

Lowell Joint School District  
Rancho Starbuck Intermediate School  
16430 Woodbrier Ave, Whittier, CA 90604

REGULAR MEETING OF THE BOARD OF TRUSTEES  
June 14, 2021 – 7:30 p.m.

AGENDA

- I. Call to Order 6:30 p.m.  
The opening of closed session is also available via zoom Meeting ID:  
86944308959. To get the password email [helpdesk@ljsd.org](mailto:helpdesk@ljsd.org).

A. Comments from the Public INFORMATION

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

B. Closed Session 6:30 p.m.

1. Pupil Personnel Matters/Advice from Legal Counsel – Existing and Anticipated Litigation (Disclosure of Case Name Would Jeopardize Potential Settlement Negotiations)/Real Property/Liability Claims/Negotiations/ Public Employee Appointments – Discipline – Dismissal – Release (Government Code Section 54957)/ Employer/Employee Relations
2. Superintendent’s Evaluation (Pursuant to Government Code Section 54957)

- C. Regular Session Approximately  
7:30 p.m.  
The Board meeting is also available via zoom Meeting ID:  
86944308959. To get the password email [helpdesk@ljsd.org](mailto:helpdesk@ljsd.org).

II. Preliminary Procedural – Board President

- A. Salute to the Flag
- B. Reporting Out Action (if any) Taken in Closed Session
- C. Introductions and Welcome of Guests
- D. Comments from the Public

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

INFORMATION

- E. Acknowledgement of Correspondence to the Board

INFORMATION

- F. Approval of Agenda

ACTION

- G. Approval of Minutes from the May 3, 2021, Regular Board Meetings

ACTION

III. Topics Not on the Agenda

IV. Reports

INFORMATION

- A. Timely Information from Board and Superintendent – Board President

V. General – Jim Coombs

No Items Except on Consent



VI. Business Services – Andrea Reynolds

- |    |  |  |
|----|--|--|
| A. | Public Hearing for Proposed Adopted 2021/22 Budget   | PUBLIC HEARING/<br>INFORMATION/<br>(FIRST READING) |
| B. | Resolution 2020/21 No. 825 Authorizing Cash Borrowing for Temporary Transfers from the Orange County Treasury  | ACTION/<br>RESOLUTION                              |
| C. | Approval of Amended Agreement Numbers 50622 and 50623 with the Orange County Department of Education (OCDE) for Software Support Services                            | ACTION/<br>RATIFICATION                            |
| D. | Approval of Contract with Los Angeles County Office of Education for the 2021/22 PeopleSoft Financial System   | ACTION   |
| E. | Approval of Revised Schedule A with Los Angeles County Office of Education for PC Products Software  | ACTION/<br>RATIFICATION                            |
| F. | Resolution 2020/21 No. 826 Regarding California Public Employees' Retirement System (CalPERS) Tax Deferred Member Paid Contributions IRC 414(H) (2) Employer Pick-up | ACTION/<br>RESOLUTION                              |
| G. | Resolution 2020/21 No. 827 Regarding California State Teachers Retirement System (CalSTRS) Contributions for RU ID 19570   | ACTION/<br>RESOLUTION                              |
| H. | Approval of Agreements with U.S. Bank National Association as Paying Agent and Bond Registrar  | ACTION   |
| I. | Resolution 2020/21 No. 828 Regarding Approval of Authorization of Signatures on Electronically Printed Checks  | ACTION/<br>RESOLUTION                              |
| J. | Resolution 2020/21 No. 829 Authorization of Approval of Vendor Claims/Orders   | ACTION/<br>RESOLUTION                              |
| K. | Resolution 2020/21 No. 830 Approval of Authorization of Signatures   | ACTION/<br>RESOLUTION                              |

VII. Human Resources – Jim Coombs

No Items Except on Consent

VIII. Educational Services – Sheri McDonald

- |    |  |                 |
|----|--|-----------------|
| A. | District Local Control Accountability Plan (LCAP) Update | PUBLIC HEARING/ |
|----|--|-----------------|

		INFORMATION/ (FIRST READING)
	B. Presentation and Approval of Single School Plans For Student Achievement	INFORMATION/ ACTION
IX.	Facilities & Operations – David Bennett	
	A. Acceptance of the Lowell Joint School District Long Range Facilities Master Plan	ACTION
	B. Ratification of Agreement with Haulaway Storage Containers, Inc. for the One (1) Year Rental, Installation, and Removal of Four (4), 40 Foot Storage Containers at Jordan Elementary School	ACTION/ RATIFICATION
	C. Ratification of Agreement with Suburban Water Systems for Deposit for the Installation of Water Facilities at Jordan Elementary School	ACTION/ RATIFICATION
	D. Authorization to Utilize California Multiple Award Schedule with Playcore Wisconsin, Inc., dba Gametime, (CMAS #4-20-00-0092B, GSA Base Schedule No. 2017001134) for the Purchase of Outdoor Recreational, Playground, and Shade Equipment Districtwide	ACTION
	E. Authorization to Utilize National Cooperative Purchasing Alliance Agreement with Howard Technology Solutions, a Division of Howard Industries, Inc., (RFP #11-15, Contract 01-45) for the Purchase of Electronic Display Technology Districtwide	ACTION
	F. Approval of Agreement with Emery Construction for Removal of Six (6) Portable Classroom Buildings from Jordan Elementary School	ACTION
	G. Approval of Professional Services Agreement, RMA Group, Geological Inspection and Testing Services, Jordan Elementary School	ACTION
	H. Award Exterior Paint Projects at the District Office, Macy Elementary, El Portal Elementary, and Olita Elementary to Various Contractors (CUPCAA Bid #2021-01)	ACTION

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 Agreement with Adams Silva & McNally LLP to provide legal services as required for the 2021/2022 school year   | ACTION/<br>RATIFICATION |
| 2. | Approval of Agreement with Behavior and Education Inc., a Nonpublic Nonsectarian Agency, to Provide additional direct Behavioral Intervention Services for select district students for the 2021/2022 School Year  | ACTION/<br>RATIFICATION |
| 3. | Approval of Independent Contractor Agreement with D & D Consultants, to provide Training for the Speech/Language Pathologists, for the 2021-2022 School Year   | ACTION/<br>RATIFICATION |
| 4. | Approval of Agreement with <i>Albert J. Melaragno MD</i> , to provide signed authorizations for students who receive Occupational Therapy, Physical Therapy and Speech and Language services for the 2021/2022 school year.                              | ACTION/<br>RATIFICATION |
| 5. | Approval of Agreement with <i>Mary Kay Gallagher, Gallagher Pediatric Therapy</i> , a Nonpublic Nonsectarian Agency, to Provide Occupational Therapy Services for a district student placed at WACSEP/Dexter Middle School for the 2021/2022 School Year | ACTION/<br>RATIFICATION |
| 6. | Approval of Agreement with <i>Mary Kay Gallagher, Gallagher Pediatric Therapy</i> , a Nonpublic Nonsectarian Agency, to provide direct physical therapy services and physical therapy evaluative services for assessments for the 2021/2022 School Year  | ACTION/<br>RATIFICATION |
| 7. | Approval of Agreement with Leader Services, Inc. for Medi-Cal LEA Billing Option Claiming Services for the 2021/2022 School Year.  | ACTION/<br>RATIFICATION |
| 8. | Approval of Memorandum of Understanding Between Whittier City Area Cooperative Special Education Program   | ACTION/<br>RATIFICATION |

("WACSEP") and Lowell Joint School District for the school year 2021/2022

- |  |  |                         |
|--|--|-------------------------|
| 9.                                     | Approval of Independent Contractor Agreement with Purchin Consulting Inc., to provide Consultative Services for the Special Education Department for the 2021/2022 School Year | ACTION/<br>RATIFICATION |
| 10.                                    | Approval of Memorandum of Understanding (MOU) Between Lowell Joint School District and <i>Orange County Superintendent of Schools</i> for the 2021/2022 School Year            | ACTION/<br>RATIFICATION |
| 11.                                    | Approval to Pay the Orange County School Boards Association Annual Membership for the 2021/2022 School Year  | ACTION                  |
| 12.                                    | Approval to Pay the Whittier Area Chamber of Commerce Annual Membership for the 2021/2022 School Year  | ACTION                  |
| 13.                                    | Approval to Pay the La Habra Area Chamber of Commerce Annual Membership for the 2021/2022 School Year  | ACTION                  |
| 14.                                    | Approval of Gift / Donations   | ACTION/<br>RATIFICATION |
| 15.                                    | Approval of Educational Fieldwork Agreement with University of Redlands, Effective July1, 2021, through June 30, 2023.   | ACTION                  |
| 16.                                    | Approval of Memorandum of Understanding Internship Program with University of Redlands   | ACTION                  |
| B. Business Services – Andrea Reynolds |  |                         |
| 1.                                     | Purchase Order Report 2020/21 #11  | ACTION/<br>RATIFICATION |
| 2.                                     | Warrant Listing Report 2020/21 #11   | ACTION/<br>RATIFICATION |
| 3.                                     | Resolution 2021/22 No. 831 Authorizing Temporary Cash Borrowing Between Funds  | ACTION/<br>RESOLUTION   |
| 4.                                     | Authorization to Make Appropriation Transfers  | ACTION                  |

5. Approval of Agreement with Administrative Services Cooperative, Inc. for Student Transportation Services for the 2021/22 School Year ACTION
  6. Approval of Agreement with Terry Tao, Attorney at Law, to Provide Legal Services ACTION
  7. Approval of Agreement with Cooperative Organization for the Development of Employment Selection Procedures (CODESP) for Candidate Testing Materials ACTION
- C. Human Resources – Jim Coombs
1. Employer-Employee Relations/Personnel Report 2020/21 #11 Which Includes Hiring, Resignations, Contract Adjustments, and Retirements for Certificated, Classified, and Confidential Employees ACTION/  
RATIFICATION
  2. Approval of the Ratified Confidential Salary Schedule Adding the Assistant to the Superintendent’s Office ACTION/  
RATIFICATION
  3. Approval of the Certificated Management and Supervisory Salary Schedule ACTION/  
RATIFICATION
  4. Approval of the New Nurse Salary Schedule ACTION/  
RATIFICATION
  5. Approval of the New Counselor Salary Schedule ACTION/  
RATIFICATION
- D. Educational Services - Sheri McDonald
1. Approval of Agreement with Orange County Department of Education for GATE Certification Training during the 2021-22 School Year ACTION
  2. Approval of Agreement with Danielle Froelich to Provide GLAD Training on June 3, 2021 ACTION/  
RATIFICATION
- E. Facilities & Operations – David Bennett
1. Acceptance of Notice of Completion, Erickson-Hall Construction Company for HVAC, Roof Replacement, and Associated Work at Olita Elementary School ACTION

XI. Board Member/Superintendent Comments

INFORMATION

XII. Adjournment

ADJOURNMENT

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

Materials related to this agenda submitted to the Board of Trustees less than 72 hours prior to the meeting are available for public inspection by contacting the Superintendent's Office at 11019 Valley Home Avenue, Whittier, CA 90603, or (562) 902-4203 during normal business hours. The next scheduled Lowell Joint School District Board of Trustees Meeting is Monday, June 28, 2021.

Lowell Joint School District  
 Rancho Starbuck Intermediate School  
 16430 Woodbrier Drive, Whittier CA 90604

## MINUTES REGULAR MEETING OF THE BOARD OF TRUSTEES

May 3, 2021

Open Study Session: Master Facilities Macy Campus Tour	The Board of Trustees carried out an Open Study Session: Master Facilities Macy Elementary School Campus Tour at 5:30 p.m. Present were William Hinz, Melissa Salinas, Karen Shaw, Anastasia Shackelford, Jim Coombs, Andrea Reynolds, Sheri McDonald, David Bennett and Mike Arnold the project manager for Erickson Hall.
Call to Order	President Hinz called the meeting to order at 6:30 p.m. and Rancho Starbuck Intermediate School. Video conference was also available via zoom meeting ID # 894 2658 6206 for the Regular Board Meeting of the Board of Trustees, in compliance with Government Code 54953.
Topics Not on the Agenda	None.
Closed Meeting	President Hinz declared the meeting recessed to closed session at 6:30 p.m.
Call to Order	President Hinz called the meeting to order at 7:38 p.m. via video conference zoom meeting ID # 894 2658 6206 for the Regular Board Meeting of the Board of Trustees, in compliance with Government Code 54953.
	The flag salute was led by Karen Shaw the Board of Trustees Vice President.
Trustees Present:	William A. Hinz, Melissa A. Salinas, Karen L. Shaw, Fred W. Schambeck, and Anastasia M. Shackelford
Trustees Absent:	None.
Staff Present:	Jim Coombs, Superintendent of Schools, Sheri McDonald, Assistant Superintendent of Educational Services, 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 Hinz welcomed all guests, Darleene Pullen, CSEA president, Allison Fonti, LJEAs president and LJEAs lead negotiator, Leslie Mangold.
Acknowledgement of Correspondence	None.

- Approval of Agenda It was moved, seconded, and carried by unanimous vote, (5 – 0) to approve the May 3, 2021, Board agenda.
- Approval of Minutes It was moved, seconded, and carried by unanimous vote, (5 – 0) to approve the minutes from the April 5, 2021, Regular Board Meeting.
- Topics Not on the Agenda None.
- Timely Information from the Board and Superintendent None.
- Recognition of the Republican Women’s 2021 Essay Contest Winners Mr. Coombs mentioned that Dr. Spruston and Mrs. Jan Averill were out of town and not able to attend in person for the recognition of the Republican Women’s Essay winners. Mrs. Monica Gunns, the president of the Republican Women’s Association – La Habra, and Vicki Cooke, member, were present.
- Mr. Coombs introduced:  
 Allyson Sanders, the first grade winner from Olita Elementary School  
 Tesla Carrillo, the third grade winner from Olita Elementary School  
 Rafael M. Tafur, the fourth grade winner from El Portal Elementary School  
 Bianca Gisel Martinez, the fifth grade winner from Olita Elementary School  
 Joshua Sweet, the sixth grade winner from Jordan Elementary School  
 Ava Alejandre, the sixth grade winner from Meadow Green Elementary School  
 Rachelle Kotto, the seventh grade winner from Rancho-Starbuck Intermediate School  
 Diana Montiel, the eighth grade winner from Rancho-Starbuck Intermediate School  
 Chloe Helms, the seventh grade art contest winner from Rancho-Starbuck Intermediate School  
 Brooke Chavez, the eighth grade art contest winner from Rancho-Starbuck Intermediate School
- \*\*\*\*\*Recess\*\*\*\*\* President Hinz declared recess at 8:08 p.m. President Hinz reopened the meeting at 8:14 p.m.
- Recognition of 2021 & 2022 Teacher of the Year, 2020 & 2021 Classified Employee of the Year Mr. Coombs introduced Mrs. Tena Serrano, School Clerk at Rancho Starbuck Intermediate School, as the 2020 Classified Employee of the Year to the Board of Trustees. Mrs. Serrano has been with Lowell Joint since 1999. Mr. Hinz presented Mrs. Serrano with a certificate honoring her as the 2020 Classified Employee of the Year.
- Mr. Coombs introduced Mrs. La Reina Ayers, 2<sup>nd</sup> grade teacher at Olita Elementary, as the 2021 Teacher of the Year to the Board of Trustees. Mrs. Ayers has taught at Olita Elementary since 1988. Mr. Hinz presented Mrs. Ayers with a certificate honoring her as the 2021 Teacher of the Year.
- Mr. Coombs introduced Mrs. Beverly Schambeck, Library Tech at Rancho Starbuck Intermediate School, as the 2021 Classified Employee of the Year to the Board of Trustees. Mrs. Schambeck has been with Lowell Joint since 1986. Mr. Hinz presented



Mrs. Schambeck with a certificate honoring her as the 2021 Classified Employee of the Year.

Mr. Coombs introduced Mrs. Rebecca Champion, Teacher on Special Assignment, as the 2022 Teacher of the Year to the Board of Trustees. Mrs. Champion has taught in Lowell Joint since 1999. Mr. Hinz presented Mrs. Champion with a certificate honoring her as the 2022 Teacher of the Year.

\*\*\*\*\*Recess\*\*\*\*\*

President Hinz declared recess at 8:20 p.m. President Hinz reopened the meeting at 8:27 p.m.

Resolution 2020/21 No. 822, Recognizing May 12, 2021, as “Day of the Teacher”

It was moved, seconded, and carried by unanimous roll call vote (5-0) to adopt Resolution 2020/21 No. 822, as attached, Recognizing May 12, 2021, as “Day of the Teacher”, and that the Superintendent or designee be authorized to execute the resolution.

Resolution 2020/21 No. 823, Recognizing May 6, 2021, as “School Nurses Day”

It was moved, seconded, and carried by unanimous roll call vote (5-0) to adopt Resolution 2020/21 No. 823, as attached, Recognizing May 6, 2021, as “School Nurses Day”, and that the Superintendent or designee be authorized to execute the resolution.

Resolution 2020/21 No. 824, Recognizing May 16 – 22, 2021, as “Classified School Employees Week”

It was moved, seconded, and carried by unanimous roll call vote (5-0) to adopt Resolution 2020/21 No. 824, as attached, Recognizing May 16 – 22, 2021, as “Classified School Employees Week”, and that the Superintendent or designee be authorized to execute the resolution.

Approval of the 2020/21 Extended School Year (ESY) Program

It was moved, seconded, and carried by unanimous vote (5 – 0) to approve the 2020-21 extended school year program, and authorized the Superintendent or designee to execute the necessary documents.

Resolution 2020/21 No. 826, Designating the Observance of Lincoln Day on February 14, 2022 and the Observance of Washington Day on February 21, 2022

It was moved, seconded, and carried by unanimous roll call vote (5-0) to adopt Resolution 2020/21 No. 826, as attached, designating the Observance of Lincoln Day on February 14, 2022 and the Observance of Washington Day on February 21, 2022, and that the Superintendent or designee be authorized to execute the necessary documents.

Declaration of Need for Fully Qualified Educators to for the 2021/22 School Year

It was moved, seconded, and carried by unanimous vote (5-0) to approve the Declaration of Need for Fully Qualified Educators for the 2021/22 school year, and authorized the Superintendent or designee to execute the necessary documents.

Expanded Learning Opportunities Grant Plan

School districts must complete ELO Grand plan to receive the ELO grant funds under California *Education Code (EC)* Section 43521(b), submitted to CDE, updated in the actual expenditures by December 1, 2022. It was moved, seconded, and carried by unanimous vote (5-0) to approve the Expanded Learning Opportunities Grant Plan, and

that the Superintendent or designee be authorized to execute the necessary documents.

Approval of Agreement with King Office Services for Relocation Services, Jordan Elementary School, effective May 3, 2021 through May 2, 2022, not to exceed \$15,000.00, (21.0-00000-0-00000-85000-6282-0040000), Measure LL Bond Fund, and that the Superintendent or designee be authorized to execute the necessary documents.

Approval of Agreement with King Office Services for Moving Services during the Jordan Elementary Relocation to Maybrook

Approval of Contract with Silver Creek Industries for the Modular Building Project at Jordan Elementary School

It was moved, seconded, and carried by unanimous vote (5-0) to approve the contract with Silver Creek Industries for the Modular Building Project at Jordan Elementary School, effective May 4, 2021, through May 4, 2023, not to exceed \$3,680,506.94, (21.0-00000-0-00000-85000-6230-0000400), Measure LL, (21.0 Bond Fund), and that the Superintendent or designee be authorized to execute the necessary documents

Approval of Deductive Change Order No. 1 from Erickson Hall Construction for Olita Elementary School Project

It was moved, seconded, and carried by unanimous vote (5-0) to approve Deductive Change Order No. 1, Erickson Hall Construction Company, Lease-Leaseback General Contractor, Olita Elementary School, effective May 3, 2021, not to exceed (\$48,140.00) PO 86010 (21.0-00000-0-00000-85000-6230-0000001) Measure LL (21.0 Bond Fund), and that the Superintendent or designee be authorized to execute the necessary documents.

Resolution 2020-21 No. 825 Approving the Guaranteed Maximum Price of \$8,520,692, and the Lease-Leaseback Contract with Erickson Hall Construction Company for the HVAC, Roof Replacement, Fire Alarm, Sewer, ADA, Modular Buildings, and Related Work at Jordan Elementary School

It was moved, seconded, and carried by unanimous roll call vote (5-0) to adopt Resolution 2020/21 No. 825, as attached, approval of the Guaranteed Maximum price of \$8,520,692 for the Lease-Leaseback Contract with Erickson Hall Construction Company for the HVAC, Roof Replacement, Modular Buildings, Fire Alarm, Sewer, ADA, and Related Work at Jordan Elementary School, and that the Superintendent or designee be authorized to execute the necessary documents.

Consent Calendar

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

Approval of Catapult, to provide Web Hosting Services (CMS), School to Home communication (Connect) and Emergency Management System (EMS) for the District and

Approved the 3 year agreement with Catapult, for Web hosting services for the District and school sites beginning in the 2021/22 school year through the 2023/2024 school year, at a total amount not to exceed \$70,000, and that the Superintendent or designee be authorized to execute the necessary documents.

School Sites Beginning in  
the 2021/22 School Year  
through the 2023/2024  
School Year

Approval of Participation  
Agreement with the  
Orange County  
Superintendent of  
Schools, Region 9 Local  
Educational Consortium  
(LEC) for Processing  
Lowell Joint School  
District's School-Based  
Medi-Cal Administrative  
Activities (SMAA)  
Program for the 2021-  
2022 school year

Approved the Participation Agreement with the Orange County Superintendent of Schools for Processing District's School-Based Medi-Cal Administrative Activities (SMAA) Program for the 2021-2022 school year, and that the Superintendent or designee be authorized to execute the agreement.

Purchase Order Report  
2020/21 #10

Approved Purchase Order Report 2020/21 #10 as attached, which lists all purchase orders issued March 16, 2021, through April 23, 2021.

Warrant Listing Report  
2020/21 #10

Approved Warrant Listing Report 2020/21 #10, as attached, which lists all warrants issued March 15, 2021, through April 23, 2021,

Employer-Employee  
Relations/Personnel  
Report 2020/21 #10

Ratified Employer-Employee Relations/Personnel Report 2020/21 #10, as attached, which includes hiring, resignations, contract adjustments, and retirements for certificated, classified, and confidential employees.

Second Amendment of  
Agreement #11557 with  
Thinking Maps Inc. to  
Provide Professional  
Development During the  
2020-21 School Year.

Approved the Second Amendment with Thinking Maps Inc. for Agreement #11557, total cost for 2 days training is\$3,600.00, the final \$1,800 due after the training in October, funding for this expenditure will be covered by Restricted Lottery and LCAP Supplemental funds, and that the Superintendent or designee be authorized to execute the necessary documents.

Second Amendment of  
Agreement #11558 with  
Thinking Maps Inc. to  
Provide Professional  
Development During the  
2020-21 School Year.

Approved the Second Amendment with Thinking Maps Inc. for Agreement #11558, total cost for 2 days training is\$3,600.00, the final \$1,800 due after the training in October, funding for this expenditure will be covered by Restricted Lottery and LCAP Supplemental funds, and that the Superintendent or designee be authorized to execute the necessary documents.

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

Approved the Second Amendment with Thinking Maps Inc. for Agreement #11559, total cost for 2 days training is\$3,600.00, the final \$1,800 due after the training in October, funding for this expenditure will be covered by Restricted Lottery and LCAP

Development During the  
2020-21 School Year.

Supplemental funds, and that the Superintendent or designee be authorized to execute the necessary documents.

Approval for  
Sale/Disposal of Surplus  
District Property – Jordan  
Elementary School  
Portable Buildings

Approved the sale/disposal of the surplus district property, 6 Portable Classroom Buildings at Jordan Elementary School, effective May 3, 2021, with no financial impact to the District, and that the Superintendent or designee be authorized to execute the necessary documents.

Board  
Member/Superintendent  
Comments

Ms. Shaw spoke of the third generation in her family starting at Meadow Green Elementary School this past month.

Mr. Coombs shared the construction displays, from El Portal, Macy and Olita, of items that were upgraded during the modernization.

Mr. Hinz stated that it was nice to be back in person for our Board of Trustees meetings.

Adjournment

President Hinz declared the meeting adjourned at 8:44 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:

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Clerk/President/Secretary to the Board of Trustees

**LOWELL JOINT SCHOOL DISTRICT**

**RESOLUTION 2020-21 NO. 822**

**A RESOLUTION OF THE BOARD OF TRUSTEES  
OF THE LOWELL JOINT SCHOOL DISTRICT  
OF LOS ANGELES AND ORANGE COUNTIES, CALIFORNIA,  
RECOGNIZING WEDNESDAY, MAY 12, 2021, AS  
“DAY OF THE TEACHER”**

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

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

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

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

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

**WHEREAS**, Wednesday, May 12, 2021, has been designated as “Day of the Teacher” in the State of California;

**NOW, THEREFORE BE IT RESOLVED**, that the Board of Trustees, on behalf of the students, parents, and the community at large, does hereby recognize Wednesday, May 12, 2021, as a day of formal recognition and appreciation of the efforts of the teachers in the Lowell Joint School District.

**APPROVED AND ADOPTED** this 3<sup>rd</sup> day of May, 2021, by the following vote:

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

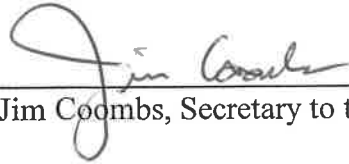
**NOES:** None

**ABSTAIN:** None

**ABSENT:** None

I, Jim Coombs, Secretary to the Board of Trustees of the Lowell Joint School District of Los Angeles and Orange Counties, California, hereby certify that the above and foregoing resolution was duly and regularly adopted by the said Board at a regular meeting thereof held on the 3<sup>rd</sup> day of May, 2021, and passed by a unanimous vote of those present.

**IN WITNESS WHEREOF**, I have hereunto set my hand and seal the 3<sup>rd</sup> day of May, 2021.

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

Jim Coombs, Secretary to the Board of Trustees

**LOWELL JOINT SCHOOL DISTRICT**

**RESOLUTION 2020/21 No. 823**

**A RESOLUTION OF THE BOARD OF TRUSTEES  
OF THE LOWELL JOINT SCHOOL DISTRICT OF  
LOS ANGELES AND ORANGE COUNTIES, CALIFORNIA,  
RECOGNIZING WEDNESDAY, MAY 12, 2021, AS  
“SCHOOL NURSES DAY”**

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

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

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

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

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

**NOW, THEREFORE, BE IT RESOLVED**, the Board of Trustees on behalf of the students, parents, and community at large, does hereby recognize Wednesday, May 12, 2021, as School Nurses Day to support the learning and health needs of California's children to ensure academic success.

**APPROVED AND ADOPTED** this 3<sup>rd</sup> day of May, 2021, by the following vote:

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

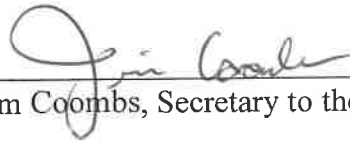
**NOES:** None

**ABSTAIN:** None

**ABSENT:** None

I, Jim Coombs, Secretary to the Board of Trustees of the Lowell Joint School District of Los Angeles and Orange Counties, California, hereby certify that the above and foregoing resolution was duly and regularly adopted by the said Board at a regular meeting thereof held on the 3<sup>rd</sup> day of May, 2021, and passed by a unanimous vote of those present.

**IN WITNESS WHEREOF**, I have hereunto set my hand and seal this 3<sup>rd</sup> day of May, 2021.



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Jim Coombs, Secretary to the Board of Trustees



**LOWELL JOINT SCHOOL DISTRICT**

**RESOLUTION 2020/21 NO. 824**

**A RESOLUTION OF THE BOARD OF TRUSTEES  
OF THE LOWELL JOINT SCHOOL DISTRICT  
OF LOS ANGELES AND ORANGE COUNTIES, CALIFORNIA,  
RECOGNIZING MAY 16 – 22, 2021, AS  
“CLASSIFIED SCHOOL EMPLOYEES WEEK”**

**WHEREAS**, the week of May 16 – 22, 2021, has been designated as “Classified School Employees Week” in the State of California; and

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

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

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

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

**NOW, THEREFORE, BE IT RESOLVED**, that the Board of Trustees on behalf of the students, parents, and community at large, does hereby recognize and wish to honor the contribution of the classified school employees to quality education in the State of California and in the Lowell Joint School District and declares the week of May 16 – 22, 2021, as “Classified School Employee Week” in the Lowell Joint School District.

**APPROVED AND ADOPTED** this 3<sup>rd</sup> day of May, 2021, by the following vote:

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

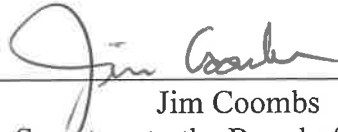
**NOES:** None

**ABSTAIN:** None

**ABSENT:** None

I, Jim Coombs, Secretary to the Board of Trustees of the Lowell Joint School District of Los Angeles and Orange Counties, California, hereby certify that the above foregoing resolution was duly and regularly adopted by the said Board at a regular meeting thereof held on the 3<sup>rd</sup> day of May, 2021, and passed by a unanimous vote of those present.

**IN WITNESS WHEREOF**, I have hereunto set my hand and seal this 3<sup>rd</sup> day of May, 2021.

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

Jim Coombs  
Secretary to the Board of Trustees

LOWELL JOINT SCHOOL DISTRICT  
May 3, 2021

To: President Hinz and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Resolution 2020/21 No. 826, Designating the Observance of Lincoln Day on February 14, 2022 and the Observance of Washington Day on February 21, 2022 ACTION/  
(RESOLUTION)

The Lowell Joint School District 2021/22 School Calendar designates a recess in February on February 14, 2022 and February 21, 2022. This action does not change the recess period in any way, for technical reasons, it is necessary for the Board to designate by resolution that the Lincoln Birthday holiday be held on February 14, 2022 and Washington Birthday holiday be held on February 21, 2022;

The holiday known as "Washington Day" is normally observed on the third Monday in February in accordance with Education Code 37220 (a); and the holiday known as "Lincoln Day" is normally observed on the Monday or Friday of the week in accordance with Education Code 37220 (a). Education Code 37220(e) allows for Governing Boards by Resolution to revise the date upon which the schools of the district close in observance of any of the holidays identified in subdivision (a) except Veteran ' s Day.

The Governing Board of the Lowell Joint School District will observe Lincoln Day on February 14, 2022 and Washington Day on February 21, 2022.

It is recommended that Resolution 2020/21 No. 826, designating the Observance of Lincoln Day on February 14, 2022 and the Observance of Washington Day on February 21, 2022 be adopted, and that the Superintendent or designee be authorized to execute the necessary documents.

Superintendent's Comment:

  
Approved 5/3/21

ADOPTION BY MAJORITY ROLL CALL VOTE.

**LOWELL JOINT SCHOOL DISTRICT**

**RESOLUTION 2020/21 NO. 826**

**A RESOLUTION OF THE BOARD OF TRUSTEES  
OF THE LOWELL JOINT SCHOOL DISTRICT  
OF LOS ANGELES AND ORANGE COUNTIES, CALIFORNIA,  
DESIGNATING THE OBSERVANCE OF LINCOLN DAY ON FEBRUARY 14, 2022  
AND THE OBSERVANCE OF WASHINGTON DAY ON FEBRUARY 21, 2022**

**WHEREAS**, the Lowell Joint School District 2021/22 School Calendar designates a recess in February on February 14, 2022 and February 21, 2022; and,

**WHEREAS**, this action does not change the recess period in any way, for technical reasons, it is necessary for the Board to designate by resolution that the Lincoln Birthday holiday be held on February 14, 2022 and Washington Birthday holiday be held on February 21, 2022; and,

**WHEREAS**, the holiday known as "Washington Day" is normally observed on the third Monday in February in accordance with Education Code 37220 (a); and,

**WHEREAS**, the holiday known as "Lincoln Day" is normally observed on the Monday or Friday of the week in accordance with Education Code 37220 (a); and,

**WHEREAS**, Education Code 37220(e) allows for Governing Boards by Resolution to revise the date upon which the schools of the district close in observance of any of the holidays identified in subdivision (a) except Veteran ' s Day;

**NOW, THEREFORE, BE IT RESOLVED** that the Governing Board of the Lowell Joint School District will observe Lincoln Day on February 14, 2022 and Washington Day on February 21, 2022.

**APPROVED AND ADOPTED THIS 3<sup>rd</sup>** day of May, 2021, at the regular meeting of the Board of Education of the Lowell Joint School District.

**APPROVED AND ADOPTED** this 3<sup>rd</sup> day of May, 2021, by the following vote:

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

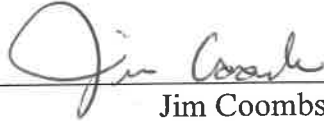
**NOES:** None

**ABSTAIN:** None

**ABSENT:** None

I, Jim Coombs, Secretary to the Board of Trustees of the Lowell Joint School District of Los Angeles and Orange Counties, California, hereby certify that the above foregoing resolution was duly and regularly adopted by the said Board at a regular meeting thereof held on the 3<sup>rd</sup> day of May, 2021, and passed by a unanimous vote of those present.

**IN WITNESS WHEREOF**, I have hereunto set my hand and seal this 3<sup>rd</sup> day of May, 2021.



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Jim Coombs  
Secretary to the Board of Trustees



*A Tradition of Excellence Since 1906*

## Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Lowell Joint School District	Jim Coombs Superintendent	jcoombs@jbsd.org 562.902.4203

The following is the local educational agency's (LEA's) plan for providing supplemental instruction and support to students, including those identified as needing academic, social-emotional, and other supports, including the provision of meals and snacks. The plan will explain how the LEA will use the funds it receives through the Expanded Learning Opportunities (ELO) Grant to implement a learning recovery program for at least the students included in one or more of the following groups: low-income students, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For specific requirements please refer to the Expanded Learning Opportunities Grant Plan Instructions.

### Plan Descriptions

A description of how parents, teachers, and school staff were involved in the development of the plan.

Because of the short timeline involved in developing this plan along side the current planning for the Local Control Accountability Plan (LCAP), discussions related to the development of the Extended Learning Opportunities Grant Plan (ELO) were held during the already scheduled meetings with stakeholders for LCAP input. It was discussed separately from the LCAP process as an opportunity to include one-time dollars in services we would be able to provide for students over the next two years that fit within the seven categories identified for appropriate expenditures. As an elementary district, there was not a great need to provide "supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility". With that in mind, stakeholders were given the opportunity to provide input both during the meeting and as part of a Padlet created to capture the thoughts of various stakeholders for both the LCAP and ELO around the other six identified areas. The Assistant Superintendent of Educational Services met with the Parent Teacher Associations (PTAs) for each school site, with the staff at each school site, the District English Learner Advisory Committee (DELAC), the LCAP Advisory Committee, California School Employees Association (CSEA) for classified staff, and Lowell Joint Education

Association (LJEA) for certificated staff. In addition, communications through the Superintendent's Office in the Healthy Families Update for both staff and parents provided information on potential opportunities for input at meetings as well as regularly scheduled meetings with PTAs. The surveys conducted for the LCAP also provide information from parents, staff, and students that have helped to inform services that we may provide under the Extended Learning Opportunities Grant even though the survey was specific to the LCAP process. Discussions specific to the development of the ELO were also part of both Instructional Cabinet meetings and Principal meetings. The Board of Trustees is updated on a weekly basis through the Superintendent's Office in addition to information shared at regularly scheduled Board meetings once a month.

A description of how students will be identified and the needs of students will be assessed.

We use a variety of universal screeners, benchmarks, and other curricular assessments to determine the academic needs of students as part of our Multi-Tiered System of Supports (MTSS). We will have some assessment data from the state assessments that students will be taking in the coming month as well. As a small district, we monitor our Foster Youth, English learners, and homeless students on a regular basis. With a broader scope of students potentially needing academic, behavioral, and social-emotional supports, we are looking into additional screeners and a better formative assessment system across the district to bring some consistency to the data for monitoring and developing supports. Each site currently uses slightly different measures outside of the district-wide universal screeners and benchmarks which makes it difficult to develop district-wide supports with the greater need to modify Tier 1 instruction. As a district, we have met with iReady as a possible solution to a more robust assessment system for the coming year. Principals have reviewed the system and teachers will also examine the program before a final decision is made in the next few weeks. If not iReady, then another system will be purchased over the course of the summer (with input from stakeholders) in order to meet the greater need for identifying and monitoring the needs of a larger grouping of students academically. The program provides targeted supports based on individual student needs, so this will allow us to build that into our overall MTSS beyond just the assessment component. iReady also includes assessments to identify language development needs. We currently use Las Links for monitoring progress, but it does not have content to then support skill development based on the assessment data. This would allow us to better target the specific needs of our English learner students. We realize that not all students are coming in with academic gaps so we are also looking at how to identify and better serve our gifted and talented students including local norms and multiple assessments so that students are not overlooked due to some possible gaps with disrupted schooling.

We added Covitality, a universal screener for social-emotional needs for grades 4-8, during the pandemic and will continue with that for the coming year to identify those students at greater risk for mental health issues. The counselor, school psychologists, and interns for both counseling and psych services also assess students on a regular basis for mental health needs based on input from teachers and other staff members related to behaviors, attendance, or other information identified through the Weekly Engagement Summary required under Senate Bill 98 for monitoring students while a district is providing any type of distance learning.

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

At the beginning of the pandemic, the Superintendent began a Healthy Families Update that is sent on a regular basis to provide important information and resources for both families and staff. In addition to this newsletter and other regular communications with families through the sites, a survey was sent out to all families to determine the interest in summer learning since we do not normally provide a summer school program for students outside of the Extended School Year (ESY) for students with special needs. Information has also been provided through regularly scheduled meetings with PTAs and the DELAC meeting with our parents of English Learners. Each site will be sending out

information on the supplemental instruction and supports related to summer school, school meal programs in the summer, and ongoing supports in the coming year. This includes messages through School Messenger (texts and calls), email communications, and postings on both the district and site websites. Communications with families are based on the language identified within the Aeries student information system as the primary language for correspondence. Messages through School Messenger are translated based on the preferred language. Additional information from the Healthy Families Update and on the website is also translated into the required languages for our district. The Bilingual Aides and our Bilingual Clerk also interact with the families of our English learners to disseminate information. We will have them contact the families directly to be sure they are aware of the services being provided this summer since we have a fairly small population of English learners overall.

A description of the LEA's plan to provide supplemental instruction and support.

In addition to plans for supplemental instruction and support during the school year, Lowell Joint plans to operate a summer learning session for both the summer of 2021 and 2022. We already have almost 600 families signed up in the first week which is about 20% of our student population. We anticipate the number will continue to grow before the window closes. We will be offering a three-hour a day program to focus on building skills while engaging students in topics of interest. The goal is very little screen time for the summer to help transition students back to the classroom environment while jump-starting intervention for skill gaps. We anticipate providing supports such as counseling and psych services during the summer as well. While open to all students, the priority is to support low income families, English learners, students with special needs that do not qualify for Extended School Year, Foster Youth, and Homeless students. Offering a summer program allows us to continue with school meal programs, provide counseling and psych services, and complete Project GLAD training which requires a 4-day demonstration in a classroom with students. Anticipated expenses under Extended Instructional Learning Time for approximately \$600,000 include: Summer School programs for both the 2021 and 2022 school years at two sites. This includes 2 Principals, 2 Office Managers, a minimum of 21 teachers based on current numbers, counseling and psych services, custodial support, and nutritional services (250K for two summers = 500K); A Learning Link to address the needs of our 4-5 year olds that did not enroll in Transitional Kindergarten or Kindergarten in the 2020-2021 school year, which will run concurrently with the summer program for previously enrolled students. (50K for two summers = 100K)

As we move into the 2021-2022 school year, we will provide before and after school opportunities for one-on-one and small group supports and homework help along with more intervention support within the school day. We have included some funds to increase the access to technology and high speed internet where the before and after school intervention takes place on each site as well as including certificated and classified staffing to be available for these times. We have offered this through Supplemental dollars in the LCAP historically, but we are anticipating a much greater need for this in the coming year. As such, we will need more spaces than just the library with the potential for social distancing to still be in effect. This will allow us to create some additional hubs for targeted students along with the qualified staff to support their needs.

We are looking for ways to lower the teacher-student ratio to help meet the needs of students in this coming year. It is not feasible to lower class sizes across the board given that the one-time dollars are not sustainable and we do not have the funds to address every site; however, we have built in some dollars to address the issue of class size where it will create the biggest impact for students. For elementary sites, we will be hiring a second intervention support person to work with small groups and one-on-one with the most struggling students. To support our English learners we are hiring an additional Bilingual Aide to increase the small group and one-on-one language support. The iReady system (or similar system) will also provide support for English Language Development. While many of our existing services are designed to increase language proficiency, this will add resources to provide Tier 3 supports for those English learners that are not fully



progressing with our current language interventions. Because we are offering a summer program, we are able to provide training in Project GLAD for 15 teachers to develop the necessary tools for supporting language instruction for both our English learners and those experiencing language gaps due to disrupted schooling. In addition to language development and other language arts skills targeted through intervention, we will need to address mathematics and science. iReady will have built in supports to individualize skill development for students along with existing interventions to target any gaps. Because we were mid-pilot on a new Science adoption when schools closed, we had to purchase some transitional materials to provide science instruction online. Our existing core materials did not have a digital platform for instructional purposes. With this in mind, we know that we will need to target meaningful ways to incorporate both math and science to augment regular instruction as students return. We are adding some additional opportunities for project-based learning through STEAM in our labs in order to increase the intervention supports for mathematics, science, and the arts (including language arts).

We are looking to hire additional interns for the coming year to augment our counselor and psych supports. We already use interns, but we are hoping to hire a few more this year in anticipation of the greater social and emotional needs of students upon returning to the campuses full time. We are also looking at a more formalized social-emotional curriculum that can be implemented by teachers in the classroom for all students. We are currently evaluating SEL materials from Studies Weekly since it is a platform that our teachers and students are already familiar with in grades TK-6. We began with some professional development for staff on self-care, which included connections for teachers on the importance of self-care for students and how to bring quick, mindful moments into the classroom to support both positive behavior and social-emotional well-being. We purchased the "Calm Classroom" for each teacher, which provides strategies that can be used on a daily basis to promote a healthy learning environment for students.

We recognize that we have families that opted not to begin their children in Transitional Kindergarten and/or Kindergarten due to the pandemic in the 2020-2021 school year. This is especially difficult in those formative years for developing school-readiness skills and language. With this in mind, we intend to open a Learning Link that will run concurrently with our summer program for students who were previously enrolled in the district to identify and support these students in transition to enrollment for the fall of 2021. Our Learning Link is a space designed for 4-5 year olds to come with their parent and/or guardian to have structured opportunities to develop the necessary skills for success as they enter formal schooling. This also allows for opportunities for existing students that may not want to commit to a full summer program with students of this age to get some intervention in skill development before returning in the fall. The Learning Link will be open for a few hours each day while summer school is in session. A classified staff member under the direction and support of our Early Literacy TOSA will set out stations for parents to work with their child on key areas of school readiness as identified by the Early Developmental Index (EDI) results we have from prior to the pandemic. As we are able to assess the needs of children in attendance, we can modify the program to address additional skills. To begin with, the focus will be on gross and fine motor skills, prosocial and helping behaviors, concepts of print, phonological awareness, and communication skills/oral language development.

The break down of anticipated expenditures for the remaining categories are:

Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports (\$530,000); STEAM resources for increased intervention in mathematics, science, and language arts (45K); lowering the teacher-student ratio (380K); Training in differentiation, depth and complexity, and Project Glad to support the needs of students with both academic and language gaps. (40K for training; 45K for compensation for summer professional development outside of the contracted year, and 10K in resources for training)

Integrated student supports to address other barriers to learning (\$90,000): Additional counseling and psych interns to address the social-emotional needs of students based on referral and information gathered through the Covitality screener. Costs include 5 interns (60K), Screener (5K), and resources for social-emotional lessons within the classroom (25K).

Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports (\$235,000): 30K per site for increasing access to technology in the before and after school space for intervention support (180K total); 55K for classified/certificated intervention support before and after school.

Additional academic services for students (\$510,000): Additional intervention person for each elementary site (180K); one additional Bilingual Aide (50K); Assessment system and individualized instruction based on identified needs (iReady for 2 years-\$280K)

Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs (\$5,000): Training in Social-Emotional curriculum for staff. (5K); additional trainings are listed under the accelerating progress for academic needs.

Of the above identified expenditures, the Bilingual Aide (50K), Counseling and Psych Interns (60K), and classified staff for summer school (80K) make up the required expenditures (10% of the overall funding total) for paraprofessionals. (190K)  
Additional support for intervention may also use paraprofessionals above the required set aside.

## Expenditure Plan

The following table provides the LEA's expenditure plan for how it will use ELO Grant funds to support the supplemental instruction and support strategies being implemented by the LEA.

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Extending instructional learning time	\$600,000	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$530,000	
Integrated student supports to address other barriers to learning	\$90,000	

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$235,000	
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	\$0	
Additional academic services for students	\$510,000	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	\$5,000	
<b>Total Funds to implement the Strategies</b>	<b>\$1,970,000</b>	

A description of how ELO Grant funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA.

Because the funds for the Expanded Learning Opportunities Grant (ELO) are on the same timeline as other federal relief funds and the planning for the Local Control Accountability Plan (LCAP), we are focusing the expenditures of the ELO funds on the targeted summer supports and the interventions for the 2021-2022 school year. In coordination with the LCAP, federal Title monies, and other one-time federal relief dollars, we are creating a comprehensive plan of support that can then be funded by the appropriate sources based on the criteria for expenditure, deadlines for the expenditure of funds, and the need for sustainability built into the budget versus one-time costs that are better incurred through one-time dollars. The Assistant Superintendent of Educational Services, who oversees state and federal programs, is developing the ELO plan alongside the LCAP and LCAP Federal Addendum to ensure cohesiveness of action items along with the Director of Fiscal Services to ensure the appropriateness of expenditures under each of the separate sources of funding. With the school closures and the significant need for professional development that involved more one-on-one coaching, modeling, and co-teaching, two TOSAs were added and partially funded out of CARES Act dollars that expire in June of 2021. This fund was also used to keep the teacher to student ratio manageable while experiencing declining enrollment that would have warranted the loss of certificated staffing while in distance learning.

Educational Assistants (classified staff) were hired to support teachers in the primary grades with monitoring younger students online as we transitioned back to some in-person students under a hybrid model. Two certificated positions per site were also funded under CARES to support the 4-6 grade teachers with a roving support person as well as one teacher who could pull small groups for intervention or step into sub in an emergency situation for the continuity of instruction from someone familiar with the site, the students, the curriculum, and the digital platforms needed to ensure virtual learning could continue. With the completion of the Expanded Learning Opportunities Grant Plan, and the completion of the LCAP and the LCAP Federal addendum in the next two months, the ESSER II and ESSER III monies will continue to be coordinated along side these other funds to best meet the needs of our students as we plan for the next three years. As students return to campus full-time and we are able to get a better sense of their academic and social-emotional needs, we will continue to work with stakeholders for any additional expenditures related to the support of students. There will continue to be costs associated with the safe operating of schools related to increased sanitation measures, protective personal equipment, additional staffing and/or hours for services provided specific to school re-opening and learning recovery, and the mental health and social-emotional well-being of both staff and students. We will continue to partner with families, students, staff, and community partners to move forward in providing for the varied needs of our diverse student population.

# Expanded Learning Opportunities Grant Plan Instructions: Introduction

The Expanded Learning Opportunities Grant Plan must be completed by school districts, county offices of education, or charter schools, collectively referred to as Local Educational Agencies (LEAs), that receive Expanded Learning Opportunities (ELO) Grant funds under California Education Code (EC) Section 43521(b). The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before June 1, 2021, and must be submitted to the county office of education, the California Department of Education, or the chartering authority within five days of adoption, as applicable. The plan must be updated to include the actual expenditures by December 1, 2022.

*For technical assistance related to the completion of the Expanded Learning Opportunities Grant Plan, please contact [ELOGrants@cde.ca.gov](mailto:lcff@cde.ca.gov), <mailto:lcff@cde.ca.gov>*

## Instructions: Plan Requirements

An LEA receiving ELO Grant funds under EC Section 43521(b) is required to implement a learning recovery program that, at a minimum, provides supplemental instruction, support for social and emotional well-being, and, to the maximum extent permissible under the guidelines of the United States Department of Agriculture, meals and snacks to, at a minimum, students who are included in one or more of the following groups:

- low-income,
- English learners,
- foster youth,
- homeless students,
- students with disabilities,
- students at risk of abuse, neglect, or exploitation,
- disengaged students, and
- students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For purposes of this requirement

- “Supplemental instruction” means the instructional programs provided in addition to and complementary to the LEAs regular instructional programs, including services provided in accordance with an individualized education program (IEP).
- “Support” means interventions provided as a supplement to those regularly provided by the LEA, including services provided in accordance with an IEP, that are designed to meet students’ needs for behavioral, social, emotional, and other integrated student supports, in order to enable students to engage in, and benefit from, the supplemental instruction being provided.
- “Students at risk of abuse, neglect, or exploitation” means students who are identified as being at risk of abuse, neglect, or exploitation in a written referral from a legal, medical, or social service agency, or emergency shelter.

EC Section 43522(b) identifies the seven supplemental instruction and support strategies listed below as the strategies that may be supported with ELO Grant funds and requires the LEA to use the funding only for any of these purposes. LEAs are not required to implement each supplemental instruction and support strategy; rather LEAs are to work collaboratively with their community partners to identify the

supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage, plan, and collaborate on program operation with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the design and implementation of the supplemental instruction and support strategies being provided (EC Section 43522[h]).

The seven supplemental instruction and support strategies are:

1. Extending instructional learning time in addition to what is required for the school year by increasing the number of instructional days or minutes provided during the school year, providing summer school or intersessional instructional programs, or taking any other action that increases the amount of instructional time or services provided to students based on their learning needs.
2. Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports including, but not limited to, any of the following:
  - a. Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.
  - b. Learning recovery programs and materials designed to accelerate student academic proficiency or English language proficiency, or both.
  - c. Educator training, for both certificated and classified staff, in accelerated learning strategies and effectively addressing learning gaps, including training in facilitating quality and engaging learning opportunities for all students.
3. Integrated student supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.
4. Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports.
5. Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility.
6. Additional academic services for students, such as diagnostic, progress monitoring, and benchmark assessments of student learning.
7. Training for school staff on strategies, including trauma-informed practices, to engage students and families in addressing students' social-emotional health needs and academic needs.

As a reminder, EC Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable IEP.

### **Fiscal Requirements**

The following fiscal requirements are requirements of the ELO grant, but they are not addressed in this plan. Adherence to these requirements will be monitored through the annual audit process.

- The LEA must use at least 85 percent (85%) of its apportionment for expenditures related to providing in-person services in any of the seven purposes described above.
- The LEA must use at least 10 percent (10%) of the funding that is received based on LCFF entitlement to hire paraprofessionals to provide supplemental instruction and support through the duration of this program, with a priority for full-time paraprofessionals. The supplemental instruction and support provided by the paraprofessionals must be prioritized for English learners and students with disabilities. Funds expended to hire paraprofessionals count towards the LEAs requirement to spend at least 85% of its apportionment to provide in-person services.

- An LEA may use up to 15 percent (15%) of its apportionment to increase or improve services for students participating in distance learning or to support activities intended to prepare the LEA for in-person instruction, before in-person instructional services are offered.

## **Instructions: Plan Descriptions**

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

### **A description of how parents, teachers, and school staff were involved in the development of the plan**

Describe the process used by the LEA to involve, at a minimum, parents, teachers, and school staff in the development of the Expanded Learning Opportunities Grant Plan, including how the LEA and its community identified the seven supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage with community partners, expanded learning programs, and existing behavioral health partnerships in the design of the plan.

### **A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.**

Describe the LEA's plan for informing the parents and guardians of students identified as needing supplemental instruction and support of the availability of these opportunities, including an explanation of how the LEA will provide this information in the parents' and guardians' primary languages, as applicable.

### **A description of how students will be identified and the needs of students will be assessed**

Describe the LEA's plan for identifying students in need of academic, social-emotional, and other integrated student supports, including the LEA's plan for assessing the needs of those students on a regular basis. The LEA's plan for assessing the academic needs of its students may include the use of diagnostic and formative assessments.

As noted above in the Plan Requirements, "other integrated student supports" are any supports intended to address barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.

### **A description of the LEA's plan to provide supplemental instruction and support**

Describe the LEA's plan for how it will provide supplemental instruction and support to identified students in the seven strategy areas defined in the Plan Requirements section. As a reminder, the LEA is not required to implement each of the seven strategies; rather the LEA will to work collaboratively with its community to identify the strategies that will be implemented. The plan must include a description of how supplemental instruction and support will be provided in a tiered framework that bases universal, targeted, and intensive supports on students' needs for academic, social-emotional, and other integrated student supports. The plan must also include a description of how the services will be provided through a program of engaging learning experiences in a positive school climate.

As a reminder, EC Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable individualized education program. Additionally, LEAs are encouraged to collaborate with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the implementation of, this plan (EC Section 43522[h]).

## **Instructions: Expenditure Plan**

The 'Supplemental Instruction and Support Strategies' column of the Expenditure Plan data entry table lists the seven supplemental instruction and support strategies that may be supported with ELO Grant funds.

Complete the Expenditure Plan data entry table as follows:

In the 'Planned Expenditures' column of the data entry table, specify the amount of ELO Grant funds being budgeted to support each supplemental instruction and support strategies being implemented by the LEA and the total of all ELO Grant funds being budgeted.

The plan must be updated to include the actual expenditures by December 1, 2022. In the 'Actual Expenditures' column of the data entry table the LEA will report the amount of ELO Grant funds that the LEA actually expended in support of the strategies that it implemented, as well as the total ELO Grant funds expended.

### **A description of how these funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA**

Describe how the LEA is coordinating its ELO Grant funds with funds received from the federal Elementary and Secondary School Emergency Relief (ESSER) Fund provided through the federal Coronavirus Response and Relief Supplemental Appropriations Act of 2021 (Public Law 116-260), also known as ESSER II, to maximize support for students and staff.

California Department of Education  
March 2021



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Member  
Commercial Relocation Network

April 21, 2021

Mr. David Bennett  
**Jordan Elementary School**  
10654 Jordan Rd  
Whittier, CA 90603

David:

Thank you very much for giving **King Office Services** the opportunity to serve you on your office relocation. Please be assured of our interest, capability, and flexibility to handle this very important project.

We want you to be assured of our ability to provide all of the services you have requested. This includes our working with the property people at both origin and destination facilities.

The following are the specifications, and our proposal for the relocation:

**King Office Services to perform:**

1. Assist with color coding and numbering plans.
2. Create color coded number signs for rooms.
3. Coordinate furniture layout drawings for rooms.
4. Establish and maintain an automated schedule.
5. Conduct preplanning meetings as necessary.
6. Establish and maintain preparation goals and activities.
7. Conduct Packing and preparation seminars.
8. Furnish all personnel, supplies, and equipment for the move.
9. Provide acceptable building protection.
10. Wrapping and padding of all business machines.
11. Transportation to the new facility.
12. Placement of furniture according to your placement charts.
13. Disassembly and setup of shelving.
14. Supply all necessary boxes and carts.
15. Full supervision of the move process.

**Jordan Elementary School will:**

1. Furnish blue print chart designating the location of all areas.
2. Provide individual office placement charts, to be hung by each office, for furniture placement.
3. Tagging with **King Office Services** color-coded labels of all items to be moved.
4. Pre-packing of all loose contents and supply cabinets.
5. Servicing of all specialized equipment.
6. Disconnecting and reconnecting of the equipment.
7. Provide free and clear accesses at origin and destination buildings.

**Special Notes:**

- A. King Office Services will obtain the Certificate of Insurance.
- B. I will conduct a move orientation meeting at your convenience. Our philosophy is the more prepared your personnel are before the move, the smoother the move will go.
- C. The foreman and I will work closely with you and the move management team.

**RELOCATION AGENDA / MOVE PLAN**

**WORK TO BE PERFORMED:**

A schedule of training and organizational meetings will be established upon award of the job. Each move has specific requirements that dictate different levels and quantities of meetings. We will provide as much training that is needed to prepare your staff for the move.

**BEFORE MOVE DAY**

We will deliver all moving supplies, with a set of labels used in identifying employees work areas. Instructions on how to use our labeling system will be provided at this time.

A pre-move meeting with myself and all personnel involved in the move should be held on this day. About 30 minutes to one hour is needed for this meeting.

**MOVE DAY -**

Our crew compliment of 3 trucks, 2 foremen, and 14 men will arrive at the origin building to commence the move at 8:00 a.m. The crew will begin moving the offices. The relocation will be complete by 6:00 p.m.

**Payment Terms**

**With credit approval, terms are net 15 days. Without credit approval, payment is due upon conclusion of the move. A company check is acceptable. A deposit of up to 50% is required upon award of contract.**

## INVESTMENT INFORMATION

<b>1</b>	<b>Jordan – Move to Temporary Quarters</b>	<b>\$6,760.00</b>
	3 Bobtail(s) and Driver(s) @ \$56.00/Hour/Truck for 10 Hour(s)	\$1,680.00
	14 Additional Men @ \$31.00/Hr./Man for 10 Hour(s)	\$4,340.00
	2 Foremen @ \$37.00/Hr./Man for 10 Hour(s)	\$740.00
<b>1</b>	<b>Jordan – Move Back to Original Site</b>	<b>\$6,760.00</b>
	3 Bobtail(s) and Driver(s) @ \$56.00/Hour/Truck for 10 Hour(s)	\$1,680.00
	14 Additional Men @ \$31.00/Hr./Man for 10 Hour(s)	\$4,340.00
	2 Foremen @ \$37.00/Hr./Man for 10 Hour(s)	\$740.00
	<i>The cost to move 1 box is approximately \$3.00/box the cost to move 1 file cabinet is approximately \$20.00. These are benchmark prices only.</i>	
	<b>Total Cost – To Temp site and Back</b>	<b>\$13,520.00</b>

### Options:

<b>1</b>	<b>Move Project Management</b>	<b>FREE</b>
	1 Mover Project Manager @ \$65.00/Hr./Man for 14 Hour(s)	\$910.00
	<i>No Charge - Repeat Client Consideration</i>	
<b>2</b>	<b>Containers &amp; Supplies (Purchase)</b>	<b>\$3,075.00</b>
	1,500 Box - Standard Autofold(s) @ \$1.85/Each	\$2,775.00
	Box Delivery/Pickup	\$300.00
	<i>These boxes could be used for both the move out and the move back. "Renting" boxes would be more costly because of renting them twice.</i>	
<b>3</b>	<b>Crates</b>	<b>\$0.00</b>
	<i>We will offer the use of 750 crates, plus delivery and pick up for each phase at the same cost of buying the boxes. Lost equipment would need to be replaced at the current cost of the lost item. This option would need to be pre-paid in Phase one. King Office would manage all crate deliveries, Pick-ups and storage in between phases for the duration of the 6 phases. Labor charges are calculated from the time of arrival to the time of departure plus 1 total hour of travel time. Service requiring 3 hours or less is charged at a 4 hour minimum.</i>	

### Rental Equipment Return Policy: (If Applicable)

When equipment is delivered you are required to sign for it's receipt and, when picked-up, again required to sign for the removal. You are responsible for any quantities of rental equipment **NOT** returned.

All rental equipment is provided at the quantities and period of time as noted in the terms and conditions of your proposal. Additional equipment and rental time can be purchased and will be charged at current market rates for the new time and quantities rented.

At your scheduled pick-up you are agreeing to have all equipment emptied and readied for removal. Equipment not returned at this time will be charged at the following rates: Crates-\$40.00, Crate Dolly-\$60.00, 4-wheeled Dolly- \$60.00, Wood Cart - \$250.00, Metal Cart, \$300.00. Any rental item not listed will be charged at an appropriate replacement cost obtained from our office. If additional pick-ups are necessary to retrieve remaining rental equipment, additional pick-up charges will be assessed.

Exceptions to the above price are as follows:

- All container charges are for the actual materials used.
- Original move quantity or specifications change.
- Problems or obstacles that will limit our ability to perform.
- Organizational or communication problems that may interrupt our move in progress.
- Inability to use origin and/or destination accesses. (alley way, elevator, etc.)

Thank you for entrusting this very important move with us. I guarantee you of my personal attention to all aspects of your relocation.

Sincerely,  
**King Office Services**

J.J. Kruenkamp  
Vice President

*Note: References available upon request*

## Scope of Work

Prepared For: **Olita Elementary School**

Prepared By: **J.J. Kruenkamp**

### Worksheet: **WS1-Office**

Item	Count
Box - Standard Autofold	1,500
File - Vertical	100

# Items:	1,600
Total Volume:	8,500 Cubes
Truckloads:	Office - 14 Bobtail Load(s)
Move Duration:	Office - 10 hours
Total Man hours:	Office - 190 hours
Containers:	Box - Standard Autofold (1,500)



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August 10, 2020  
Rev December 10, 2020  
Rev March 2<sup>nd</sup>, 2021

Lowell Joint Unified School District  
10654 Jordan Road  
Whittier, CA 90603

Attn: David Bennett

**RE: Proposal for 108' x 60' Portable Classroom Pod with Restroom, Administration and Kindergarten Building at Jordan Elementary School – Lowell Joint School District**

Mr. Bennett,

Thank you for the opportunity to provide a budgetary quote for a various portable building at Jordan Elementary School – Lowell Joint School District. Silver Creek Industries (SCI) has been awarded a piggyback contract with Centralia Elementary School District. This allows us to utilize its piggyback provisions to contract with other school districts. This proposal is based on a non-pc floor plan provided by the architect. District specifications were not provided at the time of this proposal. All terms and conditions shall be per the Centralia Elementary School District contract. Appendices A & B attached here to.

<b>108' x 60' Portable Classroom w/ Restroom Pod Building.....</b>	<b>\$1,671,153.24</b>
<b>60' x 40' Portable Administration Building w/ 3 Restrooms.....</b>	<b>\$1,037,016.28</b>
<b>72' x 40' Portable Kindergarten Classroom Building .....</b>	<b>\$ 972,337.42</b>

Proposed Construction Schedule:

DSA approval, Manufacturing, Based on 2016 CBC, Installation and Completion will be negotiated upon notice of award. All concepts and/or files are to be considered instruments of services and intellectual property of Silver Creek Industries;

Sample schedule will vary, depending on project. This is for a "range" reference only. However, it's imperative these durations are factored into your production schedule. Please note – any delay can affect your production date.

Sample Schedule:

- DSA approval package to submit to AOR (**Electronic Copies Only – No Hard Copies will be provided**)  
.....4-6 weeks from NTP/contract
- DSA Approval.....Not in SCI's control
- Submittals .....2-3 weeks
- Fabrications .....4-5 wks. (3-6 wks. procurement ahead of fabrication needed)  
**(Fabrication pending SCI production line availability)**
- Delivery.....3-7 Days (**Upon availability**)
- Erection.....1 day of craning (if included) w/o any obstruction (**Upon availability**)
- Completion .....10-12 weeks

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Payment schedule:

Monthly progress billings and payment based on approved schedule of values, as well as 5% retention.

Disclaimer:

This proposal is valid for 30 days. Due to the potential for tariff price fluctuations, we reserve the right to review this quote prior to the execution of a contract and request a change to the pricing and terms of this proposal with appropriate substantiation.

Public Health Emergency Disclaimer:

The contract price for this proposal has been calculated based on the current prices for the component building materials. However, the market for building materials may become volatile, and sudden price increases could occur as a result of the coronavirus outbreak. Silver Creek agrees to use its best efforts to obtain the lowest possible prices from available building material suppliers, but should there be an increase in the prices of building materials or component equipment after the date this proposal is issued, client agrees to the increased cost. Silver Creek may also experience delays in completing the project as a result of the coronavirus outbreak. The contract sum, time of completion or contract requirements affected by the coronavirus outbreak shall be equitably adjusted.

**Important Note:** *The actual dates may vary based upon the District's Architect receipt of DSA approval for the Building and the project site. Any non-standard changes by DSA may create additional charges. In addition, the availability of the project site to begin construction may vary the proposed schedule. Delays in the schedule may impact the project cost.*

*Sales tax is calculated from the time of our proposal if a supplemental increase by the state, county, or city the deduct of increase will be addressed as a change order.*

**Proposal Pricing Includes: (1) 108' x 60' Portable Classroom Pod w/ Restroom Building**

Base Building Price  
Delivery w/o any Obstructions  
Installation w/o any Obstructions  
Crane w/o any Obstructions  
Below Grade Concrete Foundation w/ Weld Plates and Vapor Barrier  
Light Weight Concrete Floors  
Standard VCT @ Classroom  
Ceramic Tile Floors (At Restroom)  
Exposed Seal Concrete Floors @ Storage and Electrical  
Lockable Elementary Height Laminate Casework for Classroom Sink  
.60 Mil TPO Roofing System  
Color Coated Stucco Exterior (NIC PAINT)  
Insulation per PC  
SCI Standard Gutter and Downspouts  
1:12 Pitch Dual Roof System  
5'-0" Front & Rear Overhangs  
5'-0" Side @ Restroom and 3'-0" Opposite Side Overhang  
Koroseal 1 Vinyl Tack Board Interior Finish  
Ceramic Tile Walls (At Restrooms)  
TTP @ Storage and Electrical Room Interior Finish  
HM Doors and Frames  
SCI Standard Aluminum Windows  
Exterior 3070 HM Doors w/ Welded Frames (At Restroom Pod)

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180° Door Swing  
Interior 3070 Birch Doors w/ Welded Frames  
District Hardware  
8'-6" Ceiling Main Grid w/ 755B Tiles - Installed at Factory  
8'-0" Hard Lid Ceilings – (In Restrooms)  
SCI Standard LED Exterior Lights  
SCI Standard LED Interior Lights  
SCI Standard Lighting Control System  
Data Stubbed Above Ceiling  
Electrical Per Email March 5<sup>th</sup>, 2021  
GFI's at Wet Areas  
(1) Clock – per Classroom  
(1) 3 Ton Three Phase Gas/Electric Roof Mounted HVAC's  
(7) 4 Ton Three Phase Gas/Electric Roof Mounted HVAC's  
Pelican Thermostats  
Roof Hatch – (At Electrical Room)  
Exhaust Fans  
Adult/Elementary Height Floor Mounted Flush Value Toilet Fixtures  
Grab Bars and Mirrors  
Drinking Fountain with Bottle Filler and Grab Bars  
Classroom Sink w/ Bubbler  
Plumbing Manifolds  
Porcelain Marker Boards  
Semi Recessed Fire Extinguishers  
Engineering and Design  
Engineering for concrete foundation (per Silver Creek PC drawings).  
(Note: foundation engineering does not include shop drawing and/or submittal review/approval for contractors providing the foundation. Site GC is responsible for reviewing its subcontractor's submittals to ensure compliance with the foundation design.)  
Contract and Project Supervision

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**Proposal Pricing Includes: (1) 60' x 40' Portable Administration Building w/ 3 Restrooms**

Base Building Price  
Delivery w/o any Obstructions  
Installation w/o any Obstructions  
Crane w/o any Obstructions  
Below Grade Concrete Foundation w/ Weld Plates  
Light Weight Concrete Floors  
Ceramic Tile Floors (In Restrooms)  
Tarkett Maelstrom New Age carpet at Staff Lounge, Clerical, Principal Office, Entry Reception and Conference Room  
Standard VCT @ Nurse's, Staff Workroom and Storage  
Exposed LW Sealed Concrete Floors @  
Lockable Casework – per Drawings  
2:12 Pitch Roof Dual System  
.60 Mil TPO Roofing System  
Color Coated Stucco Exterior (NIC PAINT)  
Insulation per PC

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5'-0" Front and Rear Overhangs w/ 1' Side Overhangs  
Standard Gutters/Downspouts  
Korseal Vinyl Tack board Interior Finish  
Full Height Ceramic Tile Walls – (In Restrooms)  
Aluminum Storefront Door and Window System  
HM Door w/Welded Frame Exterior Door @ Electrical Room  
180° Door Swing  
District Hardware  
Alum Interior Fixed Clear Windows  
Interior 3070 Birch Doors w/ Sidelight Welded Frames  
9'-0" Ceiling Main Grid w/ 755B Tiles - Installed at Factory  
8'-0" Hard Lid Ceilings (In Restrooms) –  
SCI Standard LED Exterior Lights  
SCI Standard LED Interior Lights  
SCI Standard Lighting Control System  
Data Stubbed Above Ceiling  
GFI's at Wet Areas  
Electrical per Email dated March 5<sup>th</sup>, 2021  
(2) 5 Ton Three Phase Gas/Electric Roof Mounted HVAC  
(1) 2 Ton Single Phase Ductless HVAC Split System  
Pelican Thermostats  
Roof Hatch – (At Storage Area)  
Exhaust Fans  
Adult Height Floor Mounted Flush Valve Toilet Fixtures  
EEMAX Insta hot Water  
Grab bars and Mirrors  
Classroom Sink w/ Bubbler  
Plumbing Manifold  
Semi Recessed Fire Extinguishers  
Engineering and Design  
Engineering for concrete foundation (per Silver Creek PC drawings).  
(Note: foundation engineering does not include shop drawing and/or submittal review/approval for contractors providing the foundation. Site GC is responsible for reviewing its subcontractor's submittals to ensure compliance with the foundation design.)  
Contract and Project Supervision

---

**Proposal Pricing Includes: (1) 72' x 40' Portable Kindergarten Classroom Building**

Base Building Price  
Delivery w/o any Obstructions  
Installation w/o any Obstructions  
Crane w/o any Obstructions  
Below Grade Concrete Foundation w/ Welded Plates  
Light Weight Concrete Floors  
Tarkett Maelstrom New Age carpet @ Classrooms per Drawings  
Standard VCT Classrooms and Workroom per Drawings  
Ceramic Tile Floors (In Restrooms)  
Exposed Sealed LW Concrete Floors @ Storage and Electrical Room

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Lockable Laminate Casework (Pre-School Height and ADA @ Breakroom)– Per Floor Plan  
.60 Mil TPO Roofing System  
Stucco Exterior – NIC Exterior Painting  
Insulation per PC  
2:12 Pitch Dual Roofing System  
Down Spouts and Gutters  
5'-0" Front and Rear / 1' Side Overhangs  
Koroseal Vinyl Tack board Interior Finish  
Full Height Ceramic Tile Walls (In Restrooms)  
Storefront Exterior Doors Windows  
HM Exterior Doors/Welded Frames @ Electrical and Outside Storage  
HM / Welded Frame /3070 Birch Doors  
District Hardware  
8'-6" Ceiling Main Grid w/ 755B Tiles - Installed at Factory  
8'-0" Hard Lid Ceilings - @ Restrooms  
SCI Standard LED Exterior Lights  
SCI Standard LED Interior Lights  
SCI Standard Lighting Control System  
Data Stubbed Above Ceiling  
Electrical per Email Dated March 5<sup>th</sup>, 2021  
(1) Clock – per Classroom  
(2) 5 Ton Three Phase Gas/Electric Roof Mounted HVAC  
Pelican Thermostat  
Roof Hatch for HVAC Access  
Exhaust Fans  
Classroom Sink w/ Bubbler  
Bi-Level Drinking Fountain / Grab Bars / Non Electric  
(1) 6-Gallon Water Heater to Service Breakroom  
Kinder Height Floor Mounted Flush Valve Toilet Fixtures  
Grab bars and Mirrors  
Porcelain Marker Boards  
(1) Surface Mounted Fire Extinguisher  
(3) Semi Recessed Fire Extinguishers  
Engineering and Design  
Engineering for concrete foundation (per Silver Creek PC drawings).  
(Note: foundation engineering does not include shop drawing and/or submittal review/approval for contractors providing the foundation. Site GC is responsible for reviewing its subcontractor's submittals to ensure compliance with the foundation design.)  
Contract and Project Supervision

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**Exclusions:**

- The omission of any item(s) not specifically listed in the above scope of work shall not be construed on the pricing or scope
- All site work. Including but not limited to:
  - Site preparation and access
  - Spoils, asphalt or sod removal from site

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- Engineered pad
- Connection of all utilities
- Walkways, landscaping, and irrigation
- Concrete curb and flatwork
- Soil testing and reports.
- Survey and Staking
- Grading, excavating
- Backfill and compaction around buildings
- Special unloading or craning
- Fees for blocking streets
- Special transportation routing
- Local permits, pilot cars, police escorts, if required
- Shop drawing, submittal, or plan review for contractors or consultants that are not SCI's own subcontractors. This includes but is not limited to foundation and/or rebar shop drawings, civil and utility plans
- Special provisions required for foundation specifications when owner elects to install foundation
- Installation of a wood foundation on a concrete slab
- Custom extended stem walls and footing, concrete ramps, landings, handrails, or walkways required due to poor or unlevelled site conditions or soils reports requirements
- Under building drainage / drywells
- Site construction fences and gates
- Secure staging area
- Staging site damages due to unknown conditions
- In plant / on site DSA approved inspectors
- Any fire rating requirements due to building sighting
- Fire rated assemblies, unless noted.
- Fire sprinklers
- Water flow tests and rates (required for sprinkler design)
- Water system Chlorination testing/ certification
- Roof water testing/ Door flood test/ Flood test
- Condensation for roof mount units
- All permanent or temporary power, telephone, fencing, security, dust control, project trailer, and toilets
- All wire, controls, devices, equipment and connections for all low voltage systems including but not limited to energy management system, fire alarm, communication, signal, smoke and heat detector, and security systems
- Special back boxes for phone system, FA, security and intercom system
- Conduit, raceways, boxes, cable trays above ceiling
- Electrical grounding system or components
- Wire mold
- EMS system
- Exterior lighting other than standard door way lights
- Lighting control panel
- Motion sensors (exception: sensors for interior lighting controls)
- Utility meters, pressure regulators and shut-off valves
- Electrical transformers and main switch gear
- Architect fees
- All appliances

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- Signage
- Window shades- manual or operable
- Toilet accessories
- Seamless gutters
- HVAC finished exposed ducting
- HVAC hard ducting at mod-line crossovers
- Internet Wire Connection for Gateway/Router (Pelican Thermostat)
- No furniture or equipment included
- Full time superintendent
- TTP Level #3 @ Reception Area and Hallway
- Dropped Soffit @ Clerical
- Professional cleaning – including waxing floors, stripping and sealing
- Field Installed Ceiling Tiles w/ the exception of mod lines
- WUI Code
- Skilled and Trained Workforce Requirements
- Prevailing Wage in SCI Factory
- PSA/PLA Labor Union Agreements – all site labor will be non-union
- PSA/PLA Labor Union Agreements does not apply to SCI Factory or any other off-site manufacturing
- Working weekends and/or holidays is not included

NOTE: Any items(s) not listed in the assumed scope and exclusions shall not be construed to be included in this pricing

Thank you again for the opportunity to provide this proposal. Should you have any questions, concerns or require additional information, please do not hesitate to contact me on my cell at (909) 721-6716, the office at (951) 943-5393 or via email at [adela@silver-creek.net](mailto:adela@silver-creek.net). If this meets your acceptance, please sign this proposal and return to me via email so that engineering can start on the drawings and we can confirm schedule

Sincerely,

Adela Ells  
Business Development Manager

**Acceptance of Proposal**

Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

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Building for the Next Generation

**APPENDICES: A**

**Structural / Foundation System Disclaimer:**

This proposal has been prepared based upon the information provided to Silver Creek Industries (SCI) by the client. In the event that documentation regarding the Structural Design Parameters and the Geotechnical features for the site have not been provided this proposal utilizes the following assumptions (unless otherwise noted within the proposal):

Site Class	=	D (Stiff Soil)
Ss	=	1.875 g (Non-Reduced Value)
Risk Category	=	II (Single Story Structures) III (Multi Story Structures)
Soil Bearing Pressure	=	1,000 psf (Wood Foundations) 1,500 psf (Concrete Foundations)
Continuous Footing Width =	12" (minimum)	
Isolated Footing Width	=	36" square (minimum)
Footing Depth	=	12" below lowest adjacent grade
Liquefaction Potential	=	None
Seismic Settlement	=	None
Differential Settlement	=	None
Soil Corrosivity	=	Low (No Special Measures / Protection Required)
Mapped Seismic Hazards =	None	
Wind Speed	=	129 (Ultimate, 3 Second Gust)
Wind Exposure	=	C
Floor Live Load	=	50 psf (50+15 psf at partition locations)
Roof Live Load	=	20 psf
Roof Snow Load	=	None

In the event that additional information is provided to SCI, following the preparation of the proposal, which conflicts with the values indicated above the client agrees to accept and approve a change order for any cost increases associated with the change in design parameters.

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LIC. #855259 DIR# 1000002864

**APPENDICES: B**

**Fire / Life Safety and Energy Compliance Features Disclaimer:**

This proposal has been prepared based upon the information provided to SCI by the client. This proposal reflects the relevant requirements of the California Code of Regulations (Title 24), any local amendments or modifications are excluded unless specifically noted other in this proposal. In the event that a partial set of design documentation was provided by the client SCI has prepared this proposal utilizing the following assumptions (unless otherwise noted within the proposal):

Type of Construction	=	V-B
Unspecified Construction Materials =		Any type of material permitted by code
Occupancy Group	=	E (Any School Structure)
	=	B (Any Non-school Structure)
Mixed Occupancies	=	Nonseparated
Automatic Fire Sprinkler System	=	None (Single Story Structure)
	=	Yes (Multi-story "E Occupancy" Structure)
	=	None (Multi-story "B Occupancy" Structure)
Fire Alarm System Pathways	=	Yes ("E Occupancy" Structure)
	=	None ("B Occupancy" Structure)
Fire Resistance Rated Construction:		
Exterior Walls	=	None
Interior Walls	=	None
Floors	=	None
Roofs	=	None
Structural Frame =		None
Fire Separation Distance	=	10' Minimum
Fire Hazard Severity Zone	=	No
Wildland Urban Interface Fire Area	=	No
Electrical Service	=	120/208 1-Phase
Circuit Breaker AIC Rating	=	5k
Climate Zone	=	CZ 15
EMS Controls / Interface	=	None
Thermal Insulation	=	Per applicable PC or minimum required by code
Cool Roof	=	None
HVAC System Efficiency	=	Minimum required by code

In the event that additional information is provided to SCI, following the preparation of the proposal, which conflicts with the values indicated above, the client agrees to accept and approve a change order for any cost increases associated with the change in design parameters.

2830 Barrett Avenue | Perris, CA 92571 | 951-943-5393 | Fax 951-943-2211

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LIC. #855259 DIR# 1000002864

CON #	Generator	RFQ#	Delta Submitted	Delta Resolved	DESCRIPTION	Contingency Amount	Conclusion	Errors and Omissions	District (Outside GAP)	Unforeseen (Outside GAP)	TIME	BILLING	COMMENTS
1	RFI 005	RFI 005	8/27/20	7/8/20	Removal of Second Roofing System	\$ 134,628.00	\$ 205,743.00	\$ 205,743.00	\$ 90,527.00	\$ 100,000.00	0	Aug 2020	10% Biller Aug (6/7/21)
2	CCD 001B	CCD 001B	7/7/20	10/8/20	Change Roofing Unit Orientation	\$ 69,843.00		\$ 69,843.00				Oct 2020	
3	CCD 002B	CCD 002B	9/12/20	9/23/20	Structural Changes to Slope Lira	\$ 17,397.00		\$ 17,397.00				Oct 2020	
4	RFI 054	RFI 054	8/25/20	8/23/20	Added Expansion Joints at Walkway Connections	\$ 6,214.00		\$ 6,214.00				Oct 2020	
5	RFI 052	RFI 052	8/27/20	11/4/20	Added Insulation at Plywood Sub Sheeting	\$ 7,888.00		\$ 7,888.00				Mar 2021	
6	RFI 053	RFI 053	9/2/20	9/23/20	Add Insulated Insulation at 19/9, B Tier roof	\$ 6,801.00		\$ 6,801.00				Oct 2020	
7	CCD 010A	RFI 058	9/19/20	9/23/20	Changes to BLDG A Structure and Deck Roofing	\$ 27,286.00	\$ 27,286.00	\$ 27,286.00				Oct 2020	
8	RFI 046	RFI 046	8/21/20	9/23/20	Installing Open Vent Business Classrooms and Mechanical Rooms	\$ 4,348.00		\$ 4,348.00				Mar 2021	Withdrawn
9	RFI 035	RFI 035	10/16/20		Added Adapter Cuffs for Roofing Exhaust Fans								Withdrawn
10	CCD 009A	RFI 048	9/23/20	9/30/20	Audited Flash at Demographic Footings	\$ 9,296.00	\$ 9,296.00	\$ 9,296.00				Oct 2020	
11	CCD 009B	RFI 011	10/7/20	10/14/20	AS Abatement in Building A's Storage Room per CSD-0048	\$ 18,783.00		\$ 18,783.00				Nov 2020	
12	CCD 009B	RFI 043	10/21/20	11/4/20	Mechanical Room Curb Removal and Fill	\$ 6,000.00	\$ 6,000.00	\$ 6,000.00				Nov 2020	
13	RFI 043	RFI 043	10/27/20	10/27/20	Consolidate Drains at Classrooms								Withdrawn
14	RFI 055	RFI 055	11/11/20	11/24/20	Demolition and Repair area of Admin Building	\$ 35,011.00		\$ 35,011.00				Dec 2020	Compass Allowance
15	CCD 010A	FTN #1	11/12/20	11/12/20	Additional Abatement for Bldg. A Performed TBM	\$ 4,854.00		\$ 4,854.00				Dec 2020	Contract Allowance
16	CCD 012A	FTN #1	12/2/20	12/8/20	Roofing Gas Lira Bolts	\$ 15,835.00	\$ 15,835.00	\$ 15,835.00				Dec 2020	
17	CCD 012A	FTN #1	12/2/20	12/8/20	Paint New and Existing Gas Piping per CCD 012A	\$ 4,854.00		\$ 4,854.00				Dec 2020	
18	RFI 048	RFI 048	12/14/20	12/30/20	Bill Swales for Rainwater Flow	\$ 19,558.00	\$ 19,558.00	\$ 19,558.00				Mar 2021	
19	CCD 003B	RFI 048	12/28/20	1/4/21	Diagnosis of Storm Culverts per CSD 003B	\$ 19,558.00	\$ 19,558.00	\$ 19,558.00				Mar 2021	
20	CCD 014A	RFI 048	12/28/20	1/11/21	Diagnosis of Storm Culverts per CSD 003B	\$ 73,260.00		\$ 73,260.00				Mar 2021	
21	RFI 048	RFI 048	2/28/21	3/1/21	Seismic Repairs for Existing LIRA Features	\$ 6,801.00	\$ 6,801.00	\$ 6,801.00				Mar 2021	
22	CCD 010A	RFI 048	2/28/21	3/1/21	Existing Gas Lira Repairs	\$ 2,163.00	\$ 2,163.00	\$ 2,163.00				Mar 2021	
					B Vent Relocation per RFI 048								
CONTRINGENCY SPENT \$						381,635.00	\$ 199,238.00	\$ 182,597.00	\$	\$			
CONTRINGENCY REMAINING \$						29,851.00	\$ 6,988.00	\$ 23,148.00	\$	\$			





# CONSTRUCTION CONTINGENCIES

DESCRIPTION		Subcontractor	Amount	Contingency Amount	Contingency Spent	Contingency Remaining
<b>Contractor Contingency</b>				205,743	\$ 199,238	\$ 6,505
1	Removal of Second Roofing System	Demolition Specialists	\$ 134,625.00			
5	Add blown In insulation at plywood curb skirting per RFI 052	Alcal	\$ 7,668.00			
6	Add tapered insulation at Bldg. B flat roof	Leiner	\$ 6,801.00			
7	Changes to BLDG A Structure and Duct Routing	Elle, Core, Leiner	\$ 27,285.00			
9	Added Adapter Curbs for Rooftop Exhaust Fans per CCD 009A	Elle	\$ -			
10	Added Rebar for Downspout Footings per RFI 038	Ben's	\$ -			
11	P5 Abatement in Building A's Storage Room per CCD 004B	DSI	\$ 9,286.00			
13	Condensate Drains at Classrooms per RFI 040	Pro-Craft	\$ 8,003.00			
18	Site Swales for Rainwater Flow	Saldana	\$ 15,335.00			
19	Descops of Spare Conduits per CCD 003B	Champion Electric	\$ (16,566.00)			
21	Existing Gas Line Repair	Pro-Craft	\$ 6,801.00			
<b>Error and Omissions Contingency</b>				205,743	\$ 182,597	\$ 23,146
2	Change Rooftop Unit Orientation	Procraft and Elite	\$ 59,843.00			
3	Electrical Changes to Single Line	Champion	\$ 13,392.00			
4	Added Expansion Joints at Walkway Canopies	Leiner	\$ 6,214.00			
8	Infilling Open Vents Between Classrooms and Mechanical Rooms	Elite	\$ 4,348.00			
12	Mechanical Room Curb Infill per CCD 005B	DSI, Ben's	\$ 18,753.00			
14	Added Downspout and Gutter Size Reduction at Admin per RFI 055	Leiner	\$ -			
17	Paint New and Existing Gas Piping per CCD 012A	Specialized Paint	\$ 4,624.00			
20	Seismic Bracing for Existing Light Fixtures per CCD 014A & 015A	Champion Electric	\$ 73,260.00			
22	B Vent Relocation per RFI 049	Pro-Craft	\$ 2,163.00			
<b>Roof Sheathing Allowance</b>				101,968	\$ 101,694	\$ 284
CORE SCO 5 - T&G at Canopy walkways						
16	Rooftop Gas Line Seismic per CCD 012A	Core	\$ 2,565.00			
		Leiner, Core, Pro-Craft	\$ 99,119.00			
<b>Conduit Lifting Allowance</b>				50,000	\$ 35,011	\$ 14,989
15	Additional Abatement for Bldg. A Performed T&M	DSI	\$ 35,011.00			
<b>Fascia Repair Allowance</b>				3,216	\$ -	\$ 3,216
<b>Total</b>				566,670	\$ 518,530	\$ 48,140



Erickson-Hall Construction  
An Employee Owned Company

pa6607

October 13, 2020  
Ser. 3945-03

Core Contracting Inc  
1068 La Mirada Court,  
Vista, California 92081

Re: EHCC Project #3945  
Olita ES HVAC & Re-Roof  
950 Brierciff Drive  
La Habra, CA 90631

**CHANGE ORDER #05**  
**ADDITIVE**

As a change to your Contract, you are hereby directed to provide all labor, material and equipment necessary to accomplish the following:

Furnish and install new T&G and support beam for the canopy walkways due to rotted wood at multiple locations.

Performance of the above-defined work will increase the contract price in the amount of \$2,565.00 and will not affect the contract completion date.

All other terms remain unchanged. The foregoing increase in price and time is in full settlement of all entitlements directly or indirectly arising out of this change.

This letter will constitute the formal change order. Please sign and return one (1) original copy of this letter acknowledging your account with the terms of this change. Retain the second original for your files.

Sincerely,

Mat Gates  
Vice President

ACCEPTED BY:

DATE

10-15-2020

RECEIVED

OCT 19 2020

MG/sml  
Enclosure  
cc: Jobsite  
Accounting

Erickson-Hall Construction Co.

Roofing Allowance

# CORE CONTRACTING, INC

1068 LA MIRADA COURT | VISTA, CA 92081  
760-683-8308

## CHANGE ORDER REQUEST

No: COR 5  
Date: 10/9/20

To: Mike Arnold  
Company: Erickson Hall Construction  
Address: 500 Corporate Drive  
City: Escondido, CA 92029  
Phone: 760-796-7700  
Fax: 760-796-7750

Job Name: Olita ES HVAC & Reroof  
Address: 950 Briarcliff Dr.  
City: La Habra, CA 90631

Scope: Additional labor and material to replace rotted 2x6 T&G at canopy walkways and replace a 6x10 support beam.					
ITEM	DESCRIPTION	QTY	UNIT	UNIT PRICE	TOTAL
1	2 x 6 - 14' T&G	30	EA	\$ 19.38	\$ 581.49
2	6 x 10 - 10' DF	1	EA	\$ 127.40	\$ 127.40
3	Carpenter Labor	20	HR	\$ 80.00	\$ 1,600.00
				SUBTOTAL	\$ 2,308.89
				OHP&I 10%:	\$ 230.89
				BOND 1%:	\$ 25.40
				TOTAL:	\$ 2,565.18

GRAND TOTAL: \$ 2,565.18







**LOWELL JOINT SCHOOL DISTRICT**

**RESOLUTION NO. 825**

**A RESOLUTION OF THE BOARD OF TRUSTEES  
OF THE LOWELL JOINT SCHOOL DISTRICT  
OF LOS ANGELES AND ORANGE COUNTIES, CALIFORNIA,  
APPROVING THE AWARD OF PRE-CONSTRUCTION AND LEASE-LEASEBACK  
SERVICES FOR THE JORDAN ELEMENTARY SCHOOL PROJECT TO  
ERICKSON-HALL CONSTRUCTION**

**WHEREAS**, the Lowell Joint School District (“District”) plans to perform HVAC, roof replacement, fire alarm, modular buildings, sewer, ADA, and related work at Jordan Elementary School (“Project”) utilizing the lease-leaseback construction delivery method, whereby the District will lease the site that it owns to a contractor who will construct improvements thereon and lease the Project and the underlying site back to the District;

**WHEREAS**, Education Code Section 17406 authorizes the governing board of a school district to let to any person, firm or corporation any real property belonging to the District if the instrument by which the property is let requires the lessee therein to construct on the demised premises, or provide for the construction thereon of, a building or buildings for the use of the school district during the term of the lease, and provides that title to that building shall vest in the school district at the expiration of that term;

**WHEREAS**, the selection of any lease-leaseback proposer pursuant to Education Code section 17406 shall be based on a competitive solicitation process and a contract shall be awarded to the proposer providing the “best value” to the school district, taking into consideration the proposer’s demonstrated competence and professional qualifications necessary for the satisfactory performance of the services required;

**WHEREAS**, pursuant to Education Code section 17400(b)(1), “best value” means a competitive procurement process whereby the selected proposer is selected on the basis of objective criteria for evaluating the qualifications of proposers with the resulting selection representing the best combination of price and qualifications;

**WHEREAS**, on September 9, 2019, the District’s Board of Education adopted the Resolution approving the Pre-construction Services Agreement and the Request for Proposals (“RFP”) for the Projects setting forth the criteria and scoring of the proposals, including relevant experience, safety record, price proposal, and other criteria specified by the District;

**WHEREAS**, the RFP previously approved by the Board included the form Lease-Leaseback Agreement;

**WHEREAS**, a Proposal Evaluation Committee evaluated the qualifications of the proposals based upon the criteria and evaluation methodology set forth in the RFP, assigned scores to each proposal, and once the evaluation process was complete, the District determined the proposer with the best value score;

**WHEREAS**, based on the Proposal Evaluation Committee's assessment of proposals, Erickson-Hall construction ("Contractor") achieved the highest best value score;

**WHEREAS**, the District desires the Contractor to perform Pre-construction Services at Jordan Elementary School; and

**WHEREAS**, in order to construct the Project using the lease-leaseback construction delivery method, it is necessary that the District enter into a site lease, in which the site will be leased to the Contractor; which provides for the sublease of the site and the lease of the Project by the Contractor back to the District; and a construction services agreement that contains construction provisions with which Contractor shall comply with respect to the construction of the Project (collectively, "Lease-Leaseback Agreement").

**NOW, THEREFORE, THE BOARD OF EDUCATION OF THE LOWELL JOINT SCHOOL DISTRICT DOES HEREBY RESOLVE, DETERMINE, AND ORDER AS FOLLOWS:**

**Section 1.** Recitals. All of the recitals herein contained are true and correct.

**Section 2.** Determination of Best Value Contractor. The Lowell Joint School District implemented a RFP process and in accordance with Education Code section 17406, determined that Contractor was responsive and received the best value score based on the evaluation of objective criteria contained in the RFP.

**Section 3.** Award of Pre-construction Services Agreement. The District's Board of Education hereby awards Pre-construction Services Agreements included in the RFP to Contractor for Jordan Elementary School, for an amount not to exceed \$30,000.

**Section 4.** Award of Lease-Leaseback Agreement. The District's Board of Education hereby awards lease-leaseback contract to Contractor for the Project. The Lease-Leaseback Agreement which includes the Sublease, Site Lease and Construction Services Agreement were included in the RFP.

**Section 5.** Guaranteed Maximum Price. After pre-construction services are completed, and subcontractors are selected by Contractor for the Projects, the guaranteed maximum price shall be negotiated and finalized for the Projects. The District's Board of Education must approve the final guaranteed maximum price prior to the start of any construction work on any Project. Pre-construction services shall be provided pursuant to a Pre-construction Services Agreement approved by the District's Board of Education.

**Section 6.** Other Acts; Delegation. The District's Board of Education hereby approves a delegation of authority and appoints its Superintendent, or his or her designee, who is hereby authorized and directed to negotiate and finalize the Pre-construction Services Agreements and Lease-Leaseback Agreements, and to carry out the intent of this Resolution. All actions taken pursuant to this delegation of authority shall be subject to ratification of the Board. Said delegation shall be valid until otherwise rescinded by the Board.

**Section 7.** Effective Date. This Resolution shall take effect upon adoption.

APPROVED, PASSED AND ADOPTED by the Board of Education of the Lowell Joint School District this 3rd day of May, 2021, by the following vote:

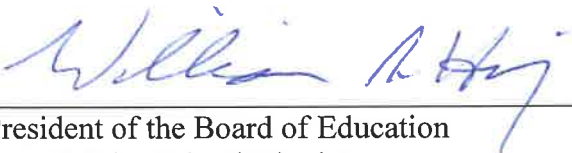
AYES: William Hinz, Melissa Salinas, Karen Shaw, Fred Schambeck,  
Anastasia Shackelford

NOES: None

ABSENT: None


ABSTAINED: None

I, William Hinz, President of the Lowell Joint School District Governing Board, do hereby certify that the foregoing is a full, true, and correct copy of the resolution passed and adopted by said Board at a regularly scheduled and conducted meeting held on said date, which resolution is on file in office of said Board.

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

I, Karen Shaw, Clerk of the Board of Education of the Lowell Joint School District, do hereby certify that the foregoing Resolution was introduced and adopted by the Board of Education of the Lowell Joint School District at a regular meeting thereof held on the 3rd day of May, 2021, by the following forgoing vote.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed the official seal of the Lowell Joint School District this 3rd day of May, 2021.

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



**Erickson Hall Construction Co.**  
**Guaranteed Maximum Price**  
**Revised April 23, 2021**



	<b>Jordan ES HVAC, Roof, Fire Alarm, &amp; New Modulars</b>	<b>Budget</b>
1	Survey	59,629
1A	<i>Delete Utility Conformance Survey</i>	(14,750)
2	Erosion Control	71,879
3	Final Clean	23,960
4	Earthwork & Demolition	543,174
5	Concrete & Masonry	798,030
6	Rough Carpentry	322,956
7	Structural Steel & Metal Fabrications	230,247
8	Insulation & Waterproofing	48,328
9	Roofing & Sheet Metal	959,258
10	Gypsum Board & Plaster	89,018
11	Acoustic Ceilings	39,601
12	Flooring	35,754
13	Painting	182,694
14	Signage	15,842
15	Window Coverings	87,250
15A	<i>Delete Window Coverings &amp; Associated Rough Carpentry Bldgs 1-6</i>	(54,284)
16	Plumbing & Site Utilities	404,191
17	HVAC	417,320
18	Electrical & Fire Alarm	1,328,332
19	Asphalt & Striping	41,104
20	Playground Equipment	47,122
21	Fencing	205,078
22	Landscaping	150,980
23	Site Specific Conditions	157,128
24	General Conditions	909,774
25	Preconstruction	30,000
	<b>SUBTOTAL</b>	<b>7,129,615</b>
	Fee at 5%	356,481
	<b>SUBTOTAL</b>	<b>7,486,096</b>
	Insurance at 1.05%	78,604
	Bond at 1.05%	78,604
	<b>SUBTOTAL</b>	<b>7,643,304</b>
	Project Contingency at 5%	382,165
	E&O Contingency at 5%	382,165
	DSA Contingency at 1%	76,433
	Gas Line Contingency	36,625
	<b>Jordan ES Guaranteed Maximum Price</b>	<b>8,520,692</b>

	<b>Alternate Deducts</b>	
1	CMU Ball Wall & Footing	(18,650)

**Lowell Joint School District**  
**Jordan ES HVAC, Roof, Fire Alarm, & New Modulares**  
**GMP Clarifications**  
**Dated 4/23/2021**

The attached GMP Summary dated 4/23/2021 reflects the Erickson-Hall Construction Co. (EHCC) GMP for the Construction of Jordan ES HVAC, Roof, Fire Alarm, & New Modulares as designed by Ghataode Bannon Architects LLP.

**This GMP is based on the following documents:**

Jordan Elementary School HVAC, Roofing, Fire Alarm, & (N) Modular Buildings 100% Construction Documents - Title Sheet Dated 2/9/2021

Jordan Elementary School - HVAC, Roofing, Fire Alarm & New Modular Buildings Addendum 1 - Dated 3/25/2021

Jordan Elementary School HVAC / Roof & Fire Alarm Upgrades Site Works & (3) New Modular Buildings - Project Manual - Dated 2/15/2021

Geotechnical Report Dated 12/18/2020 By RMA Group

Limited Asbestos, XRF-Lead And Hazmat Assessment Dated 3/19/2021 By A-Tech Consulting, Inc.

Sample Owner Controlled Insurance Program Project Manual By Gallagher

**This GMP is based on the following Clarifications:**

- 1 Plans are not DSA Approved. A DSA contingency of 1% has been provided for changes from the bid set of plans to the stamped set. Our understanding from GBA is that the changes will be minor and focus on Silver Creek's scope of work but EHCC has not reviewed these plans.
- 2 EHCC assumes that existing relocatable buildings are being hauled off and/or demolished by the district. EHCC has accounted for the demolishing of ramps/flatwork around the relocatables as indicated on the drawings.
- 3 Silver Creek Modular Buildings are to be contracted direct with the school district. Specifically, the buildings will be delivered and installed by Silver Creek with coordination by EHCC. EHCC's scope of work involving the modular buildings is limited to preparation of the building pads, connecting utilities, fire alarm & low voltage wiring, window shades, and painting the hollow metal doors & frames. EHCC is also furnishing and installing the two steel canopies and footings at the new modular buildings.

- 4 Installation of the new fire hydrant on C009 is to be installed by Suburban Water Systems. It is our understanding the Suburban Water Systems will handle all demo, patch back, plumbing, traffic control, & permits for their own work.
- 5 We have assumed that the existing basketball courts are sufficient to be part of the new fire lane. It is our understanding that this has been approved by the local fire authority. EHCC has not incorporated the costs of new basketball courts in this GMP.
- 6 We have assumed that the existing drive approach and gate at the new fire lane will be sufficient. While we have included the cost to refurbish the existing drive approach that we feel may be damaged during the course of construction, we have not included the costs for a larger drive approach or a new gate.
- 7 Play structures are to be purchased and installed by the school district. EHCC has accounted for the playground bark, liner, drains, and curb at these play areas.
- 8 EHCC has not accounted for hazardous underground pipe removal as none is shown. EHCC has included the cost of flushing debris out of the existing storm system but has not accounted for repair or lining of damaged pipes.
- 9 EHCC assumes that the existing 8" sewer pipe running underneath the new fire lane is deep enough for our new paving section. GBA has indicated that the elevation of this pipe is not found on any of the drawings they have reviewed. EHCC will do everything we can to protect the pipe in place but we have not accounted for it's relocation.
- 10 We are excluding condensor coil coating and duct cleaning which both appear in the HVAC specifications. Condensor Coil Coating is required in coastal areas and is not required for this project. Duct cleaning is also not required in this project because we are replacing the HVAC system campus wide. The HVAC contractor will plastic wrap the ends of any exposed ductwork to prevent exposure to construction debris.
- 11 Line item 15A on the GMP summary sheet is for deleting window coverings and the associated rough carpentry at Buildings 1-6. Included in the revised GMP are new window coverings at Buildings 11, 12, & 13 as shown on the plans.

**JORDAN ELEMENTARY HVAC, ROOF REPLACEMENT, MODULAR BUILDINGS,  
FIRE, ALARM, ADA, SEWER, and RELATED WORK PROJECT  
CONSTRUCTION SERVICES AGREEMENT**

Between

**LOWELL JOINT SCHOOL DISTRICT**

and

**ERICKSON HALL CONSTRUCTION CO.**

Dated as of May 3, 2021

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EXHIBIT "K" OCIP Project Manual

**JORDAN ELEMENTARY HVAC, ROOF REPLACEMENT, MODULAR BUILDINGS,  
FIRE ALARM, ADA, and RELATED WORK PROJECT**

**CONSTRUCTION SERVICES AGREEMENT**

This Construction Services Agreement is made as of May 3, 2021 by and between the Lowell Joint School District, a California school district organized and existing under the laws of the State of California (hereinafter called the "District"), and Erickson Hall Construction Company, a California corporation operating under the laws of the State of California ("Contractor").

General intent of agreement:

WHEREAS, the District entered into an agreement with GBA Architects (the "Architect") to provide architectural services for the District for the purpose of developing Construction Documents for the construction of improvements at Jordan Elementary School site (the "Project").

**1. GENERAL INTENT**

- 1.1 The Board of Education has reviewed the different methodologies available to deliver a public works project and has carefully considered the options of competitive bid to a general contractor who would be responsible for the entire project, a construction management managed multi-prime trade contract project, an at-risk construction management contract, turn-key delivery by another public entity or delivered by another public entity through a joint use project, but have through Board action and independent staff and Board review determined that there are benefits and detriments to each delivery method.
- 1.2 The Board of Education has also reviewed the lease-leaseback methodology under California Education Code section 17406 which permits the governing board of a school district to lease to any person, firm, or corporation any real property owned by the District if the instrument by which such property is leased requires the lessee to construct on the leased premises, or provide for the construction thereon, of a building for the use of the school district, during the term of the lease, and provides that title to that building shall vest in the school district prior to or at the expiration of the lease.
- 1.3 As part of the Board of Education's consideration of the possible methods of delivery, the Board has also reviewed available information from the Coalition of Adequate School Housing materials on delivery methods, California School Board Association, California Association of School Business Officials, Office of Public School Construction Meeting Minutes and SAB Implementation Committee meeting minutes and considered the benefits and detriments of the lease-leaseback delivery method.
- 1.4 Further, the Board of Education understands that unique to the lease-leaseback delivery method, the lease-leaseback Contractor will not only be undertaking the traditional due diligence of investigating existing Project related information, documents and the Project site, but now included as part of the Contractor's "Due Diligence" (as defined herein) as part of this lease-leaseback delivery method, the Contractor will be performing a review of the Construction Documents to visualize conflicts that may have not been located by the Architect as part of the Architect's constructability review when the Construction Documents were being prepared.
- 1.5 The Board of Education in its consideration of the substantial evidence that is available to the District staff and through the Board's own research has determined that this ability to work between the Contractor and the Architect to resolve a greater percentage of construction claims that would ordinarily arise through any of the other delivery methods addressed in Article 1.1 above also provides the ability of the Contractor to determine the likely level of errors and



omissions, and provides a Guaranteed Maximum Price for the Project based on the Contractor's Due Diligence. The unique ability to determine with certainty the budget numbers for the Project provides this Board of Education the ability to not only ensure that the District is best serving the community and its school children, but also provides the ability to focus resources towards future and simultaneous projects that could not be undertaken during any of the other delivery methods since a sizable contingency needs to be set aside for potential claims, litigation, arbitration, mediation, and delays that could jeopardize the ability to plan for occupancy of the building or the possibility of having to spend significant resources to procure alternative facilities.

- 1.6 As part of this lease-leaseback Construction Services Agreement, a site lease with Contractor (the "Site Lease"), for the Project has been entered into and attached as Exhibits to the Site Lease is a description of the site (the "Site") in order for Contractor to construct improvements to this existing school Site under the possessory interest of a lease with a greater degree of control over the overall Project, including ability to coordinate Site related items such as utilities, ability to insure both the Project and the Site against a broader range of risks, and greater primary control and oversight over Subcontractors and suppliers for the Project as the lessee of the Site.
- 1.7 In addition, the Contractor subleases the constructed portions of the Site and the Project back to the District pursuant to a Sublease Agreement (the "Sublease") under which the District will be required to make Sublease Payments as described therein; and
- 1.8 It is agreed that upon the expiration of the Site Lease and Sublease, title to the Project shall vest in the District; and
- 1.9 Contractor represents that Contractor is uniquely experienced in Construction of public schools and community colleges including, but not limited to, the specific requirements and regulations of the Field Act as administered by the Division of State Architect, working with the Division of State Architect, Office of Public School Construction, California Department of Education and work with the various applicable other State and local agencies that have jurisdiction over the Project, is duly licensed as a contractor in the State of California, and is prepared to analyze, synthesize and efficiently perform construction work for the District as more fully set forth in this Agreement
- 1.10 Contractor has thoroughly performed Due Diligence as defined in Articles 4 and 5 to establish a Guaranteed Maximum Price for the Project (which may include an Errors and Omissions Contingency and a Construction Contingency for Contractor's own errors and omissions) that will not be exceeded. Contractor has investigated the site conditions and reviewed the Construction Documents to establish that there are no known problems with respect to the site conditions or the Construction Documents and that Contractor can and will construct the Project for the Guaranteed Maximum Price as set forth in Article 3 and defined in Article 5 of this Construction Services Agreement, and Contractor will not seek any additional compensation whatsoever, including, without limitation, any requests based upon known site conditions, extensions on the Lease beyond the Lease period or any requests, except for such additional compensation provided for herein based upon unforeseen conditions and/or errors or omissions contained within the plans and specification or Construction Documents.
- 1.11 Since the Contractor has entered into a negotiated Lease and is performing this Construction Services Agreement as the Lessee of the Premises, Contractor understands and agrees that:
  - 1.11.1 Public Contract Code section 4100 et seq. addressing subcontractor listing shall not apply except to the extent applicable under Education Code section 17406(a)(4). However, the District is requiring an open book accounting and the public selection of Subcontractors pursuant to Article 6.3 of this Agreement.
  - 1.11.2 Public Contract Code section 20111 addressing competitive bidding does not apply to the Project pursuant to the specific language of Education Code section 17406 which

provides for a competitive procurement process through request for sealed proposals from qualified proposers.

1.11.3 Public Contract Code section 3400 addressing proprietary specifications does not apply since the Contractor has entered into a negotiated Lease pursuant to which is obligated to build the Project. The Contractor agrees and acknowledges that it has had great opportunity throughout the Due Diligence process and negotiation of the Lease and related agreements to propose any changes or substitutions, and warranties that it shall propose no further changes or substitutions pursuant to Public Contract Code section 3400. Substitutions and Value Engineering are allowed to address cost savings and to more efficiently build the Project at Articles 5.3 and 16.

1.11.4 The requirements in Public Contract Code section 22300 shall not apply.

1.12 Prequalification of Contractor and MEP Subcontractors. In accordance with California Public Contract Code section 20111.6, the Contractor is required to submit to the District a completed set of prequalification documents on forms provided by the District and be deemed prequalified by the District prior to entering into the Contract for the Project. In addition, all mechanical, electrical or plumbing (“MEP”) Subcontractors of any tier (contractors that hold C-4, C-7, C-10, C-16, C-20, C-34, C-36, C-38, C-42, C-43 or C-46 licenses), must also be prequalified. It is the responsibility of the bidder to ensure that all MEP Subcontractors holding any of the licenses listed above are properly prequalified. This prequalification requirement for MEP Subcontractors applies even if the subcontractor will perform, or is designated to perform, work that does not require one of the licenses listed above, but the subcontractor holds one of the licenses listed above. Prequalification by the District of Contractor and Subcontractors pursuant to Public Contract Code section 20111.6 does not automatically mean that the Contractor or any Subcontractor is qualified to be enrolled in the Owner Controlled Insurance Program (“OCIP”).

## **2. TITLE 24 RESPONSIBILITIES – GENERAL INTENT OF THE CSA**

Contractor accepts the contractual relationship established between it and District by this Construction Services Agreement, and Contractor covenants with District to furnish reasonable skill and judgment in constructing the Project as set forth in the Construction Documents, as defined in Article 4 for the Project which are described and/or set forth herein as Exhibit “A.” Contractor agrees to furnish efficient business administration, coordination review of the Construction Documents, coordination of the work of the Subcontractors and vendors and superintendence to furnish at all times an adequate supply of professionals, workers, and materials and to perform the work appropriately, expeditiously, economically, and consistent with the Construction Services Agreement and Construction Documents as defined in Article 14, below.

2.1 **Title 24 Responsibilities.** The Contractor shall continually supervise and direct the Work using the Contractor’s best skill and attention. The Contractor shall be solely responsible for and have control over construction means, methods, techniques, sequences, procedures; and shall coordinate all portions of the Work in conformance with the Contract Documents. Specific duties of the Contractor shall include those set out in Section 43 of Title 21 of the California Code of Regulations and Section 4-343 of Title 24 of the California Code of Regulations. These duties include, but are not limited to the following:

2.1.1 *Responsibilities.* It is the duty of the Contractor to complete the Work covered by his or her Contract in accordance with the approved Construction Documents. The Contractor in no way is relieved of any responsibility by the activities of the Architect, Engineer, Inspector or DSA in the performance of their duties.

2.1.2 *Performance of the Work.* The Contractor shall carefully study the approved Construction Documents and shall plan its schedule of operations well ahead of time. If at any time it is discovered that work is being done which is not in accordance with

the approved Construction Documents, the Contractor shall correct the Work immediately.

- 2.1.3 *Inconsistencies.* All inconsistencies or timing or sequences which appear to be in error in the Construction Documents shall promptly be called to the attention of the Architect or, Engineer, for interpretation or correction. Local conditions which may affect the structure shall be brought to the Architect's attention at once. In no case, shall the instruction of the Architect be construed to cause work to be done which is not in conformity with the approved plans, specifications, change orders, construction change documents, and as required by law. (See Title 24 Section 4-343)
- 2.1.4 *Verified Reports.* The Contractor shall make and submit to the office from time to time, verified reports as required in Title 24 Section 4-366. As part of the Close-Out of the Project (see Article 13.16), Contractor shall be required to execute a Form 6-C as required under Title 24 Sections 4-343.
- 2.1.5 *Reporting Requirements.* Contractor shall fully comply with any and all reporting requirements of Education Code sections 17315, et seq., in the manner prescribed by Title 24, as applicable.
- 2.1.6 *Contractor Responsibility.* The Contractor shall be responsible to the District for acts and omissions of the Contractor's employees, Subcontractors, material and equipment suppliers, and their agents, employees, invitees, and other persons performing portions of the Work under direct or indirect contract with the Contractor or any of its Subcontractors.
- 2.1.7 *All Work is performed Under the Direction of Inspector.* Pursuant to Title 24 requirements, the Contractor shall not carry on Work except with the knowledge of the Inspector. (See Title 24 generally)
- 2.1.8 *Contractor to Establish Timing and Protocol with Inspector.* Contractor shall establish a protocol for requesting inspection with Inspector so as to not delay the Work and provide adequate time for the Inspector to perform inspection. If such a protocol is not established ahead of time, Inspector may utilize the time criteria set by Title 24 of 48 hours in advance of submitting form DSA 156 for each new area. DSA requirements under PR 13-01 specifically gives the Special Inspector fourteen (14) days to post to the DSA website. Contractor is responsible for delays and for failure to plan.
- 2.1.9 *Conformance with Approved Submittals.* This conformance includes performing all Work only in conformance with approved Submittals, Shop Drawings, and Samples or the Inspector may be required to issue a DSA Form 154 Notice of Deviation from approved DSA Contract Documents.
- 2.1.10 *Incremental Assemblies.* For some Projects, there may be a need to incrementally install certain assemblies. It is up to Contractor to identify areas and assemblies that may be constructed incrementally. Contractor must identify and establish incremental areas of construction and establish protocols with Inspector for DSA 152 approvals so they may be presented to DSA. See PR-13 item 2.1.10 for further discussion.
- 2.1.11 *Coordination with Outside Contractors.* If any of the Work for the Project is known to include Work performed by contractors retained directly by the District, Contractor shall be responsible for the coordination and sequencing of the Work of those other contractors so as to avoid any impact on the Project Schedule.

3. **CONTRACT INFORMATION**

- 3.1 **District:** Lowell Joint School District  
11019 Valley Home Avenue  
Whittier, CA 90603
- 3.2 **Notices:** David Bennett, Assistant Superintendent, Facilities & Operations  
e-mail: dbennett@ljsd.org
- 3.3 **Contractor:** Erickson Hall Construction Company  
  
500 Corporate Drive  
  
Escondido, CA 92029  
  
760-796-7700
- 3.4 **Notices:** Mat Gates, Vice President  
  
Mgates@ericksonhall.com

The following are established through Contractor's review of the Program, Contract Documents and through Contractor's Due Diligence prior to entering into this Agreement:

- 3.5 Contract Time is 362 Calendar Days beginning June 7, 2021 and completed June 3, 2022.
- 3.6 Liquidated Damages for overstaying Lease (Art. 18) is \$650.00 per calendar day.
- 3.7 Guaranteed Maximum Price (Art. 5) is \$8,520,692.
- 3.7.1 Construction Contingency (within GMP) is \$382,165.
- 3.7.2 Errors and Omissions Contingency (within GMP) is \$382,165.
- 3.7.3 DSA Contingency at 1% is \$76,433.
- 3.7.4 Gas Line Contingency is \$36,625.
- 3.8 The only exception to the GMP is Unforeseen Underground Conditions, and District Contingency for Owner requested extras as follows:
- 3.8.1 District's Contingency (Art. 8) is \$213,017 (2.5%). District Contingency is carried outside of the GMP.
- 3.8.2 Unforeseen Allowance is \$150,000. Unforeseen Allowance is carried outside of the GMP.
- 3.9 The Contractor's fee for this Project is five percent (5%) and is included in the GMP.

4. **DEFINITIONS**

- 4.1 **Action of the Governing Board** is a vote of a majority of the District's Governing Board.
- 4.2 **Allowances** are separate from the Unforeseen Allowance and mean budgets established for specific scopes of the Work which cannot be fully defined in the Construction Documents at the time that the GMP is established. Allowances may only be drawn upon pursuant to a Change Order issued pursuant to Article 17. In the event that an Allowance is included, the Contractor shall provide all services, work, labor and materials reasonably implicit in the description of the

Allowance for the amount stated for the Allowance, all in accordance with the Construction Documents. Contractor acknowledges and agrees that it has had ample time and consideration to fully assess any Allowance(s) and to negotiate the description and amount of the Allowance(s), such that Contractor fully accepts and shall bear the entire risk and responsibility of providing all services, work, labor and materials required for the Allowance(s) under this Agreement. Expenditures from the GMP will either arise from Construction Contingency or Errors and Omissions Contingency and shall be submitted pursuant to Article 17 addressing Change Orders. The amount of the Change Order shall reflect the difference between actual costs approved by the District and the allowance amounts established in the GMP.

- 4.3 As-Builts are a set of Construction Documents maintained by the Contractor clearly showing all changes, revisions, substitutions, field changes, final locations, and other significant features of the Project. The As-Builts shall be maintained continuously throughout the Work for the Project and is both a prerequisite to the issuance of Pay Application and a requirement for Contract Close-Out. See Article 13.14.
- 4.4 Architect means the architect, engineer, or other design professional engaged by the District to design and perform general observation of the work of construction and interpret the drawings and specifications for the Project.
- 4.5 Beneficial Occupancy is the point in time when a building or buildings are fit for occupancy is fit for occupancy and its intended use. Basic requirements are the building is safe, at or near Substantial Completion, and all life safety is operational. The fact that a building is occupied does not mean that the building is ready for Beneficial Occupancy if there are elements that are unsafe or if life safety items are not operational. Taking occupancy on a structure that is under a fire watch is not considered Beneficial Occupancy. Beneficial Occupancy is not be used by the Contractor as a basis to request Retention Payment unless the entire Project is Substantially Complete in accordance with Article 4.45.
- 4.6 Claims. A Claim is a request for payment, supported by back-up documentation which includes, invoices time sheets, or other documents substantiating legitimate or entitlement that is submitted during the Project or immediately following the Project made prior to the Application for Retention Payment and prior to Final Completion of the Project. A "Claim" means a separate demand by the Contractor for (1) time extension, (2) payment of money or damages arising from Work done by or on behalf of the Contractor pursuant to the Contract and payment of which is not otherwise expressly provided for or the claimant is not otherwise entitled to, or (3) and amount the payment of which is disputed by the District. See Article 20.
- 4.7 Close-Out means the process for Final Completion of the Project, but also includes the requirements for the DSA Certification that the Project is Complete (See DSA Certification Guide). See Article 13.16.
- 4.8 Commencement Date shall mean the Project commencement date found in the Notice to Proceed for the Project in accordance with Article 4.28 of this Construction Services Agreement.
- 4.9 Complete/ Final Completion means that all Work in the Contract Documents is finished, the requirements of the Contract Documents have been met, successful testing, startup and satisfactory operation of the Project as a total unit has been accomplished in substantial conformance with the Contract Documents, the Project is completed, all Work has ceased on the Project and the Project has been accepted by the District's Board. This may also be referred to as Final Completion. In most cases, the recording of a Notice of Completion shall represent Completion of the Project. Beneficial Occupancy or Substantial Completion does not mean the Work is Complete.
- 4.10 Completion Date is the date when all Work for the Project shall be Substantially Complete and is the date assigned at the end of the Contract Time for the Project.

- 4.11 Construction Change Document (CCD). A Construction Change Document is a DSA term that is utilized to address changes to the DSA approved Construction Documents. There are two types of Construction Change Documents. (1) DSA approved CCD Category A (DSA Form 140) for work affecting Structural, Access or Fire-Life Safety of the Project which will require a DSA approval; and, (2) CCD Category B (DSA Form 140) for work NOT affecting Structural Safety, Access Compliance or Fire and Life Safety that will not require a DSA approval (except to confirm that no Approval is required). See Article 17.4.
- 4.12 Construction Services Agreement (CSA) means this Construction Services Agreement, together with any duly authorized and executed amendments hereto.
- 4.13 Construction or Construction Services means all labor and services necessary for the construction of the Project, and all materials, equipment, tools, supplies and incidentals incorporated or to be incorporated in such construction as fully described in the Contract Documents.
- 4.14 Construction Costs means any and all costs incurred by the Contractor with respect to the construction and equipping, as the case may be, of the improvements performed, whether paid or incurred prior to or after the date hereof, including, without limitation, costs for Site preparation, the removal or demolition of existing structures, the construction of the Project and related facilities and improvements, and all other work in connection therewith, security of the Site and Project, Contractors' overhead and supervision at the Project Site, all costs and expenses including any taxes or insurance premiums paid by the Contractor with respect to the Property, and administrative and other expenses necessary or incident to the Project, excluding Contractors' and Developers' home office overhead and profit. The term "Construction Costs" includes all Contractor's costs associated with preparing or generating additional copies of any Construction Documents, as defined below, related to or required for the Project, including preparation or generation of additional Plans and/or Specifications for Contractor's Subcontractors. In no event shall Construction Costs exceed the Guaranteed Maximum Price.
- 4.15 Construction Documents comprise the Plans and Specifications approved by DSA under Application Number 03-117841, File Number 19-65, Allowances stipulated in the Contract Documents, and all Addenda, if any, issued prior to the entry into this Agreement. The Construction Documents shall include all Modifications generated after the Effective Date in accordance with the Contract Documents, including, without limitation, a written amendment to the Contract signed by the Contractor and duly executed and approved by the District, a Change Order, a Construction Change Document, or a written order for a minor change in the Work issued by the Architect.
- 4.16 Contract Documents means those documents which form the entire Contract by and between District and Contractor. The Contract Documents consist of the Site Lease, Sublease, General, Supplementary and other Conditions, this Construction Services Agreement, including all exhibits and attachments hereto, and the Construction Documents. The Contract Documents collectively form the Contract. The Contract represents the entire and integrated Agreement between the parties hereto and supersedes prior negotiations, representations, or agreements, either written or oral. The Contract may be amended or modified only by a written Modification. The Contract Documents shall be binding solely upon the District and Contractor, do not create a contractual relationship of any kind between the Architect and Contractor, between the District and any Subcontractor or Sub-subcontractor, or between any persons or entities other than the District and the Contractor, and are not intended to and do not create any third party beneficiary. The Architect shall, however, be entitled to performance and enforcement of obligations under the Contract intended to facilitate performance of the Architect's duties.
- 4.17 Contract Time is the time period specified in the Contract Documents in which the Project shall be completed. This is sometimes referred to a Contract Duration, or "time in which the Contractor has to Complete the Project". See Article 9.

- 4.18 Day means a calendar day unless specifically designated as a business day.
- 4.19 Drawings or Plans are graphic and pictorial portions of the Contract Documents prepared for the Project and approved changes thereto, wherever located and whenever issued, showing the design, location, and scope of the Work, generally including plans, elevations, sections, details, schedules, and diagrams as drawn or approved by the Architect. Sometimes Drawings will also be included in Addenda, Change Orders, and Specifications.
- 4.20 Due Diligence is the review and analysis of as-built documents, title documents, any prior design documents for the Project or Site, geotechnical reports, surveys, site investigations and other documents and information provided by the District, and synthesizing of information utilized to determine the components of the GMP. Requirements for Due Diligence are further addressed at Article 5.
- 4.21 DSA is the Division of State Architect. DSA is the agency that provides design and construction oversight for K-12 Schools, Community Colleges, and State Funded Charter School Projects. DSA is the responsible agency for this Project and Contractor has submitted a bid for the Project since Contractor is familiar with Contractor's responsibilities under the DSA requirements more thoroughly set forth at Title 24 of the California Code of Regulations. Contractor agrees to abide by the jurisdiction of DSA and shall construct the Project to conform with the approved plans, specifications, Addenda, and Change Orders (inclusive of approved CCD's and ICD's issued by the District pending CCD approval). The DSA website is at <http://www.dgs.ca.gov/dsa>.
- 4.22 Effective Date is the latter of the date upon which the District Board approves the Site Lease and the Sublease and Contractor has executed the Site Lease and Sublease
- 4.23 Float the total number of days an activity may be extended or delayed without delaying the Completion Date shown in the schedule. Float will fall into three categories: (1) Rain Days; (2) Governmental Delays; and, (3) Project Float. See Article 9.2.
- 4.24 Immediate Change Directive (ICD) is a written order prepared by the Architect and signed by the District and the Architect, directing a change in the Work where the Work must proceed immediately and stating a proposed basis for adjustment, if any, in the Contract Sum or Contract Time, or both. See Article 17.4.1.2
- 4.25 Inspector of Record (IOR) or Project Inspector (PI) is the individual retained by the District in accordance with Title 24 of the California Code of Regulations who will be assigned to the Project
- 4.26 Guaranteed Maximum Price or GMP means the Guaranteed Maximum Price established pursuant to Article 5 to be paid to Contractor for Contractor's construction of the Project hereunder, subject to any adjustments for Extra Work/Modifications as provided in Article 17.
- 4.27 Notice of Non-Compliance (DSA Form 154) is a document issued by the Inspector if there is a deviation from the DSA approved Plans, Specifications, and Change Orders. See Article 17.2.
- 4.28 Notice to Proceed. After execution of this Construction Services Agreement and the Site Lease(s) and Sublease(s) between the parties, the District shall issue a notice to the Contractor to proceed with the Project ("Notice to Proceed"), which Notice to Proceed shall include the date upon which commencement for the Project shall commence.
- 4.29 Plans are that portion of the Construction Documents consisting of the drawings and other pictorial or other graphic expression of requirements for the work of improvement to be completed by Contractor, including, without limitation, services, work, material, equipment, construction systems, instructions, quality assurance standards, workmanship, and performance of related services.

- 4.30 Project means the improvements to be constructed and installed by the Contractor, as more particularly described and/or referenced in Exhibit "A" attached hereto.
- 4.31 Provide shall include "provide complete in place," that is "furnish and install complete."
- 4.32 Punch List is a list of minor repair items, prepared after the issuance of a Certificate of Substantial Completion, by the Inspector and Architect of Work required in order to complete the Contract Documents and ensure compliance with the DSA Approved Plans so the Project may be Closed Out. Issuance of the Retention Payment is dependent upon the proper completion of the Punch List. See Article 13.16 and Article 29.
- 4.33 Request for Information (RFI) is a written request prepared by the Contractor requesting the Architect to provide additional information necessary to clarify or amplify an item which the Contractor believes is not clearly shown or called for in the drawings or specifications, or to address problems which have arisen under field conditions.
- 4.34 Schedule is the Contractor's view of the practical way in which the Work will be accomplished. In this Agreement there is a requirement for a Baseline Schedule and regular Schedule Updates that show all Work to be completed during the Contract Time and shall include all items listed under Article 9.3.
- 4.35 Schedule of Values is a detailed breakdown of the Contract Price for each Project, building, Phase of Work or Site as determined by the District. This Schedule of Values shall adequately detail the price for the Work so that the status of the construction of any improvements can be meaningfully reviewed by the Inspector, Architect of Record, Engineer of Record, and District. (See Article 13.12)
- 4.36 Separate Contracts are Contracts that the District may have with other Contractors, vendors, suppliers, or entities to perform Work on the Project. This may include, but is not limited to Multi-Prime Trade Contractors, furniture installers, testing agencies, clean-up contractors, or network or low voltage contractors. Contractor shall plan for certain other contractors that may also be working on the Project site and address these other contractors in Contractor's Schedule. See Article 32.
- 4.37 Site refers to the grounds of the Project or in some cases may refer to multiple sites as defined in the Contract Documents and such adjacent lands as may be directly affected by the performance of the Work.
- 4.38 Site Lease and/or Lease means the Site Lease(s) of even date herewith, by and between the District and the Contractor together with any duly authorized and executed amendment thereto under which the District leases the Site to the Contractor.
- 4.39 Specifications are that portion of the Construction Documents consisting of the written requirements for the work of improvement to be completed by Contractor, including, without limitation, services, work, material, equipment, construction systems, instructions, quality assurance standards, workmanship, and performance of related services.
- 4.40 Standards, Rules, and Regulations referred to are recognized printed standards and shall be considered as one and a part of these specifications within limits specified. Federal, state and local regulations are incorporated into the Contract Documents by reference.
- 4.41 Stop Work Order, or an Order to Comply is issued when either (1) the Work proceeds without DSA approval; (2) the Work proceeds without a DSA Project Inspector, or (3) where DSA determines that the Work is not being performed in accordance with applicable rules and regulations, and would compromise the structural integrity of the Project or would endanger lives. If a Stop Work Order is issued, the Work in the affected area shall cease until DSA withdraws the



Stop Work Order. Pursuant to Education Code section 17307.5(b) and Education Code section 81133.5, the District shall not be held liable in any action filed against the District for any delays caused by compliance with the Stop Work Order.

- 4.42 Subcontractor means any person or entity, including trade contractors, who have a contract with Contractor to perform any work or supply materials for the Project.
- 4.43 Sublease(s) means the Sublease(s) of even date herewith by and between the District and Contractor together with any duly authorized and executed amendment hereto under which the District subleases the Site from the Contractor.
- 4.44 Sublease Payment means any payment required to be made by the District pursuant to Section 7 of the Sublease.
- 4.45 Substantial Completion is not reached unless and until each of the following four (4) conditions have been met: (1) all contractually required items have been installed with the exception of only minor and Incomplete Punch Items (See Article 13.16); (2) All Fire/Life Safety Systems have been installed, and are working and signed off on the DSA Form 152 Inspection Card, all building systems including mechanical, electrical and plumbing are all functioning; (3) all other items on the DSA Form 152 Inspection Card for the Project have been approved and signed off; and (4) the Project is fit for occupancy and its intended use, as certified by the Architect pursuant to the Certificate of Substantial Completion set forth in the Division 1 Forms attached hereto.
- 4.46 Substitution is a change in product, material, equipment, or method of construction from those required by the Construction Documents proposed by the Contractor. Specific requirements for substitutions are set forth at Article 16.
- 4.47 Unforeseen Allowance means the budget established for hazardous substances and underground conditions that differ from representations in the Contract Documents or Due Diligence Documents and meet the requirements under Article 13.15.5 and 18.4. The Unforeseen Allowance may also include other costs as allocated in the District's sole and absolute discretion related to the Project. The District, in its sole and absolute discretion, may use the District Contingency to fund any costs allowed under the Unforeseen Allowance. Any funds remaining in the Unforeseen Allowance at the completion of the Project shall remain unspent and allocated to the District as the District sees fit to use.
- 4.48 Work shall include all labor, materials, services and equipment necessary for the Contractor to fulfill all of its obligations pursuant to the Contract Documents. It shall include extension of Contractor's obligations to Subcontractor to perform Subcontractor Due Diligence including, but not limited to, visiting the Site of the proposed Work (a continuing obligation after the commencement of the Work), fully acquainting and familiarizing itself with the conditions as they exist and the character of the operations to be carried out under the Contract Documents, and make such investigation as it may see fit so that it shall fully understand the facilities, physical conditions, and restrictions attending the Work under the Contract Documents. Each such Contractor or Subcontractor shall also thoroughly examine and become familiar with the Drawings, Specifications, and associated Contract Documents.
- 4.49 Workers include laborers, workers, and mechanics.

## 5. ESTABLISHMENT OF GUARANTEED MAXIMUM PRICE "GMP"

- 5.1 Guaranteed Maximum Price (GMP) is the amount agreed upon between the District and Contractor that shall not be exceeded for the Construction of the Project within the Contract Time based on Contractor's thorough review of the Contract Documents, Due Diligence in investigation of all aspects of the Project. The GMP includes the costs for the Sublease Payments being paid by the District as Progress Payments and Retention Payment during construction in accordance with

the terms of this Construction Services Agreement. Any references to Progress Payments shall also mean Sublease Payments. A Construction Contingency (Article 5.2.1) and an Errors and Omissions Contingency (Article 5.2.2) is contained within the GMP. Costs that are outside of the GMP shall be as follows:

5.1.1 Owner requested additional work (See Article 8) to be paid under the District Contingency.

5.1.2 Unforeseen underground soil conditions or unforeseen hazardous materials that meet the requirements of Article 13.15.5 and 18.4 to be paid under the Unforeseen Allowance.

5.2 GMP. As a result of the Due Diligence of Contractor, the GMP for the Project is set forth under Article 3. The GMP is based upon all Due Diligence performed, the approved Construction Documents, and all other Contract Documents existing and reviewed by the Contractor at the time this Construction Services Agreement is entered into as more fully described and referenced in the Scope of Work set forth in Exhibit "A." Contractor's detailed line item costing of the Project, or Master Budget, totaling the GMP is attached hereto as Exhibit "B." Furthermore, the District and Contractor represent and warrant that the GMP is separate and distinct from the Sublease Payments to be paid by the District under the Sublease.

The GMP is an "all inclusive" price for the construction of the Project that is calculated after Due Diligence and shall not be exceeded except as set forth in this Agreement. Contractor has taken on all contingencies and calculated those contingencies out in the form of the Construction Contingency. Contractor specifically agrees that once the Construction Contingency is fully exhausted, that Contractor can and shall complete the Project pursuant to the terms of this Agreement within the Contract Time. No disputes concerning compensation, extras, or application of Contingencies shall be utilized as grounds to slow down or to stop work. The following two contingencies have been calculated through the Due Diligence of the Contractor and shall be calculated against the contingency amounts based on application of the Change Order language of Article 17.

5.2.1 *Construction Contingency*. The Construction Contingency set forth at Article 3.8.1 is for the use of the Contractor, as approved by the District, to pay for miscellaneous work items which are required to complete the Project including to cover trade scope gaps, missed work, areas of damage that may occur between trades during construction, Subcontractor coordination problems, and Contractor coordination errors. The Contractor shall not use the Construction Contingency to pay for costs related to the following: (a) errors or omissions in the Construction Documents; (b) discrepancies with the Construction Documents pertaining to applicable building code requirements; and/or (c) enhancements or additions to the Scope of Work desired by the District. The Contractor shall obtain written approval from the District prior to using the Construction Contingency. The following may be considered, at the District's sole discretion, valid Construction Contingency items: 1) overtime and premium time, 2) costs to address safety items, 3) Contractor coordination issues and errors, 4) scope gaps, 5) trade damage, and 6) for other items requested by the Contractor if approved by the District and in the District's sole discretion. If on Final Completion of the Project, funds are remaining in the Construction Contingency, such funds shall remain unspent and allocated to the District as the District sees fit to use.

5.2.2 *Errors and Omissions Contingency*. Within the GMP shall be a line item amount to cover errors and omissions in the Construction Documents ("Errors and Omissions Contingency"). The Errors and Omissions Contingency at Article 3.7.2 is calculated based on coordination review of the Construction Documents and coordination meetings that have been held with the Subcontractors and Architect. Specifically, it is the coordination items that could not be addressed through coordination meetings and

a factor determined based on the coordination review that has been performed by Contractor. The Errors and Omissions Contingency is created from Contractor's Due Diligence and based on Contractor's experience on similar projects. As a result, Contractor agrees that Contractor shall not seek to charge District for Errors and Omissions in excess of the Errors and Omissions Contingency. In other words, the Errors and Omissions Contingency is the maximum sum available to compensate the Contractor for Errors and Omissions on the part of the Architect and Architect's Consultants and is the maximum amount that can be charged. Contractor shall bear all costs for Errors and Omissions that exceed the Errors and Omissions Contingency.

Contractor shall notify the District under the Change Order Provisions of the need for such work and specifically identify the Work as Errors and Omissions by submitting to the District for its consideration and approval or disapproval, a written request for the work before such work is performed. If District approves such request in writing, the costs of the work, shall be added to or deducted from the Errors and Omissions Contingency within the GMP. Any funds remaining in the Errors and Omissions Contingency at the completion of the Project shall remain unspent and allocated to the District as the District sees fit to use, except for any portions of Savings added to the Errors and Omissions Contingency, which Savings shall be allocated between the parties as provided in Article 7 below.

### 5.3 Due Diligence

- 5.3.1 *Documents Reviewed.* Contractor has visited the site, entered and evaluated the structures on the site, reviewed all as-built information, environmental reports, Asbestos Hazard Emergency Response Act of 1986 reports applicable to the Project, lead reports, reports on any other hazardous substances, reviewed environmental impact reports, reviewed applicable mitigation measures for the Project, reviewed and observed the current site conditions, reviewed available records from City and/or County Records on the Project. All documents provided or reviewed by the Contractor shall be referred to collectively as the Due Diligence Documents.
- 5.3.2 *Review of Existing Conditions.* Contractor must have performed basic confirmation of the As-Built information that exists as part of the Due Diligence process. This basic confirmation shall include:
  - 5.3.3 Confirmation of overall dimensions of major column lines, location of elements where coordination of new construction to existing construction is to occur, confirmation that the rooms noted are located on the drawings, review and confirmation that rooms have not been reconfigured.
    - 5.3.3.1 Confirmation of location for utilities and supporting infrastructure. Contractor shall review the utilities and confirm that the infrastructure from the As-Built and Contract Documents are consistent with the actual As-Built Conditions of the Project site.
    - 5.3.3.2 Confirmation that fire/life safety elements are consistent with expectations of the Contract Documents. Specifically, confirmation of the integrity of one-hour corridors, fire separations, working fire sprinklers, working fire alarms, communications systems, EMS systems, and other systems that are to remain in use and relied upon as part of the anticipated Project.
    - 5.3.3.3 Review of the Environmental Documents (Asbestos, Lead, PCB's, etc.) and general confirmation that the scope of hazardous substances is

consistent with that which is shown on the environmental reports that are provided.

- 5.3.3.4 Confirmation of Working hours and specific conditions which will affect the ability to work. Contractor shall check requirements for the local city and county and confirm working hours and days, testing schedules at the District for days when work shall not occur, other critical days when work cannot occur, mitigation measures in the EIR or Negative Declaration that may affect the ability to Work on the Project. This review shall help Contractor build a working schedule for the Project.
- 5.3.4 *Review of Construction Documents.* Contractor has performed a complete and diligent review of all plans, specifications, addenda, bulletins or other documents provided as the Construction Documents or otherwise mentioned in the Construction Documents. The Contractor has written and submitted RFIs to address potential design issues prior to the GMP development to obtain a comprehensive GMP that addresses design and constructability issues.
- 5.3.5 *Inconsistencies.* All inconsistencies, timing or sequences which appear to be in error in the Construction Documents shall promptly be called to the attention of the Architect or, Engineer, for interpretation or correction. Local conditions which may affect the structure shall be brought to the Architect's attention at once. In no case, shall the instruction of the Architect be construed to cause work to be done which is not in conformity with the approved plans, specifications, change orders, construction change documents, and as required by law. (See Title 24 Section 4-343)
- 5.3.6 *Coordination Review.* Contractor shall perform a constructability review of the Construction Documents as part of its Due Diligence to determine the level of Errors and Omissions that should be included in the Errors and Omissions Contingency.
- 5.3.7 *Price Fluctuations.* As part of Contractor's Due Diligence responsibilities, Contractor is required schedule and plan to order, obtain, and store materials and equipment sufficiently in advance of its Work at no additional cost to assure that there will be no delays. Contractor understands that this may be a multi-year contract and that materials fluctuate in value and shall have adequately addressed market fluctuations through agreements with Contractor vendors or by other means. Contractor further understands and incorporates into Contractor's bid or proposal cost any wage rate increases during the Project for the Contractor's labor force as well as all other subcontractor and vendor labor forces. Contractor also understands the length of the Project schedule and has incorporated an appropriate budget to include labor, material, and equipment escalation costs into the GMP. At no time will the District accept any costs associated with these increases. District shall not be responsible for market fluctuations in costs or labor rate increases during the Project. Contractor further has incorporated any and all cost increases in areas of Work where there may be schedule variations so that cost increases are not passed through to the District.
- 5.3.8 *Coordination Review.* Contractor has thoroughly reviewed the plans, specifications, and other Due Diligence Documents and satisfied itself that the Construction Contingency is adequate to complete the Project for the GMP.
- 5.3.9 *Due Diligence Determinations.* Contractor has utilized all the available Due Diligence information to verify that the contingencies are adequate and that the Project can be constructed without exceeding the GMP:

- 5.3.9.1 Construction Contingency. Based on review of the scope of work submitted from each Subcontractor, Contractor's Due Diligence and review shall be utilized to determine the size of the Construction Contingency to cover unforeseen conditions (other than noted in Article 5.1), cover trade scope gaps, missed work, areas of damage that may occur between trades during construction, Subcontractor coordination problems, Contractor coordination errors, and miscellaneous work items.
- 5.3.9.2 Errors and Omission Contingency. Based on a thorough review of the available Construction Documents and information located pursuant to the Due Diligence performed, a set-aside has been made for an Errors and Omissions Contingency that may be utilized to compensate for construction work to correct Errors and Omissions in the Construction Documents.
- 5.3.9.3 District Contingency (sometimes called Owner Contingency). District Contingency is a sum that is set aside by the District to address any additional services. In the District's sole discretion, design errors or omissions as determined by the District (to the extent the Errors and Omissions Contingency is exhausted) and unforeseen conditions as approved by the District, may be allocated to the District Contingency. Specifics on application of the Owner Contingency are set forth at Article 8.
- 5.3.9.4 Unforeseen Allowance. Unforeseen Allowance is a sum set aside for unforeseen conditions that differ from representations in the Contract Documents or Due Diligence Documents or meet the requirements under Article 13.15.5 and 18.4. The Unforeseen Allowance may also include other costs as allocated in the District's sole and absolute discretion related to the Project.
- 5.3.10 *Schedule.* Contractor's Due Diligence will also be critical to the Contractor's determination of the number of days required to complete the Project. Contractor will determine if the suggested number of days from the District and Architect can be performed and shall also consider whether the Project requires Governmental or Rain day float that exceeds that set forth in Article 9. If Contractor does not note any concerns with the suggested Contract Time, then it is presumed that Contractor is in agreement with the proposed completion date the Contractor, by entering into this Agreement, has determined for itself that the Project Contract Time is realistic, reasonable and includes all required Float under Article 9.

## 6. OPEN BOOK ACCOUNTING AND SELECTION OF SUBCONTRACTORS

6.1 Open Book Accounting. The Contractor's GMP shall be based on actual procured quotes and bids from Subcontractors, vendors, and suppliers or based on estimated costs. In addition, Contractor shall include an estimated overhead and profit line item along with the cost for Contractor supplied labor. This total construction cost, or Base Cost, shall be added to Subcontractor, vendor and supplier contingencies and the Construction Contingency (which includes an Errors and Omissions Contingency) to form the entire GMP. As costs are incurred during the course of the Project, the Job Cost Accounting shall be updated to include actual costs incurred. A report on costs shall be prepared as part of the GMP process and shall be provided on a monthly basis to the District.

6.1.1 *Purpose.* While competitive bidding is often viewed as the lowest price, utilizing the lowest bid neither results in the best contractor, efficient construction, or a properly

completed product. In some cases, the Project becomes significantly more expensive because competitive bid contractors either don't understand the drawings, aren't qualified to build the Project, or are seeking to utilize the legal process to make money by bringing claims against the District. The lease leaseback methodology provides the ability to negotiate for the most qualified competent contractor and allow coordination and interaction between the Contractor, Architect and District to alleviate unnecessary problems or areas that would result in claims. However, in exchange for this flexibility and reduction in claims, it is in the District's best interests, as a public entity, to ensure that the Project accounting information is available for review and the financial aspects of the Project can be fully reviewed. Thus, Contractor agrees that all job cost information shall be kept in an "open book" manner, shall show the actual transactions that occurred for the Project and shall be disclosable to the State if State funds are being utilized.

6.1.2 *State Allocation Board Issues.* The Office of Public School Construction, the administering agency for the State Allocation Board, audits the costs for construction under the general authority of Education Code section 17076.10 and under the specific authority of Regulation Section 1859.100 et seq. governing program accountability audit, material inaccuracy, and expenditure audits. Given the fact the State has approved the lease-leaseback delivery method, and the likelihood that the records of the Project will be audited if there are State Funds involved, a permanent record of all the financial transactions for the construction of the Project shall be available through an Open Book Accounting of the Project expenditures of both hard and soft costs including, but not limited to labor, material and services costs, including the subcontract and material costs that were utilized to build the Project.

6.1.3 *Value Engineering During the Project.* In addition to Value Engineering addressed at Article 7 below, Contractor may have occasion where better pricing can be obtained from Subcontractors or suppliers. This better pricing shall be treated as part of Savings under Article 7.

6.2 Scope Reduction Not Savings. The District at all times shall have the right to reduce the scope of the Project. If the District reduces the scope of the Project, the GMP shall be reduced to reflect the reduced Scope of Work, pursuant to the provisions of Article 17. To the extent possible, it is the mutual goal of the District and Contractor to maximize the Scope of Work as allowed by the GMP. Reductions in scope are not considered Savings.

6.3 Selection of Subcontractors.

6.3.1 If identified or requested in the District's Request for Proposal/ Qualifications ("RFP/RFQ"), the Contractor must use any Subcontractors identified and included in the Contractor's response to the District's RFP/RFQ pursuant to Education Code section 17406(a)(4). All Subcontractors identified and included in the Contractor's response to the District's RFP/RFQ shall be afforded the protections of the Subletting and Subcontracting Fair Practices Act (Chapter 4 (commencing with Section 4100) of Part 1 of Division 2 of the Public Contract Code).

6.3.2 Following the award of the Contract to the Contractor by the District's Board of Education, and for all Subcontractors not identified in the Contractor's response to the District's RFP/RFQ, the Contractor shall proceed as follows in awarding construction Subcontracts with a value exceeding one-half of one percent of the price allocable to construction work:

6.3.2.1 Provide public notice of availability of work to be subcontracted in accordance with the publication requirements applicable to the

competitive bidding process of the District, including a fixed date and time on which qualifications statements, bids, or proposals will be due.

- 6.3.2.2 Establish reasonable qualification criteria and standards.
- 6.3.2.3 Award the subcontract either on a best value basis or to the lowest responsible bidder. The process may include prequalification or short-listing. The process shall not apply to Subcontractors identified and included in the Contractor's response to the District's RFP/RFQ. Subcontractors awarded construction subcontracts under this Article 6.3.2 shall be afforded all the protections of the Subletting and Subcontracting Fair Practices Act (Chapter 4 (commencing with Section 4100) of Part 1 of Division 2 of the Public Contract Code).
- 6.3.2.4 All MEP Subcontractors must be prequalified as set forth in Article 1.12 above.
- 6.3.3 In no case will the Contractor award any subcontracts until the District has concurred to the scope and price of the subcontracted services.
- 6.3.4 All subcontractors (of any tier) performing any portion of the Work must comply with the Labor Code sections 1725.5 and 1771.1 and must be properly and currently registered with the California Department of Industrial Relations and qualified to perform public works pursuant to Labor Code section 1725.5 throughout the duration of the Project.
- 6.3.5 Contractor shall provide the District with full documentation regarding the bids or competitive quotes received by Contractor. In no event shall such documentation be redacted or obliterated. In the event the Contractor does not comply with this provision, the District may terminate this Construction Services Agreement in accordance with the provisions of Article 19 below.
- 6.3.6 Compliance with Disabled Veteran Business Enterprise (DVBE) contracting goals is required under this Construction Services Agreement. In accordance with Education Code section 17076.11 the District has a DVBE participation goal of 3% per year of the overall dollar amount of state funds allocated to the District pursuant to the Leroy F. Greene School Facilities Act of 1998, and expended each year by the District. The District is seeking DVBE participation under this Construction Services Agreement. The Contractor must require Subcontractors to make a good faith effort to contact and utilize DVBE contractors and suppliers in securing bids for performance of the Project. Their efforts shall be documented on the DVBE Good Faith Effort Form attached as Exhibit "C".

## 7. SAVINGS AND VALUE ENGINEERING

- 7.1 General Intent. The purpose of Savings is to minimize the expenditure of funds for the construction of the Project on items that exceed the minimum criteria required without a corresponding benefit to the District. The District also wishes to eliminate any excess quality levels or performance criteria provided in the Construction Documents so long as such elimination does not alter the design, aesthetics, safety standards or configuration or space, and does not increase future maintenance and operation costs. The District and the Contractor shall work cooperatively with each other, in good faith, to identify appropriate opportunities to reduce the Project costs and promote Savings. There are two stages when Savings may be generated. They are (1) Value Engineering when establishing the GMP and (2) Savings generated through changes, reductions, or Subcontractor negotiations that may occur after the GMP is established.

7.1.1 *Value Engineering* is a review of systems so excess quality, unnecessary design elements, reconfiguration for efficiency, or other changes may be made to reduce the cost of a project. Sometimes, timing and sequences or re-use of materials that are unique to a project or area may generate savings. For example, if export soil is generated on a site which may have a substantial cost for transportation and removal could be sold to offset the costs incurred then a savings may be generated for the Project. Similarly, if concrete is ground, it may be sold for aggregate rather than as demolished construction materials.

7.1.2 *Other Savings* generated over the course of the Project through Subcontractor negotiations, replacement of Subcontractors, or through other means shall be calculated as part of the overall costs for the Project as part of the "Open Accounting" of the Project and shall be counted towards Project Savings.

7.2 Sharing and Calculation for Return of Savings. If Contractor realizes a Savings on an aspect of the Project, including but not limited to, Value Engineering or other Savings after the GMP is established and after execution of this Construction Services Agreement, such Savings shall be divided in the following proportion: Seventy Five Percent (75%) of any Savings shall be returned to the District and Twenty Five Percent (25%) of any Savings shall be returned to the Contractor. Calculation of Savings shall be determined by adding all expenses for the Project (excluding Change Orders and Owner and Construction Contingency Expenses), separating out overhead costs and either using the actual overhead costs, or the percentage set for overhead in the Article 5.3, whichever is higher an applying the percentage for profit against the GMP (less Change orders, Owner and Construction Contingency). Any remaining money shall be considered Savings. If the Project expenses exceed the GMP, then there are no Savings for the Project and the GMP shall apply. A separate calculation of whether there are savings associated with Change Orders under the Owner and Construction Contingency may be performed to determine if there are any savings that remain on these areas and applied to the overall savings calculation

7.3 Savings Determined Through Audit. District may, at its own costs, have an audit conducted of the Project related job costs to determine Savings as further outlined in Article 21.

## 8. DISTRICT CONTINGENCY

8.1 The District Contingency is an allowance for use by the District that can be used to pay the Contractor to perform additional services ("Additional Services") not described in this Construction Services Agreement. This District Contingency is outside of the GMP, is not part of the original bond, except to the extent that District contingency is utilized as a Change to the Contract under Article 17, and may be used for Owner requested additions, revisions to the Project, moving furniture or equipment, and other District unforeseen items. Contractor shall provide a cost estimate and a written description of the Additional Services required to perform such work. The District shall set aside a contingency amount outside the GMP, defined at Article 5 ("District Contingency") in the amount set forth at Article 3, which District Contingency shall be used for such Additional Services. Compensation for such Additional Services shall be negotiated and agreed upon in writing, in advance of Contractor's performing or contracting for such Additional Services. Nothing in this Construction Services Agreement shall be construed as limiting the valuation and amount to be paid to Contractor for such Additional Services or its implementation should a written agreement for such services be executed. Contractor shall not be entitled to compensation for Additional Services required as a result of Contractor's acts, errors or omissions. Further any Architectural Errors and Omissions shall not come out of District Contingency unless agreed upon in writing by the District in its sole discretion.

8.2 Additionally, while District is in no way limited by the manner in which it decides to utilize the District Contingency, said District Contingency shall not be used for any costs associated with errors or omissions in the Construction Documents until such time, if ever, the Errors and Omissions Contingency has been fully exhausted. Any funds remaining in the District



Contingency at the completion of the Project shall remain unspent and remain allocated to the District.

9. **SCHEDULE**

9.1 **Contract Time:** Contractor shall perform and reach Substantial Completion (See Article 4.45) within the time specified in the Agreement. Moreover, Contractor shall proceed on a properly developed and approved CPM Master Baseline Schedule, which represents the Contractor's view of the practical way in which the Work will be accomplished. Note that Contract Time includes and incorporates all Float and other Baseline inclusions as noted in Article 9.3 and as otherwise specifically noted in Article 9

9.2 **Float** is the total number of days an activity may be extended or delayed without delaying the Completion Date shown in the schedule. Float will fall into three categories: (1) Rain Days; (2) Governmental Delays; and (3) Project Float. Project Float and Rain Days are owned by the Project and require District approval prior to being utilized for critical path delays once the days become available for consumption (i.e. the rain day arrives and is not utilized since rain did not occur or Work was performed on the interior of a building). However, Governmental Delay float shall not be utilized for purposes other than to address critical path delays that arise due to approvals, Inspector approvals or verifications on governmental forms.

9.2.1 *Governmental Delay Float.* Given DSA requirements for submission and approval of CCD's prior to a DSA Form 152 sign off on areas of Work that deviate from approved Construction Documents, and the anticipated delays that may arise from this CCD procedure, no less than twelve (12) days per calendar year shall be set aside as Governmental Float to be utilized on critical path delays. A pro-rated number of days shall be calculated based on length of Contract Time. (For example, a two (2) year Contract Time shall require twenty-four (24) days of Governmental Float. If the Contract Time is 182 days, then the Contract Time shall require six (6) days of Governmental Float). This Governmental Delay float must be incorporated into the schedule and should be incorporated in each critical activity as Contractor deems fit. Specifically, major categories of Work under the DSA 152 (Project Inspection Card) should be allocated Governmental Delay Float at the Contractor's discretion. Governmental Delay Float on the Project may exceed 12 days per one (1) year period, but Contractor is required to include not be less than 12 days of Governmental Delay Float during each one (1) year period.

9.2.2 *Inclement Weather (Rain Days).* The Contractor will only be allowed a time extension for unusually severe weather if it results in precipitation or other conditions which in the amount, frequency, or duration is in excess of the norm at the location and time of year in question as established by the National Oceanic and Atmospheric Administration (NOAA) weather data. No less than 22 calendar days for each Calendar year for Southern California. The NOAA weather related days (22 days in Southern California) shall be set aside as float within the Baseline Schedule. Additional days beyond the NOAA shall be considered under the same criteria that weather days are granted below.

9.2.3 *Granting of Days beyond those Anticipated.* A Rain Day shall be granted by Architect or CM if the weather prevents the Contractor from beginning Work at the usual daily starting time, or prevents the Contractor from proceeding with seventy-five (75%) of the normal labor and equipment force towards completion of the day's current controlling item on the accepted schedule for a period of at least five hours, and the crew is dismissed as a result thereof, the Architect will designate such time as unavoidable delay and grant one (1) critical path activity calendar-day extension if there is no available float for the calendar year.

- 9.2.4 *Project Float* is all remaining float, including extra days included in a particular activity.
- 9.3 Inclusions in Baseline. In addition to Scheduling requirements set forth at Article 9, Contractor is specifically directed to include in Contractor's Baseline Schedule and all Schedule updates that provide for the following items required pursuant to this CSA, including but not limited to:
- 9.3.1 *Rain Day Float (excluding inclement weather) as required under Article 9.2.2.* For example, if the NOAA provides 22 days of rain days, all 22 days must be incorporated and noted in the schedule. Further, any days required to clean-up or dry out shall be included for operations that are likely to require a clean-up or dry out period. Days that are not utilized shall be considered float owned by the Project.
- 9.3.2 *Governmental Delay Float under Article 9.2.1.* This Governmental Delay Float shall only be utilized for Governmental Delays and shall not be considered available float owned by the Project. This float shall be distributed to the Project as granted and approved by the District, and shall be used to offset liquidated damages for overstaying the Lease, and shall not generate compensable delays.
- 9.3.3 Submittal and Shop drawing schedule under Article 9.6 and 15.6.
- 9.3.4 Deferred Approvals under Article 15.3 and 15.6
- 9.3.5 Time for separate contractors, including furniture installation and start up activities, under Article 32.
- 9.3.6 Coordination and timing of any drawings, approvals, notifications, permitting, connection, and testing for all utilities for the Project. Article 13.15.2 .
- 9.3.7 Testing, special events, or District activities.
- 9.4 Schedule Updates. Contractor shall update the schedule (including a narrative) each month to address actual start dates and durations, the percent complete on activities, actual completion dates, estimated remaining duration for the Work in progress, areas of progress, logic and durations, overall assessment of schedule achievement, estimated start dates for Work scheduled to start at future times and changes in duration of Work items.
- 9.4.1 *Listing of Items Causing Delays.* Schedule Updates shall provide a listing of activities which are causing delay in the progress of Work and a narrative shall be provided showing a description of problem areas, anticipated delays, and impacts on the Construction Schedule. Simply stating "District Delay" or "Architect Delay" shall be an inadequate listing.
- 9.4.2 *Recovery Schedule.* In addition to providing a schedule update every thirty (30) days, the Contractor, shall take the steps necessary to improve Contractor's progress and demonstrate to the District and Architect that the Contractor has seriously considered how the lost time, the Completion Date, or the milestones that are required to be met within the terms of the Contract. Contractor shall provide a Recovery Schedule showing how Milestones and the Completion Date will be met.
- 9.4.2.1 Failure to Provide a Recovery Schedule. Shall subject Contractor to the assessment of Liquidated Damages for failure to meet the Contract Time.
- 9.5 Time of the Essence. Time limits stated in the Contract Documents are of the essence to the Contract. By executing the Agreement, the Contractor confirms that the Contract Time is a reasonable period for performing the Work

- 9.6 Time for Preparing Submittals Must Be Incorporated in Schedule: Contractor shall include Submittals as line items in the Baseline Schedule. Time for preparing and coordinating Submittals shall not delay the Work, Milestones, or the Completion Date, and shall be in conformance with Article 15.6.

10. INSPECTION OF WORK/ INSPECTOR AND ARCHITECT

- 10.1 Inspection of Work/Inspector. The District shall hire its own Division of State Architect Inspector as required by law. District, District's Representatives, and the Division of the State Architect shall at all times have access to the work whether it is in preparation or progress, and Contractor shall provide proper facilities for such access and for inspection.
- 10.1.1 *General.* One or more Project Inspectors employed by the District and approved by the Division of the State Architect will be assigned to the Work in accordance with the requirements of Title 24 of the California Code of Regulations. The Inspector(s) duties are as specifically defined in Title 24 Section 4-333 and 4-342 and in DSA IR A-8.
- 10.1.2 *Inspector's Duties and DSA Noted Timelines for Inspection.* All Work shall be under the observation of the Inspector. Contractor shall establish a protocol for requesting inspection with Inspector so as to not delay the Work and provide adequate time for the Inspector to perform inspection. If such a protocol is not established ahead of time, Inspector may utilize the time criteria set by Title 24 of 48 hours in advance of submitting form DSA 156 for each new area. The Inspector shall have free access to any or all parts of the Work at any time. The Contractor shall furnish the Inspector such information as may be necessary to keep the Inspector fully informed regarding progress and manner of Work and character of materials. Such observations shall not, in any way, relieve the Contractor from responsibility for full compliance with all terms and conditions of the Contract, or be construed to lessen to any degree the Contractor's responsibility for providing efficient and capable superintendence. The Inspector is not authorized to make changes in the drawings or specifications nor shall the Inspector's approval of the Work and methods relieve the Contractor of responsibility for the correction of subsequently discovered defects, or from its obligation to comply with the Contract Documents.
- 10.1.3 *Electronic Posting.* Inspector shall electronically post DSA required documents on the DSA electronic posting website. It is the Contractor's responsibility to determine the status of posting and determine if all the criteria for sign off of a category of Work on the Project Inspection Card (Form DSA 152) as defined more thoroughly in the most current version of the DSA 152 manual posted on the DSA website.
- 10.1.4 *Incremental Approvals under PR-13.* Inspector may collaborate with Contractor about approval of areas that may be constructed and approved incrementally under the DSA 152 card pursuant to the guidelines of PR-13. Inspector shall work with Contractor to present incremental approval proposals to DSA.
- 10.1.5 *Inspector's Authority to Reject or Stop Work.* The Inspector shall have the authority to reject Work whenever provisions of the Contract Documents are not being complied with, and Contractor shall instruct its Subcontractors and employees accordingly. In addition, the Inspector may stop any Work that poses a probable risk of harm to persons or property. The Contractor shall instruct its employees, Subcontractors, material and equipment suppliers, etc., accordingly. The absence of any Stop Work Order or rejection of any portion of the Work shall not relieve the Contractor from any of its obligations pursuant to the Contract Documents.

- 10.1.6 *Inspector's Facilities.* Within seven (7) days after notice to proceed, the Contractor shall provide the Inspector with the temporary facilities as required. More specific requirements for the Inspector facilities may be further described under Division 1 of the Specifications.
- 10.1.7 *Testing Times.* The District will provide inspection and testing at its cost during the normal eight (8) hour day Monday through Friday (except holidays). Work by the Contractor outside of the normal eight (8) hour day shall constitute an authorization from the Contractor to the District to provide inspection and testing as required outside of the normal eight (8) hour day. Contractor shall provide adequate time for inspections so as to not delay the Work. An advanced timing protocol may be established pursuant to Article 10. If the Contractor is behind Schedule then it is incumbent on the Contractor to provide advance forecast through look ahead of the anticipated date for inspection so the Inspector may plan their activities so as to not delay the Project. Contractor shall reimburse District for any additional costs associated with inspection and testing (including re-inspection and re-testing) outside the normal eight-hour day and for any retests caused by the Contractor pursuant to Article 10.4.
- 10.1.8 *Contractor Is Required to Coordinate Testing and Inspections.* It is the Contractor's responsibility to request special inspections with sufficient time so all testing may be timely completed and posted so work may proceed and the Inspector's signature is attached to the Project Inspection Card (Form 152). Specifically, timely request for special inspection under the DSA Verified Report Forms 291 (laboratory), DSA Verified Report Form 292 (Special Inspection), and DSA Verified Report 293 (geotechnical) since DSA requirements under PR 13-01 specifically gives the Special Inspections 14 days to post to the DSA website. It is the Contractor's responsibility to timely schedule and pay (if applicable) for Special Inspections as to not delay the Project, and any failure or resulting delay is not considered Governmental Delay Float under Article 9.2.1.
- 10.1.9 *Special Inspection Out of State, Out of Country or Remote from Project.* If Contractor has a Subcontractor or supplier that requires in plant or special inspections or tests that are out of the country, out of state or a distance of more than 200 miles from the Project site, the District shall provide the Special Inspector or individual performing tests time for inspection and testing during normal work hours. Contractor, however, is responsible for the cost of travel, housing, food, out of area premiums that may be in the Inspector/Testing Agreement with District, or other expenses necessary to ensure proper inspection or testing is provided by a DSA Certified Inspector, Special Inspector, or individual performing tests. In some cases all three (DSA Inspector, Special Inspector, and Testing) may be required. In addition, if the DSA Certified Inspector, Special Inspector, or individual performing test has contractual travel clauses or special rates for out of town inspection, Contractor is responsible for all costs associated with the contractual travel costs in addition to all other costs. Arrangements for inspection and/or testing shall be made far enough in advance so as to not delay the Work.
- 10.2 **STOP WORK ORDER.** DSA may issue a Stop Work Order, or an Order to Comply, when either (1) the Work proceeds without DSA approval; (2) the Work proceeds without a DSA Project Inspector, or (3) where DSA determines that the Work is not being performed in accordance with applicable rules and regulations, and would compromise the structural integrity of the Project or would endanger lives. If a Stop Work Order is issued, the Work in the affected area shall cease until DSA withdraws the Stop Work Order. Pursuant to Education Code section 17307.5(b) and Education Code section 81133.5, the District shall not be held liable in any action filed against the District for any delays caused by compliance with the Stop Work Order, except to the extent that an error or omission by the District is the basis for the issuance of the Stop Work Order.

10.3 Inspector's Field Office. Contractor shall provide for the use of inspector a separate trailer or temporary private office of not less than seventy five square feet of floor area to be located as directed by District and to be maintained until removal is authorized by District. The Office shall be of substantial waterproof construction with adequate natural light and ventilation. Door shall have a key type lock or padlock hasp. The Inspector's field office shall have heating and air-conditioning and shall be equipped with a telephone, internet connection, working computer, a fax machine and use of an on-site copier at Contractor's expense. A table satisfactory for the study of plans and two chairs shall be provided by Contractor. Contractor shall provide and pay for adequate electric lights, and adequate heat and air conditioning for the field office until authorized removal.

10.4 RESPONSIBILITY FOR ADDITIONAL CHARGES INCURRED BY THE DISTRICT FOR PROFESSIONAL SERVICES

10.4.1 If at any time prior to the completion of the requirements under the Contract Documents, the District is required to provide or secure additional professional services (including CM, Inspection, Architect, Engineering and Special Consultant Services) for any reason by any act of the Contractor, the District may seek a Deductive Change Order for any costs incurred for any such additional services, which costs shall be deducted from the next scheduled Progress Payment. A Deductive Change Order shall be independent from any other District remedies and shall not be considered a waiver of any District rights or remedies. If payments then or thereafter due to the Contractor are not sufficient to cover such amounts, the Contractor shall pay the difference to the District. Additional services shall include, but shall not be limited to, the following:

- a) Services made necessary by the default of the Contractor (Article 19 or Article 12.2).
- b) Services made necessary due to the defects or deficiencies in the Work of the Contractor.
- c) Preparation of a CCD or ICD to correct a Contractor Deficiency, or Contractor Caused Notices of Non-Compliance (Article 17.2)
- d) Services required by failure of the Contractor to perform according to any provision of the Contract Documents.
- e) Services in connection with evaluating substitutions of products, materials, equipment, Subcontractors' proposed by the Contractor, and making subsequent revisions to drawings, specifications, obtaining DSA approvals, DSA costs for review of CCD's, other governmental agency review costs, and providing other documentation required (except for the situation where the specified item is no longer manufactured or available). (Article 16
- f) Services for evaluating and processing Claims or Disputes submitted by the Contractor in connection with the Work outside the established Change Order or Claims or Disputes process.
- g) Services required by the failure of the Contractor to prosecute the Work in a timely manner in compliance within the specified time of completion.
- h) Services in conjunction with the testing, adjusting, balancing and start-up of equipment other than the normal amount customarily associated for the type of Work involved.

- i) Services in conjunction with more than one (1) re-review of Submittals of Shop Drawings, product data, samples, RFI's etc.

**11. ARCHITECT**

- 11.1 Architect's Status. In general and where appropriate and applicable, the Architect shall observe the progress and quality of the work on behalf of the District. The Architect shall have the authority to act on behalf of District only to the extent expressly provided in this Construction Services Agreement. After consultation with the Inspector and after using his/her best efforts to consult with the District, the Architect shall have authority to stop work whenever such stoppage may be necessary in his reasonable opinion to insure the proper execution of the Construction Services Agreement. Contractor further acknowledges that the Architect shall be, in the first instance, the judge of the performance of this Construction Services Agreement
- 11.2 Architect's Decisions. Contractor shall promptly notify District in writing if the Architect fails within a reasonable time, make decisions on all claims of the District or Contractor and on all other matters relating to the execution and progress of the Project.

**12. DISTRICT RESPONSIBILITIES**

- 12.1 District Site Representations. District warrants and represents that, District has, and will continue to retain at all times during the course of construction, legal title to the Site and that said land is properly subdivided and zoned so as to permit the construction and use of said Site. District further warrants and represents that title to said land is free of any easements, conditions, limitation, special permits, variances, agreements or restrictions which would prevent, limit, or otherwise restrict the construction or use of said facility. However, in the event easements for permanent structures or permanent changes in existing facilities are necessary, they shall be secured and paid for by District, unless otherwise specified. Reference is made to the fact that District has provided information on the Site to Contractor. Such information shall not relieve the Contractor of its responsibility; and the interpretation of such data regarding the Site, as disclosed by any borings or other preliminary investigations, is not warranted or guaranteed, either expressly or implicitly, by the District. The Contractor shall be responsible for having ascertained pertinent local conditions such as location, accessibility and general character of the Site and for having satisfied itself as to the observable, known or documented conditions under which the work is to be performed.
- 12.2 Partial Default: District Right to Take Over Work (Two (2) day notice to Cure and Correct). If the Contractor Defaults or neglects to carry out the Work in accordance with the Contract Documents, the District may provide a two (2) business day written notice to cure (a shorter period of time in the case of Emergency or a critical path delay) Contractor's Partial Default in a specific segregated area of work. The District's right to issue a Partial Default of the Contractor's Work and take over that segregated area of Work includes, but is not limited to:
  - a) Failure to supply adequate workers on the entire Project or any part thereof;
  - b) Failure to supply a sufficient quantity of materials;
  - c) Failure to perform any provision of this Contract;
  - d) Failure to comply with safety requirements, or due to Contractor is creation of an unsafe condition;
  - e) Cases of bona fide emergency;
  - f) Failure to order materials in a timely manner;

- g) Failure to prepare deferred-approval items or Shop Drawings in a timely manner;
- h) Failure to comply with Contractor's Baseline or Update Schedule, meet critical Milestones which would result in a Delay to the Critical Path, or Delay the Contract Time;
- i) Failure to comply with the Subcontractor selection and award requirements under Education Code section 17406(a)(4);
- j) Failure to meet the requirements of the American's with Disabilities Act;
- k) Failure to complete Punch List work; or
- l) Failure to proceed on an Immediate Change Directive.

12.2.1 *Failure to correct a Notice of Deviation.* If during the two (2) business day period, the Contractor fails to Cure and correct the deficiency noted in the notice of Partial Default with diligence and promptness, the District may correct such deficiencies without prejudice to other remedies the District may have, including a Termination for Cause as set forth in Article 19.

12.2.2 *Service of Notice of Partial Default with Right to Cure.* A written notice of Partial Default and right to Cure under Article 12.2("Article 12.2 Notice" or "Notice of Partial Default") shall be served by facsimile (with a copy provided by e-mail to the e-mail address provided and copied to the Project Superintendent).

12.2.3 *Shortened Time for Partial Default in the Case of Emergencies.* In an Emergency situation, the District may correct any of the deficiencies described in Article 12.2 without prejudice to other remedies by providing service of written notice of Emergency requiring a shortened time for Partial Default specifying the time given to Cure, if any.

12.2.4 *Shortened Time for Partial Default in the Case of Critical Path Delay.* In the case of critical path delay, the District may correct any of the deficiencies described in Article 12.2 without prejudice to other remedies providing service of written notice of Critical Path Delay to the Contractor with a specific description of the critical path delay items noting the line item or area of Work that is on the Critical Path and prescribe the length of shortened time to Cure, if any.

12.2.5 *Written Notice of Partial Default to be Deducted by Deductive Change Order.* The District shall have the right to determine the reasonable value of the Article 12.2 Partial Default Work, or if there is an actual value for the Work, shall use that value and issue a Deductive Change Orders under Article 17.6.

### 13. CONTRACTOR RESPONSIBILITIES.

- 13.1 Full Time Supervision. Contractor shall keep on the Work at all times during its progress a competent, English speaking construction Superintendent satisfactory to the District. The Superintendent shall be present on a full-time basis, shall be dedicated exclusively to the Project and shall not share superintendency duties with another project or job. The Superintendent shall not be replaced except with written consent of the District. The Superintendent shall represent the Contractor in its absence and shall be fully authorized to receive and fulfill any instruction from the Architect, the Inspector, the District or any other District representative (including CM in the cases where the District has a CM representative). All Requests for Information shall be originated by the Superintendent and responses thereto shall be given to the Superintendent. No Work shall begin on any day by any Subcontractor or other person on the Project site until the

Superintendent has arrived, or shall any Work continue during the day after the Superintendent has departed from the Project site. The Superintendent shall have authority to bind Contractor through the Superintendent's acts. The Superintendent shall represent the Contractor, and communications given to the Superintendent shall be binding on the Contractor. Before commencing the Work, Contractor shall give written notice to District (and CM representative) and Architect of the name and a Statement of Qualifications of such superintendent. Superintendent shall not be changed except with written consent of District, unless a superintendent proves to be unsatisfactory to Contractor and ceases to be in its employ, in which case, Contractor shall notify District and Architect in writing. Contractor shall provide a replacement superintendent approved by the District prior to performing additional work.

- 13.2 Staff. Notwithstanding other requirements of the Contract Documents, the Contractor and each Subcontractor shall: (1) furnish a competent and adequate staff as necessary for the proper administration, coordination, supervision, and superintendence of its portion of the Work; (2) organize the procurement of all materials and equipment so that the materials and equipment will be available at the time they are needed for the Work; and (3) keep an adequate force of skilled and fit workers on the job to complete the Work in accordance with all requirements of the Contract Documents.
- 13.3 Contractor shall notify District and Architect, in writing, when Contractor desires to change the Project Manager for the Project, and shall provide the information specified above. The new Project Manager cannot serve on the Project until approved by District. District shall have the right, at any time, to direct a change in Contractor's Project Manager if performance is unsatisfactory, as determined by District, in its sole discretion.
- 13.4 Contractor shall give efficient supervision to the work, using its skill and attention and shall cause working drawings and specifications to be prepared and submitted to the District. Following agreement by Contractor and District with respect to said working drawings and specifications, it shall be Contractor's responsibility to perform the work described in said working drawings and specifications in substantial compliance with the Construction Documents.
- 13.5 Right to Remove. District shall have the right, but not the obligation, to require the removal from the Project of any superintendent, staff member, agent, or employee of any Contractor, Subcontractor, material or equipment supplier.
- 13.6 Discipline. The Contractor shall enforce strict discipline and good order among the Contractor's and Subcontractor's employees, and other persons carrying out the Contract. The Contractor shall not permit employment of unfit persons or persons not skilled in tasks assigned to them. As used in this subsection, "unfit" includes any person who the District concludes is improperly skilled for the task assigned to that person, who fails to comply with the requirements of this Article, or who creates safety hazards which jeopardize other persons and/or property.
- 13.7 Labor and Materials
- 13.7.1 *Contractor to Provide.* Unless otherwise provided in the Contract Documents, the Contractor shall provide and pay for labor, material, equipment, tools, construction equipment and machinery, water, heat, air conditioning, utilities, transportation, and other facilities, services and permits necessary for proper execution and completion of the Work whether temporary or permanent and whether or not incorporated or to be incorporated in the Work.
- 13.7.2 *Quality.* Unless otherwise specified, all materials and equipment to be permanently installed in the Project shall be new and shall be of the highest quality or as specifically stated in the Contract Documents. The Contractor shall, if requested, furnish satisfactory evidence as to kind and quality of all materials and equipment within ten (10) days of a written request by the District, including furnishing the



District with bona fide copies of invoices for materials or services provided on the Project. All labor shall be performed by workers skilled in their respective trades, and shall be of the same or higher quality as with the standards of other public school construction.

- 13.7.3 *Replacement.* Any work, materials, or equipment, which do not conform to these requirements or the standards set forth in the Contract Documents, may be disapproved by the District, in which case, they shall be removed and replaced by the Contractor at no additional cost or extension of time to the District.
- 13.8 Pre-Construction Orientation/Construction Meetings. The Contractor, in conjunction with the District and the Architect, shall conduct pre construction orientation conferences for the benefit of Subcontractors to orient the Subcontractors to the various reporting procedures and site rules prior to the commencement of actual construction. These Pre-Construction meetings shall include coordination of the Subcontractor Work to help reduce Errors and Omissions and Construction Contingency requests and shall incorporate the Constructability Due Diligence review done by Contractor.
- 13.9 Owner Meetings. The Contractor shall conduct construction and progress meetings with District Representatives, and Construction Managers that occur at least weekly and as otherwise requested by the District, to discuss such matters as procedures, progress problems and scheduling. The Contractor shall prepare and promptly distribute official minutes of such meetings to all parties in attendance including Architect, District and Inspector.
- 13.10 Budget/Cash Flow Reports. The Contractor shall incorporate approved changes as they occur, and develop cash flow reports and forecasts for submittal to the District on a monthly basis. The Contractor shall provide regular monitoring of the approved estimates of Construction Costs, showing actual costs for activities in progress, and estimates for uncompleted tasks. The Contractor shall identify variances between actual and budgeted or estimated costs, and advise the District and the Architect whenever Project costs exceed budgets or estimates. The Contractor shall maintain cost accounting records on authorized additional services or work performed under unit costs, additional work performed on the basis of actual costs of labor and materials, or other work requiring accounting records.
- 13.11 Progress Reports. The Contractor shall record the progress of the Project, and shall submit monthly written progress reports to the District and the Architect including information on the entire Project, showing percentages of completion and the number and amounts of proposed Extra Work/Modifications and their effect on the Construction Costs as of the date of the report. The Contractor shall also keep a daily log containing a record of weather, Contractors, work on the site, number of workers, work accomplished, problems encountered, and other similar relevant data as the District may require. The Contractor shall make the log available to the District and the Architect. The District shall be promptly informed of all anticipated delays. In the event that the Contractor determines that a schedule modification is necessary, the Contractor shall promptly submit a revised Schedule for approval by the District
- 13.12 Schedule of Values.
- 13.12.1 *Break Down of Schedule of Values.* Schedule of Values shall be broken down by Project, site, building, milestone, or other meaningful method to measure the level of Project Completion as determined by the District. The schedule of values shall include, but not be limited, to Subcontractor costs, the costs for the Submittals, Punch Lists, Commissioning and Start-Up, Close Out Submittals, and As-Builts.
- 13.12.2 *Based on Contractor Costs.* The Schedule of Values shall be based on the costs from Contractor to the District. However, the submission of the Schedule of Values shall not be front loaded so the Contractor is paid a greater value than the value of the Work

actually performed and shall not shift funds from parts of the Project that are later to Work that is performed earlier.

- 13.12.3 *Largest Dollar Value for Each Line Item.* Identify Subcontractors and materials suppliers proposed to provide portions of Work equal to or greater than ten thousand dollars (\$10,000) or one-half (1/2) of one percent (1%) of their Contract Price, whichever is less, or as otherwise approved in writing by the District.
- 13.12.4 *Allowances.* Any Allowances provided for in the Contract shall be a line item in the Schedule of Values.
- 13.12.5 *Labor and Materials Shall Be Separate.* Labor and Materials shall be broken into two separate line items unless specifically agreed in writing by the District.
- 13.12.6 *District Approval Required.* The District shall review all submissions of Schedule of Values received pursuant to this Article in a timely manner. All submissions must be approved by the District before becoming the basis of any payment.
- 13.13 Scheduling. Contractor shall complete the construction pursuant to the CPM Schedule as required under Article 9.
- 13.14 As-Builts. Throughout the duration of the Project, Contractor shall maintain on a current basis an accurate and complete set of As-Built Drawings (and Annotated Specifications) clearly showing all changes, revisions to specifications and substitutions during construction, including, without limitation, field changes and the final location of all electrical and mechanical equipment, utility lines, ducts, outlets, structural members, walls, partitions, and other significant features. In case a specification allows Contractor to elect one of several brands, makes, or types of material or equipment, the annotations shall show which of the allowable items the Contractor has furnished. The Contractor will update the As-Built Drawings and Annotated Specifications as often as necessary to keep them current, but no less often than weekly.
- 13.14.1 *Updates.* Contractor shall update As-Built Drawings with complete information on an area of Work at or near the time when the Work is being performed and prior to any DSA 152 sign off and prior to any Work being covered.
- 13.14.2 *Storage.* The As-Built Drawings and Annotated Specifications shall be kept at the Site and available for review and inspection by the District and the Architect. Failure to maintain and update the As-Built Drawings is a basis to withhold scheduled Progress Payments pursuant to Article 29.4.
- 13.14.3 *Upon Beneficial Occupancy.* Contractor shall obtain and pay for reproducible plans upon Beneficial Occupancy. Contractor shall deliver Plans to District Representative (Construction Manager if one is hired for the Project).
- 13.14.4 *As-Builts at Completion of Work.* On completion of the Work and prior to and as a condition precedent to the Application for Retention Payment, the Contractor will provide one neatly prepared and complete set of As-Built Drawings and Annotated Specifications to the District. Contractor shall certify the As-Builts as a complete and accurate reflection of the actual construction conditions of the Work by affixing a Stamp indicating the Drawings are As-Builts and Certifying Accuracy on the final set of As-Builts.
- 13.14.5 *Log of Control and Survey Documentation.* Contractor shall complete and maintain an accurate log or all control and survey documentation for the Project as the Work progresses. All reference and control points shall be recorded on the As-Built

drawings. The basis of elevations shall be one of the established benchmarks that must be maintained on the As-Builts.

- 13.14.6 *Record Coordinates for Key Items.* Contractor shall record, by coordinates, all utilities on-site with top of pipe elevations, major grade and alignment changes, rim, grate or top of curb and flow line elevations of all drainage structures and sewer manholes. Contractor shall update record information at or near the time when work is occurring in an area and prior to DSA 152 sign off on any category of Work and prior to covering the Work.

13.15 Miscellaneous Obligations of Contractor

- 13.15.1 *District Permit and Other Obligations.* It is expressly understood that the District shall pay the DSA for the DSA inspector, soils testing, DSA fees, special testing, etc. If additional review or permits become necessary for reasons not due to Contractor's fault or because of DSA requirements or regulations implemented after the date the GMP is established and not reasonably anticipated at the time the GMP is established, Contractor may seek compensation only for the direct cost (without mark up or added fees) of that review, as an additional cost. In the alternative, District may pay such costs directly to DSA. (Offsite costs and additional inspection costs)
- 13.15.2 *Contractor Permit Obligations.* Contractor shall pay for all remaining general building permits and ancillary permits and licenses not paid by District prior to the commencement of this Construction Services Agreement. Contractor shall also be responsible for arranging and overseeing all necessary inspections and tests, including inspections by the DSA, permits and occupancy permits, and ensure compliance with any Federal and State laws. All municipal charges for permanent utilities including, but not limited to, sewer, electrical, phone, gas, water, and irrigation shall be paid for by District. Contractor shall be responsible for arranging the payment of such fees by District at least one (1) week in advance of when the payment is due. Contractor may either request reimbursement from District for such fees (at direct cost only), or obtain the funds from District prior to paying such fees.
- 13.15.3 *Protection.* The Contractor shall establish procedures for the protection of all existing structures, equipment, utilities, and other existing improvements, both on site and off site.
- 13.15.4 *Nuisance Abatement.* The Contractor shall develop a mutually agreed upon documented program with the District to abate and minimize noise, dust, and disruption to normal activities at the existing facilities on the Site, including procedures to control on site noise, dust, and pollution during construction.
- 13.15.5 *Site Mitigation and Remediation.* Contractor shall be required to undertake Site mitigation or remediation at its sole cost for items identified in the Due Diligence Documents provided to Contractor. For hazardous substances and underground conditions that differ from representations in Contract Documents or Due Diligence Documents, Contractor shall provide notice within five (5) days after the discovery of the occurrence of the unforeseen conditions. If Due Diligence Documents and information provided to Contractor does not provide notice of the unforeseen condition, then the costs for such work shall be added as an extra pursuant to Article 17. Costs shall be allocated to the Unforeseen Allowance. However, to the extent Unforeseen Allowance is exceeded, District may, in its sole and absolute discretion, allocate any costs that exceed the Unforeseen Allowance arising from unforeseen underground conditions and hazardous substances that are not documented in the Construction Documents or in the Due Diligence Documents reviewed to the District Contingency.

- 13.15.6 *Utilities.* The Contractor shall perform and pay for all temporary utility hook ups and connections; the District shall pay for use of utilities during construction, as well as any fees owed to utility suppliers for connection to existing mainline facilities. Buildings shall be connected to water, gas, sewer, and electric services, complete and ready for use. Service connections shall be made and existing services reconnected.
- 13.15.7 *Sanitary Facilities.* The Contractor shall provide a sanitary temporary toilet building as directed by the inspector for the use of all workers. The building shall be maintained in a sanitary condition at all times and shall be left at the site until the inspector directs removal. Use of toilet facilities in the work under construction shall not be permitted except by approval of the Inspector.
- 13.15.8 *Layout and Field Engineering.* All field engineering required for laying out this work and establishing grades for earthwork operations shall be furnished by the Contractor at its expense. Such work shall be done by a qualified civil engineer or land surveyor licensed in California and approved by the Architect. Any required "as built" drawings of site development shall be prepared by a qualified civil engineer or land surveyor licensed in California and approved by the Architect.
- 13.15.9 *Cutting and Patching.* Contractor shall do all cutting, fitting, or patching of work as required to make its several parts come together properly and fit it to receive or be received by work of other contractors showing upon, or reasonably implied by, the drawings and specifications for the completed structure. Contractor shall make good after them as Architect may direct. All cost caused by defective or ill-timed work shall be borne by party responsible therefore. Contractor shall not endanger any work by cutting, excavating, or otherwise altering work and shall not cut or alter work of any other contractor without consent or at the direction of Architect.
- 13.15.10 *Documents on the Project Site.* Contractor shall keep one copy of all Contract Documents, including addenda, change orders, Division I, Title 21 of the California Code of Regulations, Parts 1-5 and 12 of Title 24, and Title 22 of the California Code of Regulations, and the prevailing wage rates applicable to the Project, which are a part of Contract Documents, on job at all times. Said documents shall be kept in good order and shall be available to District representative, Architect and his representatives. Contractor shall be acquainted with and comply with the provisions of said Titles 21, 22 and 24 as they relate to this Project. (See particularly Duties of the Contractor, Title 24 California Code of Regulations, Section 4-343.) Contractor shall also be acquainted with and comply with all California Code of Regulations provisions relating to this Project, particularly Titles 17, 19, 21, 22 and 24.) Contractor shall also make available all books, records, accounts, contracts, bids, etc. upon request of District.
- 13.15.11 *Contractor to Bind Subcontractors to the Provisions of this Contract.* Contractor shall ensure that Subcontractors are bound to the same extent as Contractor is bound to District.
- 13.15.12 *Contractor Responsible for Means and Methods.* Contractor shall be solely responsible for the construction means, methods, techniques, sequences, procedures, and coordinating all portions of the work under the Contract Documents, unless the Contract Documents give other specific instructions concerning these matters. Contractor shall be responsible to see that the finished work complies accurately with the Contract Documents. Contractor shall not perform the work without utilizing the Contract Documents or, where required, approved shop drawings, product data, or samples for any such portion of the work.

13.15.13 *Contractor Responsible for Acts and Omissions of Employees.* Contractor shall be responsible to District for acts and omissions of Contractor's employees, Subcontractors, material and equipment suppliers, and their agents, employees, invitees, and other persons performing portions of the work under direct or indirect contract with Contractor or any of its Subcontractors.

13.15.14 *General DSA Compliance.* During the entire term of this Agreement, Contractor shall coordinate its services with the District, Architect, Project Inspector, and other parties to ensure that all requirements set forth in the DSA's Inspection Card (Form 152) and any subsequent revisions or updates thereto issued or required by DSA, or any other/alternate processes are being met in compliance with DSA requirements. Contractor shall take all action necessary as to not delay progress in meeting any DSA requirements. Contractor shall meet any applicable requirements set forth in DSA's Construction Oversight Process Procedure (PR 13-01) and any subsequent revisions or updates thereto issued or required by DSA. Any references to DSA requirements for the Project shall be deemed to include and incorporate any revisions or updates thereto.

13.16 Close Out

13.16.1 *All DSA Close-Out requirements (See DSA Certification Guide).* Contractor is also specifically directed to the DSA Certification Guide and the applicable certificates for the DSA-311 form.

13.16.2 *Punch List Is Prepared Only After the Project Is Substantially Complete.* The Inspector and Architect shall prepare a Punch List of items which is an inspection report of the Work, if any, required in order to complete the Contract Documents and ensure compliance with the DSA Approved Plans so the Project may be Completed by the Contractor and a final DSA Close-Out is approved. When all Work for the Project is Complete, including Punch Lists and all Work complies with the approved Contract Documents and Change Orders, the Project has reached Final Completion.

13.16.3 *Time for Completion of Punch List.* Contractor shall only be given a period of no more than thirty (30) days to complete the Punch List on Project. During the Punch List period Contractor Superintendent and Project Manager shall remain engaged in the Project and shall not be removed or replaced. If the Punch List is not completed at the end of the Punch List time then Contractor shall issue a valued Punch List within 5 days after the date the Punch List time ends. If Contractor does not issue such a list, the Owner or Architect may issue a valued Punch List to the Contractor and withhold up to 150% of the value of the Punch List Work.

13.16.4 *As-Builts Up to Date and Complete.* The intent of this procedure is to obtain an exact "As-Built" record of the Work upon completion of the Project. The following information shall be carefully and correctly drawn on the prints and all items shall be accurately located and dimensioned from finished surfaces of building walls on all As-Built drawings:

13.16.4.1 The exact location and elevations of all covered utilities, including valves, cleanouts, etc. must be shown on As-Builts

13.16.4.2 Contractor is liable and responsible for inaccuracies in As-Built drawings, even though they become evident at some future date.

13.16.4.3 Upon completion of the Work and as a condition precedent to approval of release of the Retention Payment, Contractor shall obtain the Inspector's approval of the "As-Built" information. When completed,

Contractor shall deliver corrected sepias and/or a Diskette with an electronic file in a format acceptable to the District.

- 13.16.4.4 District may withhold the cost to hire a draftsman and potholing and testing service to complete Record As-Built Drawings at substantial cost if the Contractor does not deliver a complete set of Record As-Built Drawings. This shall result in withholding of between \$10,000 to \$20,000 per building that does not have a corresponding Record As-Built Drawing.
- 13.16.5 *Any Work not installed* as originally indicated on drawings
- 13.16.6 *All DSA Close-Out requirements* (See DSA Certification Guide). Contractor is also specifically directed to the DSA Certification Guide and the applicable certificates for the DSA-311 form.
- 13.16.7 *Submission of Form 6-C.* Contractor shall be required to execute a Form 6-C as required under Title 24 Sections 4-343. The Contractor understands that the filing with DSA of a Form 6-C is a requirement to obtain final DSA Approval of the Construction by Contractor and utilized to verify under penalty of perjury that the Work performed by Contractor complies with the DSA approved Contract Documents.
- 13.16.8 *Contractor shall be Responsible for All Costs to Certify the Project.* The District may Certify the Project complies with Approved Construction Documents by utilizing the procedures under the Project Certification Guide (Located at the DSA website at [http://www.documents.dgs.ca.gov/dsa/plan\\_review\\_process/project\\_certification\\_guide\\_updated\\_03-15-13.pdf](http://www.documents.dgs.ca.gov/dsa/plan_review_process/project_certification_guide_updated_03-15-13.pdf)). All costs for professionals, inspection, and testing required for an alternate Project Certification shall be the Contractor's responsibility and the District reserves its right to institute legal action against the Contractor and Contractor's Surety for all costs to certify the Project and all costs to correct Non-Compliant Work that is discovered during the Alternate Certification Process.
- 13.16.9 *ADA Work that must be corrected* to receive DSA certification. See Article 41.
- 13.16.10 *Maintenance Manuals.* At least thirty (30) days prior to final inspection, three (3) copies of complete operations and maintenance manuals, repair parts lists, service instructions for all electrical and mechanical equipment, and equipment warranties shall be submitted. All installation, operating, and maintenance information and drawings shall be bound in 8½" x 11" binders. Provide a table of contents in front and all items shall be indexed with tabs. Each manual shall also contain a list of Subcontractors, with their addresses and the names of persons to contact in cases of emergency. Identifying labels shall provide names of manufactures, their addresses, ratings, and capacities of equipment and machinery.
- 13.16.11 Maintenance manuals shall also be delivered in electronic media for the Project. Any demonstration videos shall also be provided on electronic media.
- 13.17 Correction of Work: Warranty. Neither a Progress Payment, Sublease Payment nor any provision in the Contract Documents shall relieve Contractor of responsibility for faulty materials or workmanship incorporated in the Project. Contractor warrants that all work under this Construction Services Agreement will be free of faulty materials or workmanship and hereby agrees, within ten (10) days upon receiving notification from District, to remedy, repair or replace, without cost to District, all defects which may appear as a result of faulty materials or workmanship in the Project, at any time, or from time to time, during a period beginning with commencement of the Project and ending one (1) years after the date of completion of the Project,

as defined in Article 18 hereof. The foregoing warranty of Contractor also applies to the remedy, repair or replacement of defects which may in the documents prepared by Contractor and/or any party retained by, through or under Contractor in connection with the Project, but the foregoing warranty of Contractor does not guarantee against damage to the Project sustained by use, wear, intentional acts, accidents, or lack of normal maintenance or as a result of changes or additions to the Project made or done by parties not directly responsible to Contractor, except where such changes or additions to the Project are made in accordance with Contractor's directions. No guarantee furnished by a party other than Contractor with respect to equipment manufactured or supplied by such party shall relieve Contractor from the foregoing warranty obligation of Contractor. The warranty period set forth herein above shall not apply to latent defects appearing in the Project, and with respect to such defects, the applicable statute of limitations shall apply. Contractor agrees to provide the District with all equipment and materials warranties provided by manufacturers to District but has no obligation to assist in processing such warranty claims after said one (1) year warranty period.

13.17.1 *Assignment of Subcontracts.* Upon the Completion of the Warranty period, Contractor shall assign to the District all subcontracts with Subcontractors, material suppliers or other vendors that provided Work for the Project. This assignment shall include all purchase orders and any change orders or addenda that were executed with the assigned Subcontractor.

13.17.1.1 Documents to be Provided to District. Contractor shall provide the following documents to the District as part of Close Out of the Project:

- a. *Subcontractor Warranty.* Contractor shall provide any warranty documents, including warranties consistent with the requirements of this Contract and the Contract Documents.
- b. *Contracts.* Contractor shall provide copies of all subcontracts, amendments, change orders and other documents associated with the Subcontractor's scope of work and price for work on the Project.
- c. *Subcontractors Bound to the Same Extent as Contractor.* The Subcontractors shall be bound to the same extent as the Contractor is bound by this CSA and Subcontractors shall be required to include assignment of their contracts to the District.
- d. *Bonds Assignable.* Contractor shall ensure that Subcontractor performance and payment bonds are assignable and can be assigned to the District.
- e. *Unconditional Releases.* Contractor shall provide as part of the Close Out of the Project, Unconditional Releases for each Subcontractor and Material supplier that provided Work for the Project.
- f. *Project Files.* Contractor shall provide the District a copy of the entire Subcontractor file, including any submittals or shop drawings that were provided by Subcontractor.
- g. *District Reserves the Right to Assume Subcontractor Contracts Prior to the End of the Warranty Period.* District reserves the right to take assignment of Subcontractor contracts prior to the end of the warranty period.

- 13.18 Assignment of Anti-Trust Claims. The Contractor offers and agrees to assign to the District all rights, title and interest in and to all causes of action it may have under Section 4 of the Clayton Act (15 USC Sec. 15) or under the Cartwright Act (Chapter 2 (commencing with section 16700) of Part 2 of Division 7 of the Business and Professions Code), arising from purchase of goods, services, or materials pursuant to the Construction Services Agreement. This assignment shall become effective at the time the District tenders the final Sublease Payment to Contractor, without further acknowledgment by the parties.

#### 14. CONTRACT DOCUMENTS AND INTERPRETATIONS

- 14.1 The Contract Documents shall be executed, and/or initialed as appropriate, in duplicate by District and Contractor. The Contract Documents are complementary, and what is required by any one shall be as binding as if required by all. The intention of the Contract Documents is to include all labor, services and materials reasonably necessary for the proper execution of the work.
- 14.2 It is not intended that work and/or services not covered under any heading, section, branch, class or trade of the specifications shall be supplied, unless it is required elsewhere in the Contract Documents or is reasonably inferable therefrom as being necessary to produce the intended results, in which case such work and/or services shall be supplied by Contractor. Words which have well known technical or trade meanings are used herein in accordance with such recognized meanings. Mutual agreement shall be reached with respect to words which do not have a well-known technical or trade meaning and the definition of which come into question.
- 14.3 Plans and Specifications are intended to be fully cooperative and to agree. All Plan and Specification changes shall be dated and sequentially recorded. All modifications to Plans and Specifications shall be interpreted in conformity with the Contract Documents, which shall govern, unless otherwise specified.

#### 15. SUBMITTALS

##### 15.1 Definitions

- 15.1.1 *Deferred Approvals.* Approval of certain aspects of the construction may be deferred until the construction Contract has been awarded. To facilitate the design process, DSA grants deferred approval to the design and detailing of certain elements of the Project at the request of the Architect or Engineer of Record. Design elements that may be deferred may include, but are not limited to Access floors, Bleachers, Elevator guide rails and related elevator systems, Exterior wall systems - precast concrete, glass fiber reinforced concrete, etc., Skylights, Window wall systems, storefronts, Stage rigging, and other systems as noted in the Contract Documents. (Also see Article 15.3 and 15.6).
- 15.1.2 *Shop Drawings.* The term "Shop Drawings" as used herein means drawings, diagrams, equipment or product schedules, and other data, which are prepared by Contractor, Subcontractors, manufacturers, suppliers, or distributors illustrating some portion of the Work, and includes: illustrations; fabrication, erection, layout and setting drawings; manufacturer's standard drawings; schedules; descriptive literature, instructions, catalogs, and brochures; performance and test data including charts; wiring and control diagrams; and all other drawings and descriptive data pertaining to materials, equipment, piping, duct and conduit systems, and methods of construction as may be required to show that the materials, equipment, or systems and their position conform to the requirements of the Contract Documents.
- 15.1.3 *Manufactured* applies to standard units usually mass-produced, and "Fabricated" means items specifically assembled or made out of selected materials to meet individual design requirements. Shop drawings shall: establish the actual detail of all



manufactured or fabricated items, indicate proper relation to adjoining work, amplify design details of mechanical and electrical systems and equipment in proper relation to physical spaces in the structure, and incorporate minor changes of design or construction to suit actual conditions.

15.1.4 *Submittals* is a term used interchangeably and sometimes refers to Shop Drawings, Product Data, and Samples since all Subcontractor submissions are tracked in a Submittal Log and may include any of the noted items. However, generally, a Submittal is a manufacturer's product information and product data including description, characteristics, size, physical characteristics, and requirements to prepare the jobsite for receiving of the particular manufactured item.

15.1.5 *Samples*. The term "samples" as used herein are physical examples furnished by Contractor to illustrate materials, equipment, or quality and includes natural materials, fabricated items, equipment, devices, appliances, or parts thereof as called for in the Specifications, and any other samples as may be required by the Architect to determine whether the kind, quality, construction, finish, color, and other characteristics of the materials, etc., proposed by the Contractor conform to the required characteristics of the various parts of the Work. All Work shall be in accordance with the approved samples.

## 15.2 Shop Drawings.

15.2.1 *When Shop Drawings Are Required*. Shop drawings are required for prefabricated components and for installation and coordination of these prefabricated components into the Project. In addition, Shop Drawings, are prepared to address the actual size and installation of components from various Subcontractors and provides an opportunity for the Contractor to coordinate and address conflicts between the subcontracting trades. In some cases, each Subcontractor or trade will provide Shop Drawings in a format agreed upon by District.

15.2.2 *Purpose for Shop Drawings*. Shop drawings are the Contractor's manufacturer, Subcontractor, supplier, vendor or the Contractor's detailed drawings showing particularized method for assembly, specifics to a manufacturer, manufacturer component installation requirements, specifics as to a manufactured item, alterations to a manufactured, a custom created item, or drawn version of more detailed information expanding on the Architect's design shown in the Contract Documents. The Shop Drawings address the appearance, performance, size, weight, characteristics and prescriptive descriptions associated with the Contractor or Contractor's Subcontractor's plan for installation or assembly based on the design in the specifications and Contract Documents. The shop drawing often is more detailed than the information shown in the Contract Documents to give the Architect and Engineer the opportunity to review the fabricator's version of the product (along with particulars specific to that particular product), prior to fabrication. References to the Contract Documents, Construction Documents, Drawings, Plans, and Specifications assist the Architect and Engineer in their review of the Shop Drawings. Attachment of manufacturer's material specifications, "catalog cut sheets," and other manufacturer's information may be provided to accompany Shop Drawings. Because Shop Drawings facilitate the Architect's and Engineer's approval of the system, they should be as clear and complete as possible so they may be reviewed by Architect or Engineer for the Project.

15.2.3 *Shop Drawing Requirements*. The Contractor shall obtain and submit with Shop Drawings all seismic and other calculations and all product data from equipment manufacturers. "Product data" as used herein are illustrations, standard schedules, performance charts, instructions, brochures, diagrams, and other information

furnished by the Contractor to illustrate a material, product, or system for some portion of the Work.

- 15.2.4 *Not a Reproduction of Architectural or Engineering Drawings.* The shop drawing are not a reproduction of the architectural or engineering drawings. Instead, they must show more detail than the Construction Documents and details the fabrication and/or installation of the items to the manufacturer's production crew or Contractor's installation crews.
- 15.2.5 *Shop Drawings Engineering Requirements:* Some shop drawings require an engineer stamp to be affixed on the drawings and calculations. In such cases, a current and valid engineering stamp shall be affixed by a California registered engineer. No out of State engineers shall stamp Shop Drawings. (See DSA IR A-18). In most cases, an engineer means California registered mechanical, structural, electrical or plumbing engineer. California Registered Civil Engineers will not be accepted for structural details unless specifically approved by DSA.
- 15.2.6 *DSA Approvals Required Prior to Work.* No work on a Shop Drawing that requires DSA approval may proceed until DSA approval is received. Contractor has provided DSA approval time and allowed adequate time for corrections in Contractor's Schedule as required pursuant to Article 9.
- 15.2.7 *Shop Drawing Identification.* All Shop Drawings must be properly identified with the name of the Project and dated, and accompanied by a letter of transmittal referring to the name of the Project and to the Specification section number for identification of each item clearly stating in narrative form, as well as "clouding" all qualifications, departures, or deviations from the Contract Documents. Shop drawings, for each section of the Work shall be numbered consecutively and the numbering system shall be retained throughout all revisions. All Subcontractor submissions shall be made through the Contractor. Each drawing shall have a clear space for the stamps of Architect and Contractor.

15.3 Deferred Approvals. Deferred approvals shall be submitted and processed to ensure all DSA and other governmental approvals are secured so as to not delay the Project. There may be additional requirements for deferred approvals in Division 1 of the Specifications. All deferred approvals shall be prepared by Contractor or Contractor's agent early enough so as to not delay the Project. Contractor is aware that Title 24 California Code of Regulations Section 4-317 has specific requirements for deferred approvals as to governing agencies and as to the Architect and Engineer for the Project. As a result, any delay associated with the time for approval by applicable agencies or by the Architect or Architect's consultants shall be Contractor's. Contractor is required to comply with inclusion of Deferred Approvals in the Schedule as required under Article 9

- 15.3.1 *DSA Approvals Required Prior to Work.* No work on a deferred approval item may proceed on the components until DSA approval is received. Contractor has provided DSA approval time and allowed adequate time for any DSA revisions in Contractor's Schedule as required pursuant to Article 9.

#### 15.4 Submittals and Samples

- 15.4.1 *Information Required With Submittals:* Manufacturer, trade name, model or type number and quantities: Information provided must be of sufficient detail to allow Architect and Engineer to compare the submitted item with the specified products and acceptable products listed, in the specification and addenda.
- 15.4.2 *Description of Use and Performance Characteristics:* Information should be furnished describing the normal use and expected performance of the product. The Architect and

Contractor review this information to confirm that the product is appropriate for the intended use.

- 15.4.3 *Size and Physical Characteristics:* The size and physical characteristics, such as adjustment capabilities, which is reviewed by both the Contractor and Architect. The Contractor has the most available information for comparing adjoining materials and equipment. The Contractor also needs to know the size and weight of the equipment for lifting and handling considerations.
- 15.4.4 *Finish Characteristics:* The Architect reviews the available finishes and selects the appropriate finish, if the finish was not previously specified in the documents. The Contractor should confirm that finish requirements in the specification are being met by the product.
- 15.4.5 *Contractor Responsible for Jobsite Dimensions:* Some material is custom-fabricated to job conditions, requiring dimensions from the jobsite. These jobsite dimensions are provided by the Contractor as part of the Contractor's responsibilities for the Project and shall be provided prior to release of the product for manufacture. Contractor shall not rely on Architect or Engineers to provide jobsite dimensions.
- 15.4.6 *Full Range of Samples Required (When Specific Items Not Specified).* Except in cases where the exact color and type of item is specified since the District is utilizing items Standardized or pre-selected by District, the full range of color, graining, texture, or other characteristics are anticipated for review in finished products, a sufficient number of samples of the specified materials shall be furnished by the Contractor to indicate the full range of characteristics which will be present in the finished products. Products delivered or erected without Submittal and approval without providing a full range of samples shall be subject to rejection. Except for range samples, and unless otherwise called for in the various sections of the Specifications, samples shall be submitted in duplicate.
- 15.4.7 *Labeling of Samples.* All samples shall be marked, tagged, or otherwise properly identified with the name of the submitting party, the name of the Project, the purpose for which the samples are submitted and the date.
- 15.4.8 *Transmittal letter.* All samples shall be accompanied by a letter of transmittal containing similar information, together with the Specification section number.
- 15.4.9 *Labels and Instructions.* All samples of materials shall be supplied with the manufacturer's descriptive labels and application instructions. Each tag or sticker shall have clear space for the review stamps of Contractor and Architect.
- 15.4.10 *Architect's Review.* The Architect will review and, if appropriate, approve submissions and will return them to the Contractor with the Architect's stamp and signature applied thereto, indicating the timing for review and appropriate action in compliance with the Architect's (or District's) standard procedures. In the cases where a CM is hired by the District, CM may be the party that receives and performance logging and initial processing of the Samples. CM may, in some cases, reject samples that are not in conformance with Contract requirements.

## 15.5 Submittal Submission Procedure

- 15.5.1 *Transmittal Letter and Other Requirements.* All Submittals must be properly identified with the name of the Project and dated, and each lot submitted must be accompanied by a letter of transmittal referring to the name of the Project and to the Specification section number for identification of each item clearly stating in narrative

form, as well as “clouding” on the submissions, all qualifications, departures, or deviations from the Contract Documents. Shop drawings, for each section of the Work shall be numbered consecutively and the numbering system shall be retained throughout all revisions. All Subcontractor submissions shall be made through the Contractor. Each drawing shall have a clear space for the stamps of Architect and Contractor. In the case where a CM is hired on the Project, the CM may be designated to receive the Submittals for the Project, log the Submittals, and in some cases reject Submittals that do not conform to Contract requirements.

- 15.5.2 *Copies Required.* Each Submittal shall include one (1) legible, reproducible (if electronic is available, electronic copies shall also be provided) and five (5) legible prints of each drawing or schedule, table, cut sheet, etc., including fabrication, erection, layout and setting drawings, and such other drawings as required under the various sections of the Specifications, until final acceptance thereof is obtained. Subcontractor shall submit copies, in an amount as requested by the Contractor, of: (1) manufacturers’ descriptive data for materials, equipment, and fixtures, including catalog sheets showing dimensions, performance, characteristics, and capacities; (2) wiring diagrams and controls; (3) schedules; (4) all seismic calculations and other calculations; and (5) other pertinent information as required by the District or Architect.
- 15.5.3 *Corrections.* The Contractor shall make all corrections required by Architect, District or CM and shall resubmit, as required by Architect or CM, corrected copies of Shop Drawings or new samples until approved. Contractor shall direct specific attention in writing or on resubmitted Shop Drawings to revisions other than the corrections required by the Architect on previous submissions. Professional services required for more than one (1) re-review of required Submittals of Shop Drawings, product data, or samples are subject to charge to the Contractor pursuant to Article 10.4.
- 15.5.4 *Approval Prior to Commencement of Work.* No portion of the Work requiring a shop drawing or sample submission or other Submittal shall be commenced until the submission has been reviewed by Contractor and Architect (and CM, if applicable) and approved by Architect (and CM where applicable) unless specifically directed in writing by the Architect. All such portions of the Work shall be in accordance with approved Shop Drawings and samples.
- 15.5.5 *District’s Property.* All Submittals, Shop Drawings, computer disks, constructability reviews, schedules, annotated specifications, samples and other Submittals shall become the District’s property upon receipt by the District or Architect.
- 15.6 Schedule Requirements for Submittals. Contractor shall obtain and shall submit all required Submittals (i.e. Shop Drawings, Deferred Approvals, Samples, etc.), in accordance with Contractor’s “Schedule for Submission of Shop Drawings and Samples” as required in the scheduling portion of the CSA at Article 9 and the Specifications (as long as the Specifications do not conflict with CSA. In the case of conflict, the conflicting provision shall be controlled by the CSA and the remaining specification sections shall be interpreted as if the CSA language is inserted) with such promptness as to cause no delay in its own Work or in that of any other contractor or Subcontractor but in no event later than thirty five (35) days after the Notice to Proceed is issued except in the specific cases noted as an exception as set forth below. No extensions of time will be granted to Contractor or any Subcontractor because of its failure to have Shop Drawings and samples submitted in accordance with this Article 15 and the Schedule. Each Subcontractor shall submit all Shop Drawings, samples, and manufacturer’s descriptive data for the review of the District, the Contractor, and the Architect through the Contractor.
- 15.6.1 *Consideration of Schedule.* Contractor has considered lead times, DSA or other agency governmental review times, Architect or Engineer review times,

manufacturing seasons, and specific long lead procurement concerns for all submittals for the Project.

15.6.1.1 All Submittals for the Project except those specifically agreed upon by District and Architect, in writing, shall be specifically incorporated into the Submittal section of the Schedule so as to not delay the Work. The agreement to allow a later Submittal does not mean that Article 15.6 is waived. Contractor shall order materials and ensure prices are honored and secured for the Project.

- a. Structural Steel may be included as a Submittal later than 35 days if Structural Steel is a significant portion of the Work, at least one or some of the Project is a structural steel structural system, or as specifically agreed upon by the Architect or District.
- b. It is specifically agreed that submissions of structural steel Submittals shall not be piecemeal (unless some portion is requested separately by the Owner or Architect), shall provide complete designs, shall be stamped by the Structural Steel Subcontractor, Contractor, and Structural Steel Subcontractor's structural engineer at time of submission and as further addressed in this Article.
- c. In no case shall the submission of Structural Steel Drawings delay the critical path for the schedule. If a Milestone is provided for submission of complete structural steel Shop Drawings then the date shall be no later than as set forth in the Milestone

15.6.1.2 Exceptions to Submittal Within Thirty-Five (35) Days by Written Agreement. A written request detailing the specific reasons for a submission later than 35 days due to complexity of design, or non-critical path status of the Submittal shall be submitted at the time the Baseline Schedule is submitted. The Baseline Schedule shall not include a delayed Submittal until written agreement is provided. In addition to the request for providing a Submittal after the thirty-five (35) day period, a copy of the Contract with the Subcontractor who shall be performing the Submittal, a written statement from the Subcontractor verifying that work has commenced on the Submittal and providing Subcontractor's own schedule of milestones and completion dates, and a corresponding Submittal designation in the Schedule as required under Article 9

- a. Approval of a delayed Submittal shall not result in any increase in the Contract Price or result in an extension of time for the completion of the Project.

15.6.1.3 Piecemeal Submissions of Submittals. Piecemeal Submittals mean providing portions of Shop Drawings or Submittals as they are being completed. The submission of piecemeal Submittals results in the appearance of a submission when there is inadequate information for the Architect or Engineer to adequately review a submission. Piecemeal differs from submission of complete buildings or phases of buildings or complete assemblies. The Architect may agree to allow

submission of single buildings or areas as long as the Submittals are complete.

15.7 General Submittal Requirements

15.7.1 *Contractor Submittal Representations.* By submitting Shop Drawings, product data, samples, etc., the Contractor represents that it has determined and verified all materials, field measurements, catalog numbers, related field construction criteria, and other relevant data in connection with each such submission, and that it has checked, verified, and coordinated the information contained within such Submittals with the requirements of the Work and of the Contract Documents, including the construction schedule.

15.7.2 *Contractor Coordination.* By submitting Shop Drawings, Submittals, product data, samples, etc., the Contractor represents that it has determined and verified all materials, field measurements, catalog numbers, related field construction criteria, and other relevant data in connection with each such submission, and that it has checked, verified, and coordinated the information contained within such Submittals with the requirements of the Work and of the Contract Documents, including the construction schedule. Contractor shall stamp, sign, and date each Submittal indicating its representation that the Submittal meets all of the requirements of the Contract Documents and evidence Contractor's review through execution of the following stamp to be placed on each Shop Drawings:

“The [contractor] has reviewed and approved the field dimensions and the construction criteria, and has also made written notation regarding any information in the Shop Drawings and Submittals that does not conform to the Contract Documents. This Shop Drawing or Submittal has been coordinated with all other Shop Drawings and Submittals received to date by me as Contractor and this duty of coordination has not been delegated to Subcontractors, material suppliers, the Architect, or the Engineers on this Project.

\_\_\_\_\_  
Signature of Contractor and date

15.7.3 *No Deviation from Contract Documents.* The submission of the Shop Drawings, product data, samples, etc., shall not deviate from the requirements of the Contract Documents including detailing and design intent which is specifically outlined in Contract Documents except as specifically authorized by the Architect or through an accepted substitution pursuant to Article 16. All deviations from the Contract Documents shall be narratively described in a transmittal accompanying the Shop Drawings. However, Shop Drawings shall not be used as a means of requesting a substitution, the procedure for which is defined in Article 16, “Substitutions.”

15.7.4 *Contractor Responsibility for Shop Drawings Conformance to Contract Documents.* Review by District and Architect shall not relieve the Contractor or any Subcontractor from its responsibility in preparing and submitting proper Shop Drawings in accordance with the Contract Documents.

15.7.5 *Incomplete Submittals.* Any submission, which in Architect's opinion is incomplete, contains errors, or has been checked superficially will be returned unreviewed by the Architect for resubmission by the Contractor.

15.7.6 *Shop Drawings and Submittals Shall Not Be Used as a Method to Make a Substitution.* Shop drawings and Submittals shall not be used as a means of

requesting a substitution or to make changes in the Contract Documents. If changes are made to the Contract Documents through the Shop Drawings, the Architect shall have the right to reject the Submittal. If the Architect does not note the deviation from the approved Construction Documents, the Contractor is still responsible for the change and the Architect or the District may require the Shop Drawings be revised to properly reflect the approved Contract Documents. The Architect or District may also require that the Contractor bear all costs under Article 10.4 and consequential damages associated with a CCD to revise Construction Documents to accommodate the deviation from approved Construction Documents.

- 15.7.7 *Extent of Review.* In reviewing Shop Drawings, the Architect will not verify dimensions and field conditions. The Architect will review and approve Shop Drawings, product data, samples, etc., for aesthetics and for conformance with the design concept of the Work and the information in the Contract Documents. The Architect's review shall neither be construed as a complete check which relieves the Contractor, Subcontractor, manufacturer, fabricator, or supplier from responsibility for any deficiency that may exist or from any departures or deviations from the requirements of the Contract Documents unless the Contractor has, in writing, called the Architect's attention to the deviations at the time of submission. The Architect's review shall not relieve the Contractor or Subcontractors from responsibility for errors of any sort in Shop Drawings or schedules, for proper fitting of the Work, coordination of the differing Subcontractor trades and Shop Drawings and Work which is not indicated on the Shop Drawings at the time of submission of Shop Drawings. Contractor and Subcontractors shall be solely responsible for any quantities which may be shown on the Submittals or Contract Documents.

## 16. REQUEST FOR SUBSTITUTIONS

- 16.1 For purposes of this provision the term "substitution" shall mean a change in product, material, equipment, or method of construction from those required by the Construction Documents proposed by the Contractor.
- 16.2 Public Contract Code section 3400 does not apply to this agreement since the materials, services, and equipment used has been investigated as part of the Due Diligence investigation by Contractor and incorporated in the overall GMP.
- 16.3 Contractor may submit requests together with substantiating data for substitution of any "or equal" material, process or article. Any savings generated from the substitution shall be considered Project Savings under Article 7. The District shall not be responsible for any costs of Contractor associated with "or equal" substitution requests. The District has the complete and sole discretion to determine if a material, process or article is an "or equal" material, process or article that may be substituted. The data required to substantiate requests for substitutions of an "or equal" material, process or article data shall include a signed affidavit from the Contractor stating that the substituted "or equal" material, process or article is equivalent to that specified in the specification in every way except as listed on the affidavit. Substantiating data shall also include:
1. Is equal in quality/service/ability to the Specified Item;
  2. Will entail no changes in detail, construction, and scheduling of related work;
  3. Will be acceptable in consideration of the required design and artistic effect;
  4. Will provide no cost disadvantage to the District;
  5. Will require no excessive or more expensive maintenance, including adequacy and availability of replacement parts; and

6. Will required no change of the construction schedule
- 16.4 Failure to submit all the needed substantiating data, including the signed affidavit, to the Architect in a timely fashion so that the substitution can be adequately reviewed may result in the rejection of the proposed substitution. The District is not obligated to review multiple substitution submittals for the same product or item due to the Contractor's failure to submit a complete package initially.
- 16.5 Contractor shall bear the costs of all architectural and engineering work, DSA CCD review fees, and other costs associated with the review of submittals for substitution. See Article 10.4.
- 16.6 Contractor agrees to include the provisions of this Article in all Subcontractor contracts.
17. **EXTRA WORK/MODIFICATIONS (INCLUSION OF CCD COSTS, DSA COSTS, AND AN ICD PROCESS)**
- 17.1 **No Changes Without Authorization.** There shall be no change whatsoever in the drawings, specifications, or in the Work without an executed Change Order, Change Order Request, Immediate Change Directive, or order by the Architect for a minor change in the Work as herein provided. District shall not be liable for the cost of any extra work or any substitutions, changes, additions, omissions, or deviations from the Drawings and Specifications unless authorized District representative has approved the cost in writing by Change Order or executed Construction Change Document. No extension of time for performance of the Work shall be allowed hereunder unless claim for such extension is made at the time changes in the Work are ordered, and such time duly adjusted in writing in the Change Order. The provisions of the Contract Documents shall apply to all such changes, additions, and omissions with the same effect as if originally embodied in the Drawings and Specifications. Notwithstanding anything to the contrary in this Article 17, all Change Orders shall be prepared and issued by the Architect and shall become effective when executed by the authorized District representative (utilizing either a Construction Contingency Amount or a District Contingency Amount), the Architect, and the Contractor.
- CONTRACTOR UNDERSTANDS, ACKNOWLEDGES, AND AGREES THAT THE REASON FOR THIS NOTICE REQUIREMENT IS SO THAT DISTRICT MAY HAVE AN OPPORTUNITY TO ANALYZE THE WORK AND DECIDE WHETHER THE DISTRICT SHALL PROCEED WITH THE CHANGE ORDER OR ALTER THE PROJECT SO THAT SUCH CHANGE IN WORK BECOMES UNNECESSARY AND TO AVOID THE POSSIBLE DELAYS ASSOCIATED WITH THE ISSUANCE OF A NOTICE OF NON-COMPLIANCE.
- 17.2 **Notices of Non-Compliance.** Contractor deviation or changes from approved Construction Documents may result in the issuance of a Notice of Non-Compliance (See DSA Form 154). Contractor is specifically notified that deviations from the Construction Documents, whether major or minor, may result in the requirement to obtain a DSA Construction Change Document to correct the Notice of Non-Compliance. (See Article 17.4.1.1 for Definition of CCD). In some cases, the lack of a DSA approved CCD AND verification from the Inspector that a Notice of Non-Compliance has been corrected may result in a critical path delay to the next stage of Work on the Project. Specifically, a deviation from approved Construction Documents may prevent approval of the category of Work listed in the DSA 152 Project Inspection Card. Any delays or cost impacts that are caused by the Contractor's deviation from approved Construction Documents shall be the Contractor's responsibility.
- 17.3 **Architect Authority.** The Architect will have authority to order minor changes in the Work that do not involve DSA Approval not involving any adjustment in the Contract Sum, or an extension of the Contract Time.
- 17.4 CONSTRUCTION CHANGE DOCUMENT (CCD Category A, and CCD Category B) and IMMEDIATE CHANGE DIRECTIVE (ICD)



17.4.1 *Definitions*

17.4.1.1 Construction Change Document (CCD). A Construction Change Document is a DSA term that is utilized to address changes to the DSA approved Construction Documents. There are two types of Construction Change Documents. (1) DSA approved CCD Category A (DSA Form 140) for Work affecting Structural, Access or Fire-Life Safety of the Project which will require a DSA approval; and, (2) CCD Category B (DSA Form 140) for work NOT affecting Structural Safety, Access Compliance or Fire and Life Safety that will not require a DSA approval (except to confirm that no Approval is required);

17.4.1.2 Immediate Change Directive (ICD). An Immediate Change Directive is a written order to the Contractor prepared by the Architect and signed by the District (and CM if there is a CM on the Project) and the Architect, directing a change in the Work and stating a proposed basis for adjustment, if any, in the Contract Sum or Contract Time, or both. The District may by ICD, without invalidating the Contract, direct immediate changes in the Work within the general scope of the Contract consisting of additions, deletions, or other revisions within. If applicable, the Contract Sum and Contract Time will be adjusted accordingly.

In the case of an Immediate Change Directive being issued, Contractor must commence Work immediately or delays from failure to perform the ICD shall be the responsibility of Contractor and the failure to move forward with Work immediately shall also be grounds for Termination under Article 19 or determination of partial default under Article 12.2.

An ICD does not automatically trigger an Article 20 Dispute or Claim. Contractor must timely follow the procedures outlined at Article 20 and this Article where applicable.

Refer to Forms for a copy of the proposed Immediate Change Directive form.

17.4.1.3 Use to Direct Change. An ICD shall be used to move work forward immediately and to avoid delay. In some cases, an ICD shall be issued in the absence of agreement on the terms of an Extra, or RFP. A copy of an ICD form is provided in the Forms included with this CSA. The anticipated not to exceed price for the Work will be inserted into the ICD. In the case of an ICD issued to correct Contractor Deficiencies or to correct a Contractor caused Notice of Non-Compliance, the ICD may be issued with \$0 and 0 time. Contractor may prepare an Extra associated with the ICD pursuant to Article 17. However, Contractor shall proceed with all Work required under an Approved ICD immediately upon issuance. Failure to proceed with the Work under an ICD shall be grounds for Termination for Cause under Article 19 or take over the Work under Article 12.2.

If adequate time exists, an ICD may be subject to a request for pricing and a determination if any additional time may be required. However, if a request for pricing is not completed, Contractor shall immediately commence Work when an ICD is issued. If the request for pricing is incomplete, it may still be completed and submitted for consideration

by the District (in its sole discretion) for pricing purposes as long as the request for pricing is submitted within the timeline required, or within 10 days following issuance of the ICD.

17.4.1.4 ICD Issued Over a Notice of Non-Compliance or to Cover Work Subject to a DSA 152 Sign Off. In some cases, an ICD shall be for the purpose of proceeding with Work to keep the Project on Schedule and as an acknowledgement by the District that Contractor is proceeding with Work contrary to a Notice of Non-Compliance, prior to issuance of a DSA approved CCD Category A, or to direct the covering of Work which has not yet received a DSA 152 Inspection Approval to move forward.

- a. *Contractor Compliance with all Aspects of an ICD.* Contractor is to undertake the ICD and comply with all aspects of the Work outlined in the ICD. Inspector is to inspect the Work pursuant to the ICD. Failure to follow the ICD may result in deduction of the ICD Work under Article 12.2 or Termination of the Contractor pursuant to Article 19.
- b. *Exception in the Case of DSA Issued Stop Work Order.* Contractor must proceed with an ICD even if a CCD has not been approved by DSA except in the case of a DSA issued Stop Work Order. If a DSA Stop Work Order is issued, Contractor must stop work and wait further direction from the District.
- c. *ICD Due to Contractor Deficiency or Contractor Caused Notice of Non-Compliance.* If an ICD is issued to correct a Contractor Deficiency or a Contractor caused notice of Non-Compliance, Contractor specifically acknowledges responsibility for all consequential damages associated with the Contractor Deficiency or Contractor Caused Notice of Non-Compliance and all consequential damages and costs incurred to correct the deficiency under Article 10.4.

17.5 Extras Request. Extra work or a modification or reduction of requirements or of methods of performing the Construction which differ from the work or requirements set forth in the Construction Documents (“Extra Work/Modifications”); and for such purposes, the District may at any time during the life of this Construction Services Agreement by written order, make such changes as it shall find necessary from Construction Contingency if District approves such request in writing. The costs of the Extra Work/Modifications, as established pursuant to this Article, shall be deducted from the Construction Contingency as mutually agreed in writing or the Errors and Omissions Contingency or the Unforeseen Allowance as determined by the District, and shall not affect the GMP.

17.5.1 *Format.* The following format shall be used, as applicable by the District and the Contractor to communicate proposed additions and deductions to the Contract. A copy of a proposed Construction Change Document form is provided in Division 1 of the Specifications. The most stringent guidelines will apply to all forms. All costs for any Extra Work/ Modifications shall not include any costs for insurance or other coverage provided by the Owner Controlled Insurance Program (“OCIP”).

	<u>EXTRA</u>	<u>CREDIT</u>
(a) Material (attach itemized quantity and unit cost plus sales tax)	_____	_____
(b) Equipment (attach invoices)	_____	_____
(c) Labor Not to Exceed Applicable Prevailing Wage Rates (attach itemized hours and rates)	_____	_____
(d) Subtotal (a-d)	_____	_____
(e) If Subcontractor performed work, add Subcontractor's overhead and profit to portions performed by Subcontractor, not to exceed 10% of item (d).	_____	_____
(f) Subtotal	_____	_____
(g) Contractor's Overhead and Profit: Not to exceed 10% of Item (d) if Contractor performed the work. No more than 5% of Item (d) if Subcontractor performed the work. If work was performed by Contractor and Subcontractors, portions performed by Contractor shall not exceed 10% if Item (d), and portions performed by Subcontractor shall not exceed 10% of Item (d)	_____	_____
(h) Subtotal	_____	_____
(i) Bond not to exceed one percent (1%) of Item (h)	_____	_____
(j) TOTAL	_____	_____
(k) Time/ Days	_____	_____

The undersigned Contractor approves the foregoing Extra Work as to the changes, if any, and the contract price specified for each item and as to the extension of time allowed, if any, for completion of the entire work on account of said Extra Work, and agrees to furnish all labor, materials and service and perform all work necessary to complete any additional work specified therein, for the consideration stated herein. It is understood that said Extra Work shall be effective upon approval from the District's Designee if such amounts are against the GMP and if Owner Contingency is used when approved by the Governing Board of the District.

It is expressly understood that the value of such extra Work or changes, as determined by any of the aforementioned methods, expressly includes any and all of the Contractor's costs and expenses, both direct and indirect, resulting from additional time required on the Project or resulting from delay to the Project. Any costs, expenses, damages or time extensions not included are deemed waived.

The Contractor expressly acknowledges and agrees that any change in the Work performed shall not be deemed to constitute a delay or other basis for claiming additional compensation based on theories including, but not limited to, acceleration, suspension or disruption to the Project.

17.5.2 Should Contractor claim that any instruction, request, drawing, specification, action, condition, omission, default, or other situation (i) obligates the District to pay additional compensation to the Contractor; or (ii) obligates the District to grant an extension of time for the completion of the Construction Services Agreement; or (iii) constitutes a waiver of any provision in this Construction Services Agreement, CONTRACTOR SHALL NOTIFY THE DISTRICT, IN WRITING, OF SUCH CLAIM AS SOON AS POSSIBLE, BUT IN NO EVENT WITHIN MORE THAN TEN (10) BUSINESS DAYS FROM THE DATE CONTRACTOR HAS ACTUAL OR CONSTRUCTIVE NOTICE OF THE CLAIM. CONTRACTOR SHALL ALSO PROVIDE DISTRICT WITH SUFFICIENT WRITTEN DOCUMENTATION SUPPORTING THE FACTUAL BASIS OF THE CLAIM under Article 20. Contractor shall be required to certify under penalty of perjury the validity and accuracy of any claims submitted. The Contractor's failure to notify the District within the ten (10) business day period shall be deemed a waiver and relinquishment of the claim against the District. If such notice be given within the specified time, the procedure for its consideration shall be as stated above in this Section.

17.5.3 All costs associated with the Extra Work/Modification may be in terms of time, money or both.

17.6 Deductive Change Orders

17.6.1 All Deductive Change Order(s) must be prepared utilizing the form under Paragraph 17.5 (a)-(d) only setting forth the actual costs incurred. Except in the case of an Article 12.2 or 29.4 Deductive Change Order where no mark-up shall be allowed, Contractor will be allowed a maximum of 5% total profit and overhead.

17.6.2 For Unilateral Deductive Change Orders, or where credits are due from Contractor for Allowances, Deductive Items, Inspection, Damage, DSA CCD review costs, Architect or Inspector costs for after hours or corrective services, Work removed from the Agreement under Article 12.2 or Article 29.4, there shall be no mark-up.

17.6.3 District may, at any time, after a Deductive Change Order is presented to Contractor by District for items under Article 12.2 or Article 29.4 of if there is disagreement as to the Deductive Change Order, issue a unilateral Deductive Change Order on the Project and deduct the Deductive Change Order from a Progress Payment or the Retention Payment.

18. **TIME OF COMPLETION**

18.1 ONCE THE DISTRICT HAS ISSUED A NOTICE TO PROCEED, CONTRACTOR SHALL PROCEED WITH THE CONSTRUCTION OF THE PROJECT WITH REASONABLE DILIGENCE. CONTRACTOR AGREES THAT THE PROJECT WILL BE SUBSTANTIALLY COMPLETE WITHIN THE CALENDAR DAYS DESIGNATED IN ARTICLE 3 FROM THE NOTICE TO PROCEED. SAID CONTRACT TIME MAY BE EXTENDED FOR SUCH PERIODS OF TIME AS ALLOWED UNDER THE CONTRACT DOCUMENTS. IF THE PROJECT IS NOT SUBSTANTIALLY COMPLETED IN ACCORDANCE WITH THE FOREGOING, IT IS UNDERSTOOD THAT THE DISTRICT WILL SUFFER DAMAGE SINCE CONTRACTOR HAS OVERSTAYED ITS LEASE TERM. IT BEING IMPRACTICAL AND INFEASIBLE TO DETERMINE THE AMOUNT OF ACTUAL DAMAGE, IT IS AGREED THAT CONTRACTOR'S EXTENSION OF THE LEASE SHALL RESULT IN LIQUIDATED DAMAGES, AND NOT AS A PENALTY, THE SUM SET FORTH IN ARTICLE 3 FOR EACH CALENDAR DAY OF DELAY UNTIL WORK IS SUBSTANTIALLY COMPLETED. CONTRACTOR AND ITS SURETY SHALL BE LIABLE FOR THE AMOUNT THEREOF. ANY MONEY DUE OR TO BECOME DUE THE CONTRACTOR MAY BE RETAINED BY THE DISTRICT TO COVER SAID LIQUIDATED DAMAGES FOR

OVERSTAYING THE LEASE. SHOULD SUCH MONEY NOT BE SUFFICIENT TO COVER SAID LIQUIDATED DAMAGES, THE DISTRICT SHALL HAVE THE RIGHT TO RECOVER THE BALANCE FROM THE CONTRACTOR OR ITS SURETIES, WHO WILL PAY SAID BALANCE FORTHWITH.

- 18.2 Within five (5) business days after the Project commencement date in the District's Notice to Proceed, Contractor shall furnish District with a Baseline CPM (Critical Path) Schedule pursuant to Article 9. The Contractor shall include the District's occupancy requirements showing portions of the Projects having occupancy priority.
- 18.3 Contractor shall not be charged for liquidated damages, as set forth in the Agreement, for materially differing underground soil conditions than those outlined in the soils report and from hazardous substances that are encountered that are not documented in the Contract Documents or in the Due Diligence Documents provided to Contractor.
- 18.3.1 In case of encountering such unforeseen conditions noted above, Contractor shall notify the District in writing immediately and no later than seven (7) days following encountering the unforeseen condition. After providing written notice, Contractor shall test and provide District with Test results (unless District chooses to test) and shall proceed with Work based on the Test results. A Change Order pursuant to Article 17 shall be submitted. All time and expenses shall be verified with the Inspector or District Designee either on the day the extra work occurs, but no later than 10 am the following business day.
- 18.3.2 Change Orders associated with approved unforeseen conditions shall be billed as Change Order Work and allocated to the Unforeseen Allowance, and if the Unforeseen Allowance is exceeded, the District, in its sole and absolute discretion, may allocate such costs to the District Contingency to the extent unforeseen conditions as defined in this Article are encountered.
- 18.4 Contractor shall within ten (10) calendar days of beginning of any such delay notify District in writing of causes of delay. Thereupon District shall ascertain the facts and extent of delay and grant extension of time for completing work when, in its judgment, the findings of fact justify such an extension. District's findings of fact thereon shall be final and conclusive on the parties hereto. Extension of time shall apply only to that portion of work affected by the delay, and shall not apply to other portions of work not so affected. Contractor agrees that the extension of time granted under this Article shall be its sole and exclusive remedy for the consequences of any delay described above. For any such delay resulting from the actions or inactions of Architect, District, or their officers, agents, and employees, or changes to the scope of the Work which impact the schedule, Contractor shall be entitled to reimbursement for its reasonable additional costs resulting from such delay, but not any additional profit or fee.
- 18.5 Contractor acknowledges the extreme importance of promptly notifying and thoroughly documenting any request for time extension and further specifically acknowledges that District will suffer extreme prejudice should Contractor fail in any way to comply with this requirement. Failure to comply with the procedures and time limits established in this Article shall constitute a waiver of such request. Evidence presented by Contractor that District had actual notice of the time extension request, that District was not prejudiced by Contractor's failure to comply with this requirement, and/or that District considered Contractor's request despite Contractor's failure to strictly comply with this provision shall not render this requirement unenforceable.
- 18.6 Contractor is required to order, obtain, and store materials and equipment sufficiently in advance of its work at no additional cost or advance payment from District to assure that there will be no delays. An extension of time will not be granted for a delay caused by a shortage of materials.

- 18.7 Contractor shall not be entitled to additional compensation for delays within its control. Contractor is aware that governmental agencies, such as the Department of General Services, gas companies, electrical utility companies, water districts and other agencies may have to approve Contractor-prepared drawings or approve a proposed installation. In the event of delays to the Project from such agencies for which Contractor has no control, provided such delays are not caused by Contractor's or any Subcontractor's acts or omissions, Contractor may be entitled to a time extension for such delays, but shall not be allowed additional compensation for the costs of such delays not impacting the Project's critical path.
- 18.8 District reserves the right to occupy any building or portion thereof or use any improvement contemplated by the Contract Documents prior to the completion of the entire Project. A list of work to be completed and corrected by Contractor, if any, shall be prepared and agreed to between District and Contractor before any such occupancy or use. Such occupancy or use shall not operate as an acceptance of any part of the Project but shall start the guaranty-warranty period on the structure or portion thereof so occupied or improvement or equipment so used; provided, however, that such occupancy or use shall not start the guaranty-warranty period as to items appearing on the list of work yet to be completed and corrected or as to structures or improvements (or portions thereof) that are not occupied or used. No such occupancy or use shall be deemed to have occurred unless and until District has given Contractor written notice of its intention to so occupy or use any particular structure or improvement specifying the portion or portions of the structure, improvement or equipment which will be deemed so occupied or used. District and Contractor shall take reasonable steps to obtain the consent of Contractor's insurance company or companies and shall, without mutual written consent, take no action with respect to partial occupancy or use that would cause cancellation, lapse of or reduction of such insurance. Such occupancy or use by District shall relieve Contractor of (and District shall assume) the responsibility for injury or damage to said occupied or used portions of the Project resulting from use by District or the public or from the action of the elements or from any other cause, except injury or damage resulting from the operations, negligence or intentional acts of Contractor, any Subcontractors or materialmen of any tier, or their officers, employees or agents.

## 19. TERMINATION OF AGREEMENT

### 19.1 Termination for Breach.

- 19.1.1 If the Contractor refuses or fails to proceed with the construction of the Project or any separable part thereof with such diligence as will insure its completion within the time specified by this Construction Services Agreement or any extension thereof, or fails to Complete the Project within the Contract Time, or if the Contractor should be adjudged bankrupt, or if it should make a general assignment for the benefit of its creditors, or if a receiver should be appointed on account of its insolvency, or the Contractor or any of its Subcontractors should violate any of the provisions of this Construction Services Agreement, the District may serve written notice upon the Contractor and its Surety of the District's intention to terminate this Construction Services Agreement. This notice of intent to terminate shall contain the reasons for such intention to terminate this Construction Services Agreement and a statement to that effect that the Contractor's right to perform work on the Project shall cease and terminate upon the expiration of ten (10) days unless such violations have ceased and arrangements satisfactory to the District have been made for correction of said violations.
- 19.1.2 In the event that the District serves such written notice of termination upon the Contractor and the Surety, the Surety shall have the right to take over and perform this Construction Services Agreement. If the Surety does not: (1) give the District written notice of Surety's intention to take over and commence performance of this Construction Services Agreement within fifteen (15) days of the District's service of

said notice of intent to terminate upon Surety; and (2) actually commence performance of this Construction Services Agreement within thirty (30) days of the District's service of said notice upon Surety; then the District may take over the Project and prosecute the same to completion by separate contract(s) or by any other method it may deem advisable for the account and at the expense of the Contractor.

19.1.3 In the event that the District elects to obtain an alternative performance of the Construction Services Agreement as specified above: (1) the District may, without liability for so doing, take possession of and utilize in completion of the Project such materials, appliances, plants and other property belonging to the Contractor that are on the site and reasonably necessary for such completion; and (2) Surety shall be liable to the District for any cost or other damage to the District necessitated by the District securing an alternate performance pursuant to this Article.

## 19.2 Termination for Convenience.

19.2.1 The District may terminate performance of the Project called for by the Contract Documents in whole or, from time to time, in part, if the District determines that a termination is in the District's interest.

19.2.2 The District shall terminate all or any part of the Project upon delivery to the Contractor of a "Notice of Termination" specifying that the termination is for the convenience of the District, the extent of termination, and the effective date of such termination.

19.2.3 After receipt of Notice of Termination, and except as directed by the District's Representative, the Contractor shall, regardless of any delay in determining or adjusting any amounts due under this Termination for Convenience clause, immediately proceed with the following obligations:

1. Stop Work as specified in the Notice of Termination.
2. Complete any work specified in the Notice of Termination in a least cost/shortest time manner while still maintaining the quality called for under the Contract Documents.
3. Leave the Property upon which the Contractor was working and upon which the facility (or facilities) forming the basis of the Contract Documents is situated in a safe and sanitary manner such that it does not pose any threat to the public health or safety.
4. Terminate all subcontracts to the extent that they relate to the portions of the work terminated.
5. Place no further subcontracts or orders, except as necessary to complete the continued portion of the Construction Services Agreement.
6. Submit to the District's Representative, within ten (10) days from the Project termination date found in the Notice of Termination, all of the usual documentation called for by the Contract Documents to substantiate all costs incurred by the Contractor for labor, materials and equipment through the Project termination date, including termination costs related to demobilizing and closing out the Project, found in the Notice of Termination. Any documentation substantiating costs incurred by the Contractor solely as a result of the District's exercise of its right to terminate this Construction Services Agreement pursuant to this clause, which costs the Contractor is

authorized under the Construction Services Agreement to incur, shall: (i) be submitted to and received by the District no later than thirty (30) days after the Project termination date found in the Notice of Termination; (ii) describe the costs incurred with particularity; and (iii) be conspicuously identified as "Termination Costs occasioned by the District's Termination for Convenience."

- 19.2.4 Termination of the Construction Services Agreement shall not relieve the Surety of its obligation for any just claims arising out of or relating to the work performed on the Project.
- 19.2.5 In the event that the District exercises its right to terminate this Construction Services Agreement pursuant to this clause, the District shall pay the Contractor, upon the Contractor's submission of the documentation required by this provision, and other applicable provisions of the Construction Services Agreement the following amounts not already paid to Contractor:
1. All actual costs incurred according to the provisions of this Construction Services Agreement including but not limited to insurance costs incurred in connection with the Project.
  2. A reasonable allowance for profit on the cost of the work on the Project performed and not otherwise paid for the District, provided Contractor establishes to the satisfaction of the District, that it is reasonably probable that the Contractor would have made a profit had the Construction Services Agreement been completed and provided further, that the profit allowed shall in no event exceed five percent (5%) of costs. In no event shall the total amount exceed GMP.
  3. A reasonable allowance for Contractor's administrative costs in determining the amount payable due to termination of the Construction Services Agreement under this Article.
- 19.3 Termination of Agreement by Contractor. The Contractor may terminate the Construction Services Agreement upon ten (10) days written notice to the District, whenever: (1) there is a substantial failure of performance on the part of the District; or (2) the District shall elect not to appropriate funds and/or not to make two (2) successive Sublease Prepayments (if exercised by the District in its sole discretion) following the receipt by District of a request from the Contractor in its capacity as Lessor for each such Sublease Prepayment pursuant to Article 21 of the Sublease. In the event of such termination, the Contractor shall have no claims against the District except for payment for the value of the work performed on the Project as of the date of termination.
- 19.4 Assignment of Subcontractors and Suppliers. If the Contract is Terminated, Contractor shall provide District copies of all subcontracts, purchase orders, addenda, invoices, payment records, and Project files associated with each Subcontractor and Material Supplier. The District shall have the option to assume any Subcontracts, contracts or purchase orders the District chooses. To the extent that vendors are not paid in full for the labor, materials, or services provided, Contractor shall provide an accounting statement showing the amounts paid and the amounts due to the Subcontractor and a statement on the anticipated payment status associated with the Termination.
- 19.5 Continuation of Work During Disputes. In the event of a dispute between the parties as to performance of the work or the interpretation of this contract, or payment dispute, the parties shall attempt to resolve the dispute. Pending resolution of this dispute, Contractor agrees to continue the work diligently to completion and shall neither rescind nor terminate the agreement.



20. **RESOLUTION OF AGREEMENT CLAIMS**

20.1 **Decision of Architect.** “Disputes” or “Claims” as defined in Article 20.9.1.1 between District and Contractor involving money or time, including those alleging an error or omission by the Architect shall be referred initially to the Architect for action as provided in Article 20.2 within ten (10) days after Contractor’s Article 17 request for extra work/ modification is denied. If there is a CM, the CM shall receive the Dispute and may review and also assemble opinions and documents to assist the Architect. A decision by the Architect, as provided in Article 20.5, shall be required as a condition precedent to proceeding with remedies set forth in Article 20.9 as to all such matters arising prior to the date Retention Payment Application is due, regardless of whether such matters relate to execution and progress of the Work, or the extent to which the Work has reached Final Completion.

The condition precedent of an Architect decision shall be waived if: (1) the position of Architect is vacant; (2) the Architect has failed to take action required under Article 20.5 within the time periods required therein; or (3) the Dispute or Claim relates to a stop notice claim not arising from any extra Change Order or Immediate Change Directive for which approval has not been provided.

20.2 **Architect’s Review.** The Architect (and CM) will review the Dispute and take one or more of the following preliminary actions upon receipt of a Dispute: (1) request additional supporting data from the claimant; (2) submit a schedule to the parties indicating when the Architect expects to take action; (3) reject the Dispute in whole or in part, stating reasons for rejection; (4) recommend approval of the Dispute; or (5) suggest a compromise. The Architect may also, but is not obligated to, notify the Surety, if any, of the nature and amount of the Dispute..

20.2.1 **Architectural Immunity.** Architect review of Disputes and Claims shall be impartial and meant to resolve Disputes and Claims. Pursuant to the case, Huber, Hunt & Nichols, Inc. v. Moore (1977) 67 Cal.App.3d 278, the Architect is provided a quasi-judicial immunity for interpreting and deciding Disputes and Claims between the District and Contractor.

20.3 **Documentation if Resolved.** If a Dispute has been resolved, the Architect (and/or CM) will prepare a Change Order or obtain appropriate documentation to document the terms for Board approval.

20.4 **Actions if Not Resolved.** If a Dispute has not been resolved and all documentation requested pursuant to Article 20.2 has been provided, the Contractor shall, within ten (10) days after the Architect’s initial response, assemble all the documents involved in the Dispute including copies of all back-up documentation of costs and the basis for the Dispute and take one or more of the following actions: (1) modify the initial Dispute; (2) notify the Architect that the initial Dispute stands; or (3) supplement with additional supporting data and re-submit to the Architect under Article 20.2.

20.5 **Architect’s Written Decision.** If a Dispute has not been resolved after consideration of the foregoing and of other evidence presented by the parties or requested by the Architect, the Architect (or Architect through CM) shall provide a written decision twenty (20) days after compliance with Article 20.4. Upon expiration of such time period, the Architect (or Architect through CM) will render to the parties its written decision relative to the Dispute, including any change in the Contract Sum or Contract Time or both. The Architect may also request reasonable additional time to complete Architect’s written decision.

If the resolution of the Dispute by the Architect is not satisfactory to the Contractor and copies of all back-up documentation of costs and the basis for the Dispute is fully articulated in a package of material that is complete, the Contractor may then submit a Claim to the District under Article 20.9.

20.6 Continuing Contract Performance. Pending final resolution of a Dispute or Claim, including, negotiation, mediation, arbitration, or litigation, the Contractor shall proceed diligently with performance of the Contract, and the District shall continue to make any undisputed payments in accordance with the Contract (less any withholdings or offsets). If the Claim is not resolved, Contractor agrees it will neither rescind the Contract nor stop the progress of the work, but Contractor's sole remedy shall be to submit such controversy to determination by a court of competent jurisdiction in the county where the Project is located, after the Project has been completed, and not before.

20.6.1 *District's Option to Submit Individual Disputes to Arbitration during Claims and Disputes Process.* At the District's sole option, in order to more efficiently resolve Claims during the Project and prior to the completion of the Claims Process, pursuant to Government Code section 9201, the District may submit individual Disputes or Claims for binding arbitration and Contractor agrees to the resolution of for each individual Dispute or Claim by an Arbitrator, including resolution of time and delays. If binding arbitration is utilized for individual Disputes or Claims, such resolution is full and final as to that particular Dispute or Claim. THIS INDIVIDUAL DISPUTE ARBITRATION PROCESS IS NOT AN ARBITRATION CLAUSE AND SHALL NOT BE CONSTRUED AS AN AGREEMENT TO ARBITRATE. THIS INDIVIDUAL DISPUTES ARBITRATION PROCESS IS FOR THE SOLE PURPOSE OF STREAMLINING AND RESOLVING DISPUTES OR CLAIMS DURING CONSTRUCTION AND SHALL BE REQUESTED ON SPECIFIC INDIVIDUAL ITEMS BY THE DISTRICT PRIOR TO RETENTION PAYMENT (EVEN IF THERE ARE DEDUCTIONS MADE FROM RETENTION PAYMENT) WHICH REPRESENTS THE FINAL COMPLETION OF THE PROJECT.

20.6.1.1 If there is no Retention remaining on the Project, individual Disputes initiated prior to Project Final Completion shall continue until a final disposition of the Arbitration or resolution of the individual Claim or Dispute.

20.6.1.2 The Arbitration process shall not toll the Disputes or Claims process under Article 20 or the requirement to submit Claims to Court under Article 20.13.

20.7 Claims for Concealed Trenches or Excavations Greater Than Four Feet Below the Surface. When any excavation or trenching extends greater than four feet below the surface:

20.7.1 *Immediately upon discovery,* The Contractor shall promptly, and before the following conditions are disturbed, notify the District, by telephone and in writing of any:

20.7.1.1 Subsurface or latent physical conditions at the Site differing from those indicated in the Drawings, Specifications, or pursuant to the documents and information from Contractor's Due Diligence or Due Diligence Documents.

20.7.1.2 Unknown physical conditions at the Site of any unusual nature, different materially from those ordinarily encountered and generally recognized as inherent in Work of the character provided for in the Contract.

20.7.1.3 Hazardous waste condition, except, if Contractor's bid includes removal or disposal of hazardous substances, or is part of Contractor's Due Diligence or Due Diligence Documents. Material that the Contractor believes may be a material that is hazardous waste, as defined in Section 25117 of the Health and Safety Code, is required to

be removed to a Class I, Class II, or Class III disposal site in accordance with the provisions of existing law. In such case, the notice procedures and requirements of Article 17.5.2 shall apply.

- 20.7.2 *The District shall investigate the conditions*, and if District finds that the conditions do materially so differ, and cause a decrease or increase in the Contractor's cost of, or the time required for, performance of any part of the Work shall issue a change order or Construction Change Document under the procedures described in the Contract.
- 20.7.3 *In the event that a dispute arises between a public entity or District and the Contractor whether the conditions materially differ, or cause a decrease or increase in the Contractor's cost of, or time required for, performance of any part of the Work, the Contractor shall not be excused from any scheduled Completion Date provided for by the Contract, but shall proceed with all Work to be performed under the Contract. The Contractor shall retain any and all rights provided either by Contract or by law which pertain to the resolution of disputes and protests between the contracting parties.*
- 20.8 Dispute Concerning Extension of Time. If Contractor and District cannot agree upon an extension of time, whether compensable or not, then Contractor must have first completed the procedures set forth in Article 18. Upon completion of the procedures set forth under Article 18, Contractor must then comply with the requirements in this Article including those set forth under Article 20.9.
- 20.9 Claims Procedures. Pursuant to the remedies under Public Contract Code section 9201 and Government Code section 930.2, Contractor, through execution of this Agreement, also agrees to comply with the Claims requirements under Article 20 to quickly and efficiently resolve disputes. Further, to provide a level of accuracy to the records submitted, the District shall have the right to audit books and records pursuant to Article 21 based on the actual costs incurred and to reduce the uncertainty in resolving disputes with limited information.
- 20.9.1 *Procedure Applicable to all Claims*
- 20.9.1.1 Definition of Claim: A "Claim" is where a Dispute between the parties rises to the level where backup documentation is assembled and provided to the District as a separate demand by the Contractor for: (1) a time extension, including, without limitation, for relief from damages or penalties for delay assessed by the District under the Contract; (2) payment by the District of money or damages arising from Work done by, or on behalf of, the Contractor pursuant to the Contract and payment for which is not otherwise expressly provided for or to which the Contractor is not otherwise entitled to; or (3) an amount of payment disputed by the District. If the Claim is for damages associated with a DSA Stop Work Order, the Contractor shall not be entitled to a request for Compensation, but shall be entitled to utilize Governmental Delay Float (See Article 9.2.1.)
- 20.9.1.2 Filing Claim Is Not Basis to Discontinue Work: The Contractor shall promptly comply with Work under the Contract or Work requested by the District even though a written Claim has been filed. The Contractor and the District shall make good faith efforts to resolve any and all Claims that may arise during the performance of the Work covered by this Contract.
- 20.9.1.3 Claim Notification: The Contractor shall within seven (7) calendar days after the written decision of the Architect, or if the time period for Architect's decision has passed under Article 20.5, submit a notification in writing sent by registered mail or certified mail with

return receipt requested, with the District (and the District's CM) stating clearly the basis for the Claim and including all relevant and required documents. If the notification is not submitted within seven (7) days after the written decision of the Architect or the passage of time under Article 20.5, the Contractor shall be deemed to have waived all right to assert the Claim, and the Claim shall be denied. Claims submitted after the Retention Payment date shall also be considered null and void by the District. All Claims shall be reviewed pursuant to Articles 20.1 through 20.5.

20.9.1.4 The Formal Notification of Claim must be presented as follows:

- a. The term "Claim" must be at the top of the page in no smaller than 20 point writing.
- b. All documentation submitted pursuant to Article 20 to the Architect shall be submitted with the title "claim."
- c. A stack of documents, copy of all Project documents, or the submission of random documents shall not constitute an adequate reference to supporting documentation
- d. Any additional or supporting documentation that Contractor believes is relevant should be submitted at this time.

20.9.1.5 Reasonable Documents to Support Claim: The Contractor shall furnish reasonable documentation to support the Claim. The Contractor shall provide all written detailed documentation which supports the Claim, including but not limited to: arguments, justifications, cost, estimates, Schedule analysis and detailed documentation. The format of the required reasonable documentation to support the Claim shall include, without limitation:

- a. Cover letter.
- b. Summary of factual basis of Claim and amount of Claim.
- c. Summary of the basis of the Claim, including the specific clause and section under the Contract under which the Claim is made.
- d. Documents relating to the Claim, including:
  1. Specifications sections in question.
  2. Relevant portions of the Drawings
  3. Applicable Clarifications (RFI's)
  4. Other relevant information, including responses that were received.
  5. Contractor Analysis of Claim merit.
    - (a) Contractor's analysis of any Subcontractor vendor claims that are being passed through.
    - (b) Any analysis performed by outside consultants.

- (c) Any legal analysis that Contractor deems relevant.
- e. Breakdown of all costs associated with the Claim.
- f. For Claims relating to time extensions, an analysis and supporting documentation evidencing any effect upon the critical path in conformance with the requirements of Article 9 and a chronology of events and related correspondence.
- g. Chronology of events and related correspondence.
- h. Applicable daily reports and logs.
  - 1. If the daily reports or logs are not available, lost or destroyed, there shall be a presumption that the lost documentation was unfavorable to the Contractor. See California Civil Jury Instruction 204.
- i. For Claims involving overhead, cost escalation, acceleration, disruption or increased costs, a full version of job costs reports organized by category of work or Schedule of Values with budget information tracked against actual costs. Any and all supporting back-up data, including the original bid or cost documents (and associated original unaltered metadata).
  - 1. The metadata and bid or cost information shall be provided confidentially and subject to a protective order to prevent dissemination to other contractors or to the public. However, the bid or cost documentation should remain intact and available for review and inspection in case of this type of increased cost Claim.
  - 2. This data on the bid or cost information shall be made available to any District attorneys or experts and shall also be utilized as evidence for any legal proceedings.
  - 3. If the bid or cost documentation is not available, lost or destroyed, there shall be a presumption that the lost bid or cost documentation was unfavorable to the Contractor. See California Civil Jury Instruction 204.
- j. Certification: The Contractor (and Subcontractors, if applicable) shall submit with the claim a certification under penalty of perjury:
  - 1. That the Contractor has reviewed the Claim and that such Claim is made in good faith;
  - 2. Supporting data are accurate and complete to the best of the Contractor's knowledge and belief;
  - 3. The amount requested accurately reflects the amount of compensation for which the Contractor believes the District is liable.

4. That the Contractor is familiar with Government Code section 12650 et seq. and Penal Code section 72 and that false claims can lead to substantial fines and/or imprisonment.
- k. Signature of Certification: If the Contractor is not an individual, the certification shall be executed by an officer or general partner of the Contractor having overall responsibility for the conduct of the Contractor's affairs.
- l. Upon receipt of a Claim and all supporting documents as required above, the District shall conduct a reasonable review of the Claim and, within a period not to exceed 45 days, shall provide the Contractor a written statement identifying what portion of the Claim is disputed and what portion is undisputed. Upon receipt of a Claim, the District and Contractor may, by mutual agreement, extend the time period provided in this paragraph.
- m. If the District needs approval from its governing Board to provide the Contractor a written statement identifying the disputed portion and the undisputed portion of the Claim, and the governing Board does not meet within the 45 days or within the mutually agreed to extension of time following receipt of a Claim sent by registered mail or certified mail, return receipt requested, the District shall have up to three days following the next duly publicly noticed meeting of the governing Board after the 45-day period, or extension, expires to provide the Contractor a written statement identifying the disputed portion and the undisputed portion.
- n. Any payment due on an undisputed portion of the Claim shall be processed and made within 60 days after the District issues its written statement. If the District fails to issue a written statement, paragraph t below shall apply.
- o. If the Contractor disputes the District's written response, or if the District fails to respond to a Claim issued pursuant to Article 20.9 within the time prescribed, the Contractor may demand in writing an informal conference to meet and confer for settlement of the issues in dispute. Upon receipt of a demand in writing sent by registered mail or certified mail, return receipt requested, the District shall schedule a meet and confer conference within 30 days for settlement of the Claim.
- p. Within 10 business days following the conclusion of the meet and confer conference, if the Claim or any portion of the Claim remains in dispute, the District shall provide the Contractor a written statement identifying the portion of the Claim that remains in dispute and the portion that is undisputed. Any payment due on an undisputed portion of the Claim shall be processed and made within 60 days after the District issues its written statement. Any disputed portion of the Claim, as identified by the Contractor in writing, shall be submitted to nonbinding mediation, with the District and the Contractor sharing the associated costs equally. The District

and Contractor shall mutually agree to a mediator within 10 business days after the disputed portion of the Claim has been identified in writing. If the parties cannot agree upon a mediator, each party shall select a mediator and those mediators shall select a qualified neutral third party to mediate with regard to the disputed portion of the Claim. Each party shall bear the fees and costs charged by its respective mediator in connection with the selection of the neutral mediator. If mediation is unsuccessful, the parts of the Claim remaining in dispute shall be subject to applicable procedures in Article 20.13.

- q. For purposes of Article 20.9, mediation includes any nonbinding process, including, but not limited to, neutral evaluation or a dispute review board, in which an independent third party or board assists the parties in dispute resolution through negotiation or by issuance of an evaluation. Any mediation utilized shall conform to the timeframes in this section.
- r. Unless otherwise agreed to by the District and the Contractor in writing, the mediation conducted pursuant to Article 20.9 shall excuse any further obligation under Public Contract Code section 20104.4 to mediate after litigation has been commenced.
- s. This Claims process does not preclude the District from requiring arbitration of disputes under private arbitration or the Public Works Contract Arbitration Program, if mediation under Article 20.9 does not resolve the parties' Claim. This Claims process does not preclude the District from submitting individual Disputes or Claims to binding arbitration pursuant to Article 20.12 below.
- t. Failure by the District to respond to a Claim from the Contractor within the time periods described in this subdivision or to otherwise meet the time requirements of Article 20.9 shall result in the Claim being deemed rejected in its entirety. A Claim that is denied by reason of the District's failure to have responded to a Claim, or its failure to otherwise meet the time requirements of Article 20.9, shall not constitute an adverse finding with regard to the merits of the Claim or the responsibility or qualifications of the Contractor.
- u. If a subcontractor or a lower tier subcontractor lacks legal standing to assert a Claim against a District because privity of contract does not exist, the Contractor may present to the District a Claim on behalf of a subcontractor or lower tier subcontractor. A subcontractor may request in writing, either on his or her own behalf or on behalf of a lower tier subcontractor, that the Contractor present a Claim for work which was performed by the subcontractor or by a lower tier subcontractor on behalf of the subcontractor. The subcontractor requesting that the Claim be presented to the District shall furnish reasonable documentation to support the Claim. Within 45 days of receipt of this written request, the

Contractor shall notify the subcontractor in writing as to whether the Contractor presented the Claim to the District and, if the Contractor did not present the Claim, provide the subcontractor with a statement of the reasons for not having done so.

- v. Upon receipt of a Claim, the parties may mutually agree to waive, in writing, mediation and proceed directly to the commencement of a civil action or binding arbitration, as applicable.
- w. The Contractor's Claim shall be denied if it fails to follow the requirements of this Article.

- 20.10 District (through CM or District's Agent or Attorney) May Request Additional Information. Within thirty (30) days of receipt of the Claim and the information under this Article, the District may request in writing any additional documentation supporting the Claim or documentation relating to defenses to the Claim which the District may assert. If additional documents are required, the time in which the Claim is evaluated may be extended by a reasonable time so the Claim and additional documents may be reviewed.
- 20.11 Claims Procedures in Addition to Government Code Claim. Nothing in the Claims procedures set forth in Article 20 of the CSA shall act to waive or relieve the Contractor from meeting the requirements set forth in Government Code section 900 et seq.
- 20.12 Binding Arbitration of Individual Claim Issues. To expedite resolution of Claims pursuant to Public Contract Code section 9201, at the District's sole option, the District may submit individual Claims to Arbitration prior to Retention Payment consistent with the requirements of Article 20.6.1.
- 20.13 Resolution of Claims in Court of Competent Jurisdiction. If Claims are not resolved under the procedure set forth and pursuant to Article 20.9, such Claim or controversy shall be submitted to a court in the County of the location of the Project after the Project has been completed, and not before
- 20.14 Warranties, Guarantees and Obligations. The duties and obligations imposed by this CSA and the rights and remedies available hereunder to the parties hereto, and, in particular but without limitation, the warranties, guarantees and obligations imposed upon Contractor by the Contract Documents and amendments thereto; and all of the rights and remedies available to District and Architect thereunder, are in addition to, and are not to be construed in any way as a limitation of any rights and remedies available to any or all of them which are otherwise imposed or available by laws or regulations by special warranty or guarantee or by other provisions of the Contract Documents, and the provisions of this Article will be as effective as if repeated specifically in the Contract Documents in connection with each particular duty, obligation, right and remedy to which they apply.

## **21. MAINTENANCE OF RECORDS; AUDIT/OWNERSHIP OF DOCUMENTS**

- 21.1 State Audit. Pursuant to and in accordance with the provisions of Government Code § 10532, or any amendments thereto, all books, records, and files of the District, the Contractor, or any Subcontractor connected with the performance of this Contract involving the expenditure of state funds in excess of Ten Thousand Dollars (\$10,000.00), including, but not limited to, the administration thereof, shall be subject to the examination and audit of the Office of the Auditor General of the State of California for a period of five (5) years after Retention Payment is made or a Notice of Completion is Recorded, whichever occurs first. Contractor shall preserve and cause to be preserved such books, records, hard drives, electronic media, and files for the audit period.



- 21.2 District Audit. Pursuant to the remedies under Public Contract Code section 9201 and Government Code section 930.2, Contractor, through execution of this Agreement, also agrees the District shall have the right to review and audit, upon reasonable notice, the books and records of the Contractor concerning any monies associated with the Project. The purpose of this Audit is to quickly and efficiently resolve disputes based on the actual costs incurred and to reduce the uncertainty in resolving disputes with limited information. The District shall perform any audits at its own cost and any such audit shall be performed by an independent auditor, having no direct or indirect relationship with the functions or activities being audited or with the business conducted by the Contractor or District. In the event the independent auditor determines that Change Orders, Response to Request for Proposals, Claims, Appeal of Claims, or other requests for payment the Auditor shall report the results of the Audit findings to the District and provide a copy to the Contractor after giving the District Board the opportunity for at least 10 days review. If the Contractor disputes the findings of the independent auditor, such dispute shall be handled in the manner set forth under Article 20 entitled Disputes.
- 21.3 Failure to Produce Books or Records. If Contractor having agreed to the terms of this Contract fails to produce books or records requested by Auditor, such failure to produce books or records that were required to be preserved for audit, it shall be presumed that the information contained in the withheld books or records were unfavorable to the Contractor and the Auditor shall note this refusal in the results of the Audit findings for further evaluation by the District and the District's Board. The refusal to release records that are concerning monies associated with the Project may be used as a grounds to Debar the Contractor from future Projects for failure to preserve records under this Article and the failure to produce required audit records may also be used as a grounds for a negative finding against the Contractor depending on the significance of the records that are withheld by Contractor. Failure to produce Job Cost Data tied to Job cost categories and budgets shall be presumed an intentional failure to produce key audit records. Similarly, failure to produce daily time records (prepared at or near the time of the Work actually took place shall be presumed an intentional failure to produce key audited records.
- 21.4 Inefficiency, Acceleration or Delay Claims. If Contractor is seeking costs for inefficiency, home office overhead, or unanticipated increased costs due to delays or acceleration, Contractor shall also produce copies of the original bid or cost tabulation utilized in submitting Contractor's cost for the Project. This document shall be considered confidential and shall not be subject to disclosure through a Public Records Act and shall not be distributed to anyone other than the District and the District's counsel. This bid or cost tabulation shall only be used in litigation, arbitration, evaluation of Claims or Disputes, Audit, and trial. If the records for the bid or cost tabulation are kept on a computer, the Contractor shall also produce all metadata (in native format) that accompanies the bid or cost tabulation for inspection to prove the authenticity of the underlying bid or cost tabulation. Failure to produce the bid or cost tabulation for review of inefficiency, home office overhead, or unanticipated increased costs due to delays or accelerations shall be considered material evidence that the bid or cost tabulation was not favorable to the Contractor. This evidence shall be entered as a jury instruction for trial that the bid or cost tabulation was not produced and the bid or cost tabulation information was unfavorable to the Contractor. The evidence may also be used in Debarment Proceedings, and noted as an exception to an Audit Findings.
- 21.5 Upon notification of Contractor concerning the results of the audit and a reasonable time has passed for Contractor to respond to Audit Findings and if either there is no Dispute of the Audit findings under this Article or if the result after utilizing the Disputes Clause confirms the Audit findings, the District may seek any Savings that have not been accounted for with District and may also seek reimbursement for overstated Claims, Change Orders, or Appeal of Claims.
- 21.6 Ownership of Drawings. Notwithstanding any provision of this Agreement, all drawings, specifications, and copies thereof furnished by District are its property. They are not to be used on other work and with exception of signed contract sets, are to be returned to District on request at completion of work.

22. PREVAILING RATES OF WAGES; RECORDS, APPRENTICES

22.1 Wage Rates. Pursuant to the provisions of Article 2 (commencing at § 1720), Chapter 1, Part 7, Division 2, of the Labor Code, the District has obtained the general prevailing rate of per diem wages and the general prevailing rate for holiday and overtime work in the locality in which this public works project is to be performed for each craft, classification, or type of worker needed for this Project from the Director of the Department of Industrial Relations (“Director”). These rates are on file at the administrative office of the District and are also available from the Director of the Department of Industrial Relations. Copies will be made available to any interested party on request. The Contractor shall post a copy of such wage rates at appropriate, conspicuous, weatherproof points at the Site.

Any worker employed to perform Work on the Project, but such Work is not covered by any classification listed in the published general prevailing wage rate determinations or per diem wages determined by the Director of the Department of Industrial Relations, shall be paid not less than the minimum rate of wages specified therein for the classification which most nearly corresponds to the employment of such person in such classification.

22.2 Holiday and Overtime Pay. Holiday and overtime work, when permitted by law, shall be paid for at the rate set forth in the prevailing wage rate determinations issued by the Director of the Department of Industrial Relations or at least one and one-half (1½) times the specified basic rate of per diem wages, plus employer payments, unless otherwise specified in the Contract Documents or authorized by law

22.3 Wage Rates Not Affected by Subcontracts. The Contractor shall pay and shall cause to be paid each worker engaged in the execution of the Work on the Project not less than the general prevailing rate of per diem wages determined by the Director, regardless of any contractual relationship which may be alleged to exist between the Contractor or any Subcontractor and such workers.

22.4 Per Diem Wages. The Contractor shall pay and shall cause to be paid to each worker needed to execute the Work on the Project per diem wages including, but not limited to, employer payments for health and welfare, pensions, vacation, travel time and subsistence pay as provided for in Labor Code §1773.1.

22.5 Forfeiture and Payments. Pursuant to Labor Code §1775, the Contractor shall forfeit to the District, not more than Two Hundred Dollars (\$200.00) for each calendar day, or portion thereof, for each worker paid less than the prevailing wages rates as determined by the Director of the Department of Industrial Relations, for the work or craft in which the worker is employed for any Work done under the Agreement by the Contractor or by any Subcontractor under it. The amount of the penalty shall be determined by the Labor Commissioner and shall be based on consideration of: (1) whether the Contractor or Subcontractor’s failure to pay the correct rate of per diem wages was a good faith mistake and, if so, the error was promptly and voluntarily correct upon being brought to the attention of the Contractor or Subcontractor; and (2) whether the Contractor or Subcontractor has a prior record of failing to meet its prevailing wage obligations.

23. RECORDS OF WAGES PAID

23.1 Payroll Records

23.1.1 Pursuant to §1776 of the Labor Code, each Contractor and Subcontractor shall keep an accurate payroll record showing the name, address, social security number, work classification and straight time and overtime hours worked each day and week, and the actual per diem wages paid to each journeyman, apprentice, worker or other employee employed by him or her in connection with the Project.

- 23.1.2 All payroll records shall be certified and submitted to the District with each application for payment, but not less than once per month or as otherwise requested by the District. All payroll records shall be available for inspection at all reasonable hours at the principal office of the Contractor on the following basis:
- 23.1.3 A certified copy of an employee's payroll record shall be made available for inspection or furnished to the employee or his or her authorized representative on request.
- 23.1.4 A certified copy of all payroll records shall be made available for inspection or furnished upon request to a representative of District, the Division of Labor Standards Enforcement or the Division of Apprenticeship Standards of the Department of Industrial Relations.
- 23.1.5 A certified copy of all payroll records shall be made available upon request by the public for inspection or for copies thereof. However, a request by the public shall be made through the District, the Division of Apprenticeship Standards or the Division of Labor Standards Enforcement. If the requested payroll records have not been provided pursuant to Paragraph (2) above, the requesting party shall, prior to being provided the records, reimburse the costs, according to law for the preparation by the Contractor, Subcontractor(s), and the entity through which the request was made. The public shall not be given access to such records at the principal office of the Contractor.
- 23.1.6 Unless required to be furnished directly to the Labor Commissioner in accordance with Labor Code section 1771.4, the certified payroll records shall be on forms provided by the Division of Labor Standards Enforcement or shall contain the same information as the forms provided by the Division of Labor Standards Enforcement.
- 23.1.7 The Contractor or Subcontractor(s) shall file a certified copy of all payroll records with the entity that requested such records within 10 calendar days after receipt of a written request.
- 23.1.8 Any copy of records made available for inspection as copies and furnished upon request to the public or any public agency by the District, the Division of Apprenticeship Standards or the Division of Labor Standards Enforcement shall be marked or obliterated to prevent disclosure of an individual's name, address and social security number. The name and address of the Contractor awarded the Contract or the Subcontractor(s) performing the Contract shall not be marked or obliterated. Any copy of records made available for inspection by, or furnished to, a joint labor-management committee established pursuant to the federal Labor Management Cooperation Act of 1978 (Section 175a of Title 29 of the United States Code) shall be marked or obliterated only to prevent disclosure of an individual's name and social security number. Notwithstanding any other provision of law, agencies that are included in the Joint Enforcement Strike Force on the Underground Economy established pursuant to Section 329 of the Unemployment Insurance Code and other law enforcement agencies investigating violations of law shall, upon request, be provided non-redacted copies of certified payroll records.
- 23.1.9 The Contractor shall inform the District of the location of all payroll records, including the street address, city and county, and shall, within five working days, provide a notice of a change of location and address.
- 23.1.10 The Contractor or Subcontractor(s) shall have ten (10) calendar days in which to comply subsequent to receipt of a written notice requesting payroll records. In the event that the Contractor or Subcontractor(s) fails to comply within the 10-day period,

the Contractor or Subcontractor(s) shall, as a penalty to the District, forfeit One Hundred Dollars (\$100.00) for each calendar day, or portion thereof, for each worker, until strict compliance is effectuated. Upon the request of the Division of Apprenticeship Standards or the Division of Labor Standards Enforcement, these penalties shall be withheld from Progress Payments or Retention Payment then due.

23.1.11 Responsibility for compliance with this Article shall rest upon the Contractor.

23.2 Withholding of Payments & Penalties

23.2.1 The District may withhold or delay Progress Payments to the Contractor or a Sublease Payment or Retention if:

23.2.1.1 The required prevailing rate of per diem wages determined by the Director of the Department of Industrial Relations is not paid to all workers employed on the Project; or

23.2.1.2 The Contractor or Subcontractor(s) fail to submit all required certified payroll records with each application for payment, but not less than once per month; or

23.2.1.3 The Contractor or Subcontractor(s) submit incomplete or inadequate payroll records; or

23.2.1.4 The Contractor or Subcontractor(s) fail to comply with the Labor Code requirements concerning apprentices; or

23.2.1.5 The Contractor or Subcontractor(s) fail to comply with any applicable state laws governing workers on public works projects.

24. APPRENTICES

24.1 Apprentice Wages and Definitions. All apprentices employed by the Contractor to perform services under the Contract shall be paid the standard wage paid to apprentices under the regulations of the craft or trade for which he or she is employed, and as determined by the Director of the Department of Industrial Relations, and shall be employed only at the craft or trade to which he or she is registered. Only apprentices, as defined in §3077 of the Labor Code, who are in training under apprenticeship standards that have been approved by the Chief of the Division of Apprenticeship Standards and who are parties to written apprenticeship agreements under Chapter 4 (commencing with §3070) of Division 3, are eligible to be employed under this Contract. The employment and training of each apprentice shall be in accordance with the apprenticeship standards and apprentice agreements under which he or she is training, or in accordance with the rules and regulations of the California Apprenticeship Council.

24.2 Employment of Apprentices. Contractor agrees to comply with the requirements of Labor Code §1777.5. The Contractor awarded the Project, or any Subcontractor under him or her, when performing any of the Work under the Contract or subcontract, employs workers in any apprenticeable craft or trade, the Contractor and Subcontractor shall employ apprentices in the ratio set forth in Labor Code §1777.5. The Contractor or any Subcontractor must apply to any apprenticeship program in the craft or trade that can provide apprentices to the Project site for a certificate approving the contractor or subcontractor under the apprenticeship standards for the employment and training of apprentices in the area or industry affected. However, the decision of the apprenticeship program to approve or deny a certificate shall be subject to review by the Administrator of Apprenticeship. The apprenticeship program or programs, upon approving the Contractor or Subcontractor, shall arrange for the dispatch of apprentices to the Contractor or Subcontractor upon the Contractor's or Subcontractor's request. "Apprenticeable craft or trade"

as used in this Article means a craft or trade determined as an apprenticeable occupation in accordance with the rules and regulations prescribed by the California Apprenticeship Council. The ratio of work performed by apprentices to journeyman employed in a particular craft or trade on the Project shall be in accordance with Labor Code §1777.5.

- 24.3 Submission of Contract Information. Prior to commencing Work on the Project, the Contractor and Subcontractors shall submit contract award information to the applicable apprenticeship program(s) that can supply apprentices to the Project and make the request for the dispatch of apprentices in accordance with the Labor Code. The information submitted shall include an estimate of journeyman hours to be performed under the Contract, the number of apprentices proposed to be employed, and the approximate dates the apprentices would be employed. A copy of this information shall also be submitted to the District if requested. Within sixty (60) days after concluding Work on the Project, the Contractor and Subcontractors shall submit to the District, if requested, and to the apprenticeship program a verified statement of the journeyman and apprentice hours performed on the Project.
- 24.4 Apprentice Fund. The Contractor or any Subcontractor under him or her, who, in performing any of the Work under the Contract, employs journeymen or apprentices in any apprenticeable craft or trade shall contribute to the California Apprenticeship Council the same amount that the Director determines is the prevailing amount of apprenticeship training contributions in the area of the Project. The Contractor and Subcontractors may take as a credit for payments to the California Apprenticeship Council any amounts paid by the Contractor or Subcontractor to an approved apprenticeship program that can supply apprentices to the Project. The Contractor and Subcontractors may add the amount of the contributions in computing its bid or costs for the Contract.
- 24.5 Prime Contractor Compliance. The responsibility of compliance with this Article 13 §1777.5 of the Labor Code for all apprenticeable occupations is with the Prime Contractor. Any Contractor or Subcontractor that knowingly violates the provisions of this Article or Labor Code §1777.5 shall be subject to the penalties set forth in Labor Code §1777.7.
- 24.6 WHEN DETERMINING GMP, CONTRACTOR SHALL INCLUDE TO THE EXTENT POSSIBLE ANTICIPATED GENERAL PREVAILING WAGE RATES FOR THE TIME WHEN WORK ON THE PROJECT WILL ACTUALLY BE PERFORMED.

**25. REGISTRATION WITH DEPARTMENT OF INDUSTRIAL RELATIONS**

- 25.1 Strict compliance with all DIR registration requirements in accordance with Labor Code sections 1725.5 and 1771.1 is a material obligation of the Contractor and all of its subcontractors (of any tier) under the Contract Documents. The foregoing includes, without limitation, compliance with DIR registration requirements at all times during performance of the Work by the Contractor and all of its subcontractors of any tier. The failure of the Contractor and all subcontractors of any tier to be properly registered with DIR at all times during performance of the Work is a material breach of the Contract Documents and subject to termination for cause.
- 25.2 An affirmative and ongoing obligation of the Contractor under the Contract Documents is the verification that all subcontractors of any tier are at all times during performance of the Work are in full and strict compliance with the DIR registration requirements. The Contractor shall not permit or allow any subcontractor of any tier to perform any Work without the Contractor's verification that all subcontractors are in full and strict compliance with the DIR registration requirements. Any subcontractors of any tier not properly registered with DIR shall be substituted in accordance with Labor Code section 1771.1. Contractor or its subcontractors of any tier shall not be entitled to any additional costs or time arising from or in any way related to compliance with the DIR registration requirements.

- 25.3 The Contractor and all subcontractors shall furnish certified payroll records as required pursuant Labor Code section 1776 directly to the Labor Commissioner in accordance with Labor Code section 1771.4 on at least on a monthly basis (or more frequently if required by the District or the Labor Commissioner) and in a format prescribed by the Labor Commissioner. The District reserves the right to withhold Progress Payments or Retention Payment if the District is notified, or determines as the result of its own investigation, that Contractor is in violation of any of the requirements set forth in Labor Code section 1720 et seq. at no penalty or cost to the District. Monitoring and enforcement of the prevailing wage laws and related requirements will be performed by the Labor Commissioner/ Department of Labor Standards Enforcement (DLSE).
- 25.4 The Labor Commissioner and the Division of Labor Standards Enforcement (DLSE) may conduct various compliance monitoring and enforcement activities including, but not limited to, confirming the accuracy of payroll records, conducting worker interviews, conducting audits, requiring submission of itemized statements prepared in accordance with Labor Code section 226, and conducting random in-person inspections of the Project site ("On-Site Visits"). On-Site Visits may include inspections of records, inspections of the Work site and observation of work activities, interviews of workers and others involved with the Project, and any other activities deemed necessary by the Labor Commissioner/DLSE to ensure compliance with prevailing wage requirements. The Labor Commissioner/DLSE shall have free access to any construction site or other place of labor and may obtain any information or statistics pertaining to the lawful duties of the Labor Commissioner/DLSE.
- 25.5 Any lawful activities conducted or any requests made by the Labor Commissioner/DLSE shall not be the basis for any delays, claims, costs, damages or liability of any kind against the District by the Contractor. Contractor and all Subcontractors shall cooperate and comply with any lawful requests by the Labor Commissioner's office. The failure of the Labor Commissioner, DLSE, or any other part of the Department of Industrial Relations to comply with any requirement imposed by the California Code of Regulations, Title 8, Chapter 8 shall not of itself constitute a defense to the failure to pay prevailing wages or to comply with any other obligation imposed by Division 2, Part 7, Chapter 1 of the Labor Code.
- 25.6 Prior to commencing any Work on the Project, the Contractor shall post the notice/poster required under the California Code of Regulations and Labor Code section 1771.4 in both English and Spanish at a conspicuous, weatherproof area at the Project site. The required notice/poster is available on the Labor Commissioner's website.

## 26. HOURS OF WORK

- 26.1 Eight (8) hours of work shall constitute a legal day's work. The Contractor and each subcontractor shall forfeit, as penalty to the District, twenty five dollars (\$25) for each worker employed in the execution of work on the Project by the Contractor or any subcontractor under him for each calendar day during which such worker is required or permitted to work more than eight (8) hours in any one calendar day and forty (40) hours in any calendar week in violation of the provisions of the Labor Code, and in particular, Section 1810 to Section 1815, thereof, inclusive, except that work performed by employees of the Contractor and his subcontractors in excess of eight hours per day at not less than one and one half times the basic rate of pay, as provided in Labor Code section 1815.
- 26.2 Generally, construction work on the Project shall be accomplished on a regularly scheduled eight (8) hour per day work shift basis, Monday through Friday, between the hours of 7:00 a.m. and 5:00 p.m., however nothing herein shall prevent Contractor from working weekends and after school hours in order to complete the Project so long as not otherwise prohibited by law or local ordinances or regulations.

- 26.3 Any work necessary to be performed after regular working hours, or on Sundays or other holidays shall be performed and included within the GMP, unless otherwise agreed to in writing before the work in question is commenced pursuant to Article 9, Extra Work/Modifications.

27. **SKILLED AND TRAINED WORKFORCE**

- 27.1 Contractor and all Subcontractors of any tier must comply with the requirements set forth in Education Code section 17407.5 and Public Contract Code sections 2601 and 2602, including providing an enforceable commitment that the Contractor and all Subcontractors of any tier will use a "Skilled and Trained Workforce" as defined in Public Contract Code section 2601(d). Contractor and all Subcontractors are to carefully review all requirements set forth in Education Code section 17407.5 and Public Contract Code sections 2601 and 2602 before entering into the Contract for the Project.
- 27.2 The Contractor's commitment that a Skilled and Trained Workforce will be used to perform Work on the Project and the Contract shall be established by the following:
- 27.2.1 Contractor shall include in all of its subcontracts, and Subcontractors shall require in its subcontracts of any tier, mandatory compliance with Education Code section 17407.5 and Public Contract Code sections 2601 and 2602.
- 27.2.2 Contractor shall provide to the District's Governing Board, on a monthly basis while the Project or Contract is being performed, a written report demonstrating that the Contractor and all Subcontractors of any tier are complying with the requirements set forth in Education Code section 17407.5 and Public Contract Code sections 2601 and 2602. If the Contractor fails to provide the monthly report required herein, or provides a report that is incomplete, the District shall withhold further payments in accordance with Public Contract Code sections 2602 and 2603. If a monthly report does not demonstrate compliance with Public Contract Code sections 2601 and 2602, the District shall withhold further payments until the Contractor provides a plan to achieve substantial compliance with Public Contract Code sections 2601 and 2602, with respect to the relevant apprenticeable occupation, prior to completion of the Project.
- 27.2.3 The monthly report provided to the District's Governing Board as required above shall be a public record under the California Public Records Act (Chapter 3.5 (commencing with Section 6250) of Division 7 of Title 1 of the Government Code), and shall be open to public inspection.
- 27.2.4 Contractor's commitment that a Skilled and Trained Workforce will be used to perform Work on the Project and the Contract may also be established by the Contractor providing evidence and any other information or documents reasonably requested by the District showing that the Contractor has entered into a project labor agreement that includes the requirements of Education Code section 17407.5(b) that will bind the Contractor and all its Subcontractors of any tier performing Work on the Project or Contract.
- 27.3 If the District's Governing Board has entered into a project labor agreement that will bind all contractors and subcontractors performing Work on this Project or Contract that includes the requirements of Education Code section 17407.5(b), the Contractor's agreement that it will become a party to that project labor agreement shall satisfy the requirements under Education Code section 17407.5(b).
- 27.4 If the Contractor or Subcontractor of any tier is not in compliance with all of the applicable Skilled and Trained Workforce, the District shall exercise any rights or remedies allowed under Public Contract Code sections 2602 or 2603, or other applicable law.

28. **PROTECTION OF PERSONS AND PROPERTY**

- 28.1 **Fingerprinting.** If any portion of the work for the Project is to be performed at an operating school, Contractor shall comply with the applicable requirements of Education Code sections 45125.1 and 45125.2 with respect to fingerprinting of employees who may have contact with District's pupils. Contractor shall also ensure that its Subcontractors on the Project comply with the applicable requirements of Sections 45125.1 and 45125.2. To this end, Contractor and its Subcontractors must provide for the completion of the Fingerprint Certification form attached as Exhibit "F" and incorporated herein by this reference prior to commencing work on the Project. In no event shall any employees of Contractor or its Subcontractors come into contact with District's pupils before the certification is completed. Contractor's failure to comply with this law shall be considered a material breach of the Agreement upon where the Agreement may be terminated, at District's sole discretion, without any further compensation to Contractor. Contractor and Subcontractor personnel on Site shall not have been convicted of any criminal offense which may have a discernible adverse impact on District or its students. Contractor shall advise its employees of these requirements before they enter on the Site and shall immediately remove from the Site any employee in violation of these requirements as determined by Contractor or by District. Contractor shall impose these requirements on its Subcontractors.
- 28.2 Contractor has been advised and is aware that District has adopted a Board Policy which prohibits the use of tobacco products, including smokeless tobacco, anywhere on District property. Contractor shall be responsible for the enforcement of District's tobacco-free policy among all Contractor's employees and Subcontractors while on District property. Contractor understands and agrees that should any employee or Subcontractor of Contractor violate the Board Policy, after having already been warned once for violating District's tobacco-free policy, Contractor shall remove the individual for the duration of the Project. Contractor shall not be entitled to any additional compensation and/or time in completing the Project as a result of such removal.
- 28.3 Contractor shall take all steps necessary to insure that employees of Contractor or any of its Subcontractors' employees do not use, consume, or work under the influence of alcohol or illegal drugs while on the Project. Contractor shall prevent any of its employees or its Subcontractors' employees from playing any recorded music devices or radios or wearing any radio headphone devices for entertainment while working on the Project. Contractor shall also prevent its employees or Subcontractors' employees from bringing any animal onto the Project.
- 28.4 Contractor shall be responsible for all damages to persons or property that occur as a result of its fault or negligence in connection with the prosecution of this Contract and shall take all necessary measures and be responsible for the proper care and protection of all materials delivered and work performed until completion and final acceptance by District.
- 28.5 Contractor shall take, and require Subcontractors to take, all necessary precautions for safety of workers on the work and shall comply with all applicable federal, state, local and other safety laws, standards, orders, rules, regulations, and building codes to prevent accidents or injury to persons on, about, or adjacent to premises where work is being performed and to provide a safe and healthful place of employment. In addition to meeting all requirements of OSHA, Cal-OSHA, state, and local codes, Contractor shall furnish, erect and properly maintain at all times, as directed by District or required by conditions and progress of work, all necessary safety devices, safeguards, construction canopies, signs, audible devices for protection of the blind, safety rails, belts and nets, barriers, lights, and watchmen for protection of workers and the public and shall post danger signs warning against hazards created by such features in the course of construction. Contractor shall designate a responsible member of its organization on the work, whose duty shall be to post information regarding protection and obligations of workers and other notices required under occupational safety and health laws, to comply with reporting and other occupational safety requirements, and to protect the life, safety and health of workers. Name and position of person so designated shall be reported to District by Contractor. Contractor shall correct any violations of safety laws, rules, orders, standards or regulations. Upon the issuance of a citation or notice of



violation by the Division of Occupational Safety and Health, such violation shall be corrected promptly.

- 28.6 In an emergency affecting safety of life or of work or of adjoining property, Contractor, without special instruction or authorization from District, is hereby permitted to act, at its discretion, to prevent such threatened loss or injury; and Contractor shall so act if so authorized or instructed by District. Any compensation claimed by Contractor on account of emergency work shall be determined by agreement.
- 28.7 Contractor shall provide such heat, covering, and enclosures as are necessary to protect all work, materials, equipment, appliances, and tools against damage by weather conditions.
- 28.8 Contractor shall take adequate precautions to protect existing roads, sidewalks, curbs, pavements, utilities, adjoining property and structures (including, without limitation, protection from settlement or loss of lateral support), and to avoid damage thereto, and repair any damage thereto caused by construction operations. All permits, licenses, or inspection fees required for such repair work shall be obtained and paid for by Contractor.
- 28.9 Trenches Five Feet or More in Depth. The Contractor shall submit to the District, in advance of excavation, a detailed plan showing the design of shoring, bracing, sloping or other provisions to be made for worker protection from the hazard of caving ground during the excavation of any trench or trenches five feet or more in depth. The Contractor shall also submit a copy of its annual trench/excavation permit approved by CAL-OSHA. The plan shall be prepared by a registered civil or structural engineer. As part of the plan, a note shall be included stating that the registered civil or structural engineer certifies that the plan complies with CAL OSHA Construction Safety Orders, or stating that the registered civil or structural engineer certifies that the plan is not less effective than the shoring, bracing, sloping, or other provisions of the Safety Orders.
- 28.9.1 All shoring submittal shall include surcharge loads from adjacent embankments, construction loads and spoil bank. Submittal shall indicate minimum horizontal distance from top of trench to edge of all surcharge loads for all cases of shoring and side slopes.
- 28.9.2 Nothing in this Section shall relieve Contractor of the full responsibility for providing shoring, bracing sloping, or other provisions adequate for worker protection. If such plan varies from the shoring system standards established by the Construction Safety Orders, the plan shall be prepared by a registered civil or structural engineer and shall be approved by CAL-OSHA. No excavation of such trench or trenches shall be commenced until said plan has been accepted by the District or the person to whom authority to accept has been delegated by the District.
- 28.10 Contractor shall (unless waived by District in writing):
- 28.10.1 When performing construction on existing sites, become informed and take into specific account the maturity of the students on the site; and when performing work which may interfere with the school routine before, during or after school hours, enclose working area with a substantial barricade, and arrange work to cause minimum amount of inconvenience and danger to students and faculty in their regular school activities.
- 28.10.2 Not allow any person, other than workers on the Project, or individuals authorized by District to come upon any portion of the premises where work is being performed. Contractor shall require all workers on the Project to be conspicuously identified either by a firm logo on their clothing, or by means of a prominent identification badge.

- 28.10.3 Provide substantial barricades around any shrubs or trees indicated to be preserved.
- 28.10.4 Deliver materials to building area over route designated by District.
- 28.10.5 Take preventive measures to eliminate dust.
- 28.10.6 Confine apparatus, the storage of materials, and the operations of workers to limits indicated by law, ordinances, permits, or directions of District; and shall not interfere with the work or unreasonably encumber premises or overload any structure with materials; and enforce all instructions of District regarding signs, advertising, fires, smoking, the presence of liquor, and the presence of firearms and require that all workers comply with all regulations while on construction site.
- 28.10.7 Take care to prevent disturbing or covering any survey markers, monuments, or other devices marking property boundaries or corners. If such markers are disturbed by accident, they shall be replaced by an approved land surveyor or civil engineer at no cost to District.
- 28.10.8 Not allow personal radios on the work site
- 28.10.9 Where the Project involves work at an operating school, inform and take such preventive measures necessary to insure that all employees, Subcontractors and other individuals authorized on the Project site refrain from any personal contact or conversations with the students on site.
- 28.10.10 Contractor shall not impose structural loading upon any part of the work under construction or upon existing construction on or adjacent to the Site in excess of safe limits, or loading such as to result in damage to the structural, architectural, mechanical, electrical, or other components of the work. The design of all temporary construction equipment and appliances used in construction of the work and not a permanent part thereof, including, without limitation, hoisting equipment, cribbing, shoring, and temporary bracing of structural steel, is the sole responsibility of Contractor. All such items shall conform with the requirements of governing codes and all laws, ordinances, rules, regulations, and orders of all authorities having jurisdiction. Contractor shall take reasonable and customary precautions, such as shoring of masonry walls and temporary tie bracing of structural steel work, to prevent possible wind damage during construction of the work. The installation of such bracing or shoring shall not damage the work in place or the work installed by others. Any damage which does occur shall be promptly repaired by Contractor at no cost to District.
- 28.10.11 Contractor shall require that Subcontractors participate in, and enforce, the safety and loss prevention programs established by Contractor for the Project, which will cover all work performed by Contractor and its Subcontractors. All Subcontractors and material or equipment suppliers shall cooperate fully with Contractor, District, and all insurance carriers. Subcontractors shall immediately, within twenty four (24) hours, report in writing to Contractor all accidents whatsoever arising out of, or in connection with, the performance of the work, whether on or off the Site, which caused death, personal injury, or property damage, giving full details and statements of witnesses. Contractor shall thereafter immediately, within two (2) days, report the facts in writing to District giving full details of the accident. Contractor must also provide all information and documents to the OCIP administrator and comply with all OCIP requirements regarding accidents and the reporting of accidents.
- 28.10.12 Contractor and Subcontractors shall use only those ingress and egress routes designated by District, observe the boundaries of the Site designated by District, park

only in those areas designated by District, which areas may be on or off the Site, and comply with any parking control program established by District, such as furnishing license plate information and placing identifying stickers on vehicles.

- 28.10.13 Contractor shall be responsible for providing security services for the Site as needed for the protection of the Site and as determined in District's reasonable discretion.
- 28.10.14 Contractor shall, for all contracts involving state funds, submit a "Drug-Free Workplace Certification." Contractor shall take all reasonable steps necessary to ensure that any employees of Contractor or any of its Subcontractors' employees report for work in a manner fit to do their job. Such employees shall not be under the influence of or in possession of any alcoholic beverage or of any controlled substance (except a controlled substance as prescribed by a physician so long as the performance or safety at the Project Site is not affected thereby). Contractor shall advise its employees of these requirements before they enter on the Site and shall immediately remove from the site any employee in violation of these requirements as determined by Contractor or by the District. Contractor shall impose these requirements on its Subcontractors.
- 28.10.15 Contractor and Subcontractors shall at all times enforce strict discipline and good order among their employees and other persons carrying out the Contract and shall not employ on work any unfit person or anyone not skilled in work assigned to such person. It shall be the responsibility of Contractor to ensure compliance with this Article. Any person in the employ of Contractor or Subcontractors whom District may deem incompetent, unfit, intemperate, troublesome or otherwise undesirable shall be excluded from the work Site and shall not again be employed on it except with written consent of District. Contractor must sign and cause all Subcontractors to sign the Conduct Rules for Contractors form attached as Exhibit "I" and incorporated herein by this reference prior to commencing work on the Project.
- 28.11 Contractor shall be at all times during the performance of work hereunder in full compliance with the provisions of the Immigration Reform and Control Act of 1986 ("IRCA") in the hiring of its employees, and Contractor shall indemnify, hold harmless and defend District against any and all actions, proceedings, penalties or claims arising out of Contractor's failure to comply strictly with the IRCA.

## 29. PAYMENTS AND RETENTION

The Construction Cost of the Project shall not exceed the GMP, except as otherwise provided in this Construction Services Agreement and Sublease. During the progress of construction, Contractor will provide monthly progress payment applications for the total scheduled value of the work completed under the GMP set forth in Article 3. District shall pay to Contractor a monthly progress payment comprising a sum equal to ninety-five percent (95%) of the scheduled value of the work approved and completed up to the last day of the previous month, less aggregate of previous payments ("Progress Payment"). If all of the necessary information is submitted and accurate (including the schedule of values), District shall approve the Progress Payments within fifteen (15) days after District's receipt of the periodic estimate for partial payment and District shall pay such payments within fifteen (15) days after the District's approval of the periodic estimate for partial payment. Progress Payments shall be made on the basis of monthly estimates which shall be prepared by Contractor on a form approved by District and certified by Architect and Project Inspector, or any other approved representative of the District, and filed before the fifth day of the month during which payment is to be made. Work completed as estimated shall be an estimate only and no inaccuracy or error in said estimate shall release Contractor or any bondsman from such work or from enforcing each and every provision of this document and District shall have the right subsequently to correct any error made in any estimate for payment. Contractor shall not be entitled to have any payment estimates processed or be entitled to have any

payment made for work performed so long as any lawful or proper direction concerning non-complying work or any portion thereof given by the District lacks correction by Contractor. District shall withhold from the Progress Payments 150% of the estimated value of non-complying work unless satisfactorily corrected or remedied. Contractor shall, at a minimum, provide the following documents as part of its request for a Progress Payment: (1) Schedule of Values, (2) Project Contingency Trackers, (3) Project Allowance Trackers, (4) Project Savings Reports (Refer to the Project Savings Section for the Project Savings Items) including the budget versus actual costs of Project Management and General Condition Expenses , (5) Project Daily Reports (Contractor and Subcontractor), (6) Project Safety Reports, (7) Monthly Lien Releases Unconditional and Conditional Waivers (all contractors), and (8) Monthly Schedule Update and Narratives (with Recovery Schedules as needed).

- 29.1 The District shall retain five percent (5%) "Retention" from Progress Payments and release Retention as required in this CSA and specifically, not until after Close-Out under Article 13.16.
- 29.2 In no event shall the cumulative total of the Progress Payments/ Sublease Payments and Retention ever exceed the GMP as defined herein, unless specifically allowed under Article 5.
  - 29.2.1 Title to new materials and/or equipment for the work of this contract, on a continuous basis while the Project is being completed, shall vest in the District. However, responsibility for such new material and/or work of this contract shall remain with the Contractor until incorporated into the work and accepted by District; no part of said materials and/or equipment shall be removed from its place of storage except for immediate installation in the work of this contract; and Contractor shall keep an accurate inventory of all said materials and/or equipment in a manner satisfactory to the owner or his authorized representative.

Notwithstanding anything to the contrary stated above, the Contractor may include in its request for payment the value of any structural steel, glue laminated beams, trusses, bleachers and other such custom-made materials prepared specifically for the Project and unique to the Project so long as all of the following requirements are satisfied:

- 29.2.1.1 The aggregate cost of materials stored off-site shall not exceed Twenty Five Thousand Dollars (\$25,000) at any time or as otherwise agreed to be District in writing;
- 29.2.1.2 Title to such materials shall be vested in the District as evidenced by documentation satisfactory in form and substance to the District, including, without limitation, recorded financing statements, UCC filings and UCC searches;
- 29.2.1.3 With each request for payment, the Contractor shall submit to the District a written list identifying each location where materials are stored off-site (which must be a bonded warehouse) and the value of the materials at each location. The Contractor shall procure insurance satisfactory to the District (in its reasonable discretion) for materials stored off-site in an amount not less than the total value thereof;
- 29.2.1.4 The consent of any Surety shall be obtained to the extent required prior to payment for any materials stored off-site;
- 29.2.1.5 Representatives of the District shall have the right to make inspections of the storage areas at any time; and

29.2.1.6 Such materials shall be (1) protected from diversion, destruction, theft and damage to the reasonable satisfaction of the District; (2) specifically marked for use on the Project; and (3) segregated from other materials at the storage facility.

29.3 Reasons to Withhold Payment. The District may withhold any payment, in whole, or in part, to such extent as may be necessary to protect the District from loss because of, but not limited to:

1. Defective Work not remedied;
2. Stop Notices served upon the District;
3. Liquidated damages assessed against the Contractor;
4. The cost of completion of the Contract if there exists reasonable doubt that the Work can be Completed for the unpaid balance of any Contract Price or by the completion date;
5. Damage to the District or other contractor;
6. Unsatisfactory prosecution of the Work by the Contractor;
7. Failure to store and properly secure materials;
8. Failure of the Contractor to submit on a timely basis, proper and sufficient documentation required by the Contract Documents, including, without limitation, acceptable monthly progress schedules, Shop Drawings, Submittal schedules, schedule of values, product data and samples, proposed product lists, executed Change Order, Construction Change Documents, and verified reports;
9. Failure of the Contractor to maintain As-Built drawings;
10. If, in the District's opinion, the representations to the District required pursuant to Article 9.4 cannot be made;
11. Erroneous estimates by the Contractor of the value of the Work performed, or other false statements in an application for payment;
12. Unauthorized deviations from the Contract Documents (including but not limited to Unresolved Notices of Deviations (DSA Form 154));
13. Failure of the Contractor to prosecute the Work in a timely manner in compliance with established progress schedules and completion dates;
14. Failure to properly pay prevailing wages as defined in Labor Code section 1720, et seq.;
15. Failure to properly maintain or clean up the Site;
16. Payments to indemnify, defend, or hold harmless the District;
17. Any payments due to the District including, but not limited to, payments for failed tests, or utilities changes or permits;
18. Failure to submit an acceptable schedule in accordance with Article 9;
19. Failure to pay Subcontractor or suppliers;
20. Failure to secure warranties, including the cost to pay for warranties

21. Failure to provide release from material suppliers or Subcontractors when requested to do so
22. Items deducted pursuant to Article 17.6
23. Incomplete Punch List items under Article 13.6 which have gone through the Article 12.2 process
24. Allowances that have not been used

29.4 Reallocation of Withheld Amounts. District may, in its discretion, apply any withheld amount to payment of outstanding claims or obligations. In so doing, District shall make such payments on behalf of Contractor. If any payment is so made by District, then such amount shall be considered as a payment made under this CSA to Contractor and District shall not be liable to Contractor for such payments made in good faith. Such payments may be made without prior judicial determination of claim or obligation. District will render Contractor an accounting of such funds disbursed on behalf of Contractor.

If Contractor defaults or neglects to carry out the Work in accordance with the Contract Documents or fails to perform any provision thereof, District may, after ten (10) calendar days written notice to the Contractor and without prejudice to any other remedy make good such deficiencies. The District shall adjust the total Contract price by reducing the amount thereof by the cost of making good such deficiencies. If District deems it inexpedient to correct Work which is damaged, defective, or not done in accordance with Contract provisions, an equitable reduction in the Contract price (of at least 150% of the estimated reasonable value of the nonconforming Work) shall be made therefor.

29.5 Payment After Cure. When the grounds for declining approval are removed, payment shall be made for amounts withheld because of them. No interest shall be paid on any retention or amounts withheld due to the failure of the Contractor to perform in accordance with the terms and conditions of the Contract Documents.

### 30. NONCONFORMING WORK

Contractor shall promptly remove from premises all Work identified by District as failing to conform to the Contract whether incorporated or not. Contractor shall promptly replace and re-execute its own Work to comply with the Contract without additional expense to District and shall bear the expense of making good all Work of other contractors destroyed or damaged by such removal or replacement.

If Contractor does not remove such Work which has been identified by District as failing to conform to the Contract Documents within a reasonable time, fixed by written notice, District may remove it and may store the material at Contractor's expense. If Contractor does not pay expenses of such removal within ten (10) calendar days' time thereafter, District may, upon ten (10) calendar days' written notice, sell such materials at auction or at private sale and shall account for net proceeds thereof, after deducting all costs and expenses that should have been borne by Contractor.

### 31. SUBCONTRACTOR PAYMENTS

31.1 Payments to Subcontractors. No later than ten (10) days after receipt, or pursuant to Business and Professions Code section 7108.5, the Contractor shall pay to each Subcontractor, out of the amount paid to the Contractor on account of such Subcontractor's portion of the Work, the amount to which said Subcontractor is entitled. The Contractor shall, by appropriate agreement with each Subcontractor, require each Subcontractor to make payments to Sub-subcontractors in a similar manner.

- 31.2 No Obligation of District for Subcontractor Payment. The District shall have no obligation to pay, or to see to the payment of, money to a Subcontractor except as may otherwise be required by law.
- 31.3 Payment Not Constituting Approval or Acceptance. An approved request for a Progress Payment, a Certificate of Substantial Completion, or partial or entire use or occupancy of the Project by the District shall not constitute acceptance of Work that is not in accordance with the Contract Documents.
- 31.4 Joint Checks. District shall have the right, if necessary for the protection of the District, to issue joint checks made payable to the Contractor and Subcontractors and material or equipment suppliers. The joint check payees shall be responsible for the allocation and disbursement of funds included as part of any such joint payment. In no event shall any joint check payment be construed to create any contract between the District and a Subcontractor of any tier, any obligation from the District to such Subcontractor, or rights in such Subcontractor against the District. The District may choose to issue joint checks at District's sole discretion and only after all the requirements of that particular school district and county are specifically met. Some school districts cannot issue joint checks, so the ability to issue joint checks will depend on the District and the specific circumstances.

## 32. SEPARATE CONTRACTS

- 32.1 Reservation of Rights to have other Contractors on Site. District reserves the right to let other contractors enter the Site to perform work as part of its use of the Site. Contractor shall afford other contractors reasonable opportunity for the introduction and storage of their materials and the execution of their work and shall properly connect and coordinate the Project with the work of such Contractors. Such contractors shall comply with all applicable State safety laws and regulations and shall provide a certificate of insurance naming Contractor as additional insured
- 32.2 Notice of Coordination of Work. If the proper execution of any part of the Contractor's work on the Project depends upon the work of any such contractors, Contractor shall inspect and promptly report to District any patent defects or other problems it identifies in such work that render it unsuitable for such proper execution and results. Contractor is only required to inspect the work of such other contractors prior to commencing its own further work in connection with or in relation to that other work. Further, Contractor is only expected to identify patent defects or other problems, and is not required to do any destructive testing or to monitor the progress of such work by other contractors prior to its completion. In no event shall the work of such other contractors be covered by the warranty given by Contractor to the District, nor shall Contractor be required to provide insurance for such work.

## 33. USE OF PREMISES/SAFETY

Contractor shall confine operations at the Site to areas permitted by law, ordinances, permits and the Construction Documents and shall not unreasonably encumber the Site or existing facilities on the Site with any materials or equipment. Contractor shall not load or permit any part of the work to be loaded with a weight so as to endanger the safety of persons or property at the Site. The Contractor shall maintain emergency first aid treatment for his employees which complies with the Federal Occupational Safety and Health Act of 1970 (29 USC, section 651 et seq.).

## 34. CLEANING UP

- 34.1 Contractor's Responsibility to Clean Up. Contractor at all times shall keep premises free from debris such as waste, dust, excess water, storm water runoffs, rubbish, and excess materials and equipment. Contractor shall not leave debris under, in, or about the premises, but shall promptly remove same from the premises and dispose of it in a lawful manner. Disposal receipts or dump tickets shall be furnished to the Architect within five (5) days of request.

Contractor shall remove rubbish and debris resulting from the Work on a daily basis. Contractor shall maintain the structures and Site in a clean and orderly condition at all times until acceptance of the Project by the District. Contractor shall keep its access driveways and adjacent streets, sidewalks, gutters and drains free of rubbish, debris and excess water by cleaning and removal each day. All concrete, sidewalks, and paths of travel shall be broom cleaned daily.

34.2 General Final Clean-Up. Upon completion of Work, Contractor shall employ experience workers or professional cleaners for final cleaning. Clean each surface to the condition expected in a normal, commercial, building cleaning and maintenance program.

1. Clean interior and exterior of buildings, including fixtures, equipment, walls, floors, ceilings, roofs, window sills and ledges, horizontal projections, and any areas where debris has collected, so surfaces are free from foreign material or discoloration;
2. Clean the Project site. The grounds should be cleared of any Contractor equipment, raked clean of debris and trash removed. Sweep paved areas broom clean.
3. Repair or replace any damaged materials. Replace any chipped or broken glass.
4. Remove any and all stains.
5. Remove labels that aren't permanent labels.
6. Clean and polish all glass, plumbing fixtures, equipment, finish hardware and similar finish surfaces. Remove any glazing compounds
7. Remove temporary utilities, fencing, barricades, planking, sanitary facilities and similar temporary facilities from Site.
8. Remove temporary film that remains on any hardware, doors or other surfaces.
9. Seal the bottom and tops of all doors
10. Special Clean-Up.
11. In addition to the general cleaning, the following special cleaning shall be done at the completion of the Work in accordance with the specifications including, but not limited to:
  - a. Remove putty stains from glazing, then wash and polish glazing.
  - b. Remove marks, stains, fingerprints and other soil or dirt from painted, stained or decorated work.
  - c. Remove temporary protection and clean and polish floors and waxed surfaces.
  - d. Clean and polish hardware and plumbing trim; remove stains, dust, dirt, plaster and paint
  - e. Wipe surfaces of mechanical and electrical equipment.
  - f. Remove spots, soil, plaster and paint from tile work, and wash tile.
  - g. Clean all fixtures and equipment, remove excess lubrication, clean light fixtures and lamps, polish metal surfaces.
  - h. Vacuum-clean carpeted surfaces.



- i. Remove debris from roofs, down spout and drainage system.

34.3 Failure to Cleanup. If the Contractor fails to clean up as provided in the Contract Documents, the District may do so, and the cost thereof shall be the responsibility of the Contractor pursuant to Article 12.2 and seek a Deductive Change Order.

### 35. INSURANCE

35.1 Owner Controlled Insurance Program. The District has elected, in its sole discretion, to implement an Owner Controlled Insurance Program ("OCIP"). The provided coverages may include Workers' Compensation, Employer's Liability, Commercial General Liability (excluding Automobile Liability), Excess Liability, Contractor's Pollution Liability, and Builder's Risk (for operations conducted on-Site) Insurance for all Enrolled Contractors (and their Enrolled Subcontractors) and other designated parties for work performed at the Project Site. The District agrees to pay all premiums associated with the OCIP, unless otherwise stated in this section and in other Contract Documents. Contractor's GMP and Subcontractors' bids/proposals shall not include any cost of insurance for coverage provided under the OCIP. Contractor and all Subcontractors shall carefully review Exhibit "J" (OCIP Insurance Requirements) and Exhibit "K" (OCIP Project Manual).

Note: Articles 35.2 through 35.13 shall be replaced and/or modified by the Owner Controlled Insurance Program (OCIP) as further detailed in Exhibit "J" (OCIP Insurance Requirements) and Exhibit "K" (OCIP Project Manual). Articles 35.2 through 35.13 shall continue to apply if the Contractor or Contractor's Subcontractors do not qualify for enrollment, are excluded from OCIP, or to the extent Contractor or Subcontractors determine additional coverage beyond that of the OCIP is to be provided for the Project.

35.2 Insurance Requirements. Before the commencement of the Work, the Contractor shall purchase from and maintain in a company or companies lawfully authorized to do business in California as admitted carriers with a financial rating of at least an A status as rated in the most recent edition of Best's Insurance Reports or as otherwise