSINESS SYSTEMS - SUPPLIES	656.20
985	CPI - SUPPLIES	257.90
986	DATA IMPRESSIONS - CHROMEBOOKS/ ACCESSORIES	3,646.54
987	DEMCO - LIBRARY SUPPLIES	124.33
988	FM THOMAS AIR CONDITIONING - LEAK REPAIR/ RS	703.75
989	GREENFIELD LEARNING - READING PLUS LICENSE	2,520.00
992	HOUGHTON MIFFLIN - KINDERGARTEN MATERIALS	68.24
993	DAVID BENNETT - CONFERENCE REIMBURSEMENT	62.70
996	ACTION TROPHY - SUPPLIES	189.44
999	CINTAS FIRE PROTECTION - SERVICES	150.00
1000	FRONITER COMMUNICATIONS- SERVICES	2,890.17
1001	GREEN'S SECURITY CENTERS - MB KEYS	41.43

LOWELL JOINT SCHOOL DISTRICT
January 13, 2020

To: President Schambeck and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Employer-Employee Relations/Personnel Report
2019/20#6 Which Includes Hiring, Resignations,
Contract Adjustments, and Retirements for
Certificated, Classified, and Confidential
Employees

ACTION
(RATIFICATION)

The attached Employer-Employee Relations/Personnel Report 2019/20 #6, which includes hiring, resignations, contract adjustments, and retirements for certificated, classified, and confidential employees has been completed without irregularities and in compliance with the law, District policy, administrative regulations, rules, procedures, and direction of the supervisor and all information has been fully disclosed.

It is recommended that Employer-Employee Relations/Personnel Report 2019/20 #6, which includes hiring, resignations, contract adjustments, and retirements for certificated, classified, and confidential employees, be ratified.

Attachment

JC/me

Superintendent's Comment:

APPROVAL RECOMMENDED.

LOWELL JOINT SCHOOL DISTRICT
EMPLOYER-EMPLOYEE RELATIONS/PERSONNEL REPORT 2019/20 #6

January 13, 2020

I. CERTIFICATED EMPLOYEES

A. CHANGE OF STATUS

NAME	EFFECTIVE DATE	END DATE	SITE	COMMENT
Jacobsen, Susan	09/04/19	01/05/20	MG	FMLA (AB375)/Medical Leave
Suzuki, Angela	01/13/20	05/29/20	EP	FMLA (AB375)/Medical Leave 80%
Davila, Alexandra	08/12/19	05/29/20	EP	20% 1year contract temp 6 th grade El Portal

B. STIPENDS/EXTRA DUTY PAY

NAME	EFFECTIVE DATE		SITE	COMMENT
Lauprecht, Robert	12/01/19		JO	To be paid a total of \$250.00 (9 units) for being a Master Teacher to CSUF University. To be paid from CSUF University.
Palmer, Margaret	12/01/19		OL	Correction of EER #5 2019-20 To be paid a total of \$300.00 for being a Master Teacher to National University. To be paid from National University.
Peloquin, Karen	12/01/19		OL	To be paid a total of \$300.00 for being a Master Teacher to National University. To be paid from National University
Champion, Becky	01/01/20	05/29/20	DO	Stipend to be paid \$1000.00 a month not to exceed \$5,000 for support needed with the upcoming Science adoption to be paid from the action item in the LCAP (Goal 1, Action 12) identified for purchasing of textbooks.

C. SUBSTITUTE CHANGE OF PAY

NAME	EFFECTIVE DATE	END DATE	SITE	COMMENT
Kuitems, Naomi	01/06/20	02/12/20	DO	To be paid special long term rate of \$170.00 for Meadow Green Elementary School for third grade classroom
Davila, Alexandra	01/13/20	05/29/20	DO	To be paid special long term rate of \$170.00 for El Portal Elementary School for Sixth grade classroom (Monday – Thursdays)
Sermeno, Christine	11/01/19	05/29/20	DO	To be paid special long term rate of \$170.00 for Olita Elementary School for Fourth grade teaching position
Aulet- Leon Dominique	12/16/19	01/10/20	DO	To be paid \$131.00 for El Portal School for Resource Specialist

Employment of substitutes effective 08/13/19 for the 2019-20 school year @ 131 per day and \$65.50 per half day rate and \$35.00 per hour (not to exceed six hours) as applicable and to include: professional development, Saturday school, and site support duties, and \$170 long term sub rate.

Tyler Yoder

* It is further recommended that these individuals be approved for substitute teaching at the rate of \$131.00 per day and/or \$35.00 an hour rate (not to exceed six hours) as applicable and to include: Professional Development, Saturday School, Site Support Duties and Intervention

**It is further recommended that the individuals listed in Certificated Salaries for 2019/20 is approved to instruct in the Intervention Programs. The rate of pay is \$35.00/hour and will be paid from Title I or LCFE Supplemental Grant Funds.

**It is further recommended that individuals listed in Certificated Salaries for 2019/20 serve as home school teachers, if needed, for the 2019/20 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 2019/20 school year.

CLASSIFIED EMPLOYEES
January 13, 2020

II. CLASSIFIED EMPLOYEES

B. MONTHLY – GENERAL FUND

<u>NAME/ EMPLOYEE ID#</u>	<u>EFFECTIVE DATE</u>	<u>END DATE</u>	<u>RANGE/ STEP</u>	<u>SITE</u>	<u>COMMENTS</u>
Barron, Guillermo	12/03/19	12/13/19		MNT	Utility Worker/Extended Illness Leave
Cardenas, Robert	12/23/19	02/07/20		JO	Night Custodian/Working out of Class
Carmona, Diego	12/23/19	01/27/20		OL	Night Custodian/Baby Bonding Leave
Evanoff, Mary Jo	02/13/20		CONF R12/S6	DO	Executive Assistant to the Superintendent/Performance Recognition Increase
Mao, Alan	01/22/20		MGT2/S7	DO	Director of Educational and Information Technology/Step Increase
Marin, Luis	02/01/20		R20/S5	MNT	Groundskeeper/Step Increase
Weissman, Catherine	02/03/19		MGT S1	DO	Bond Contracts and Accounting Compliance Manager/Replacement for Vacancy

C. HOURLY – GENERAL FUND

<u>NAME/ EMPLOYEE ID#</u>	<u>EFFECTIVE DATE</u>	<u>END DATE</u>	<u>RANGE/ STEP</u>	<u>SITE</u>	<u>COMMENTS</u>
Castro, Jenny	01/06/20		R16/S1	EP	Instructional Assistant-ABA/Replacement for Vacancy
Hutcherson, Angie	01/07/20		R15/S8	MG	Instructional Assistant/Performance Recognition Increase
Johnson, Fleur	12/09/19		R14/S2	OL	Special Education Support Aide/Replacement for Vacancy
Lopez, Donna	01/26/20		R15/S8 +5%	OL	Instructional Assistant/Longevity
Miller, Brad	12/19/19		\$12.00/hr	DO	Noon Duty Aide/Substitute/Rehire
Munoz, Lauren	01/11/20		R14/S4	RS	Special Education Support Aide/Step Increase
Price, Sarah	12/04/19	01/03/20		MG	Special Education Support Aide/Extended Maternity Leave
Price, Sarah	01/06/20	04/03/19		MG	Special Education Support Aide/Baby Bonding Leave
Serrano, Tena	01/24/20		R18/S8 +7.5 %	RS	School Clerk-Intermediate/Longevity

D. 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>
Abbond, Karey	01/13/20			RS	Cafeteria Worker/Return from Unpaid Leave of Absence
Castro, Nathan	01/07/20		R7/S2	JO	Cafeteria Worker/Step Increase

E. NOON DUTY ASSISTANT MINIMUM WAGE INCREASE

Effective January 1, 2020, noon duty assistant hourly wage increase to \$13.00 per hour per the November 6, 2017, Board approved salary schedule

LOWELL JOINT SCHOOL DISTRICT
January 13, 2020

To: President Schambeck and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Approval of Private Event Agreement with Los Coyotes Country Club ACTION

Arrangements have been made with Los Coyotes Country Club for the use of their facilities on April 29, 2020 for Rancho Starbuck Intermediate School to host the Top 100 Recognition event. A deposit of \$3,000 is due by January 17, 2020 and the balance of \$3,000 due on February 18, 2020. The total cost is \$6,000. Funding for this expenditure will be covered in part by Rancho Starbuck's Donation Account.

It is recommended that the Private Event Agreement with Los Coyotes Country Club at a total cost of \$6,000 be approved and that the Superintendent or designee be authorized to execute the necessary documents.

Superintendent's Comment:

APPROVAL RECOMMENDED.

X-D1-1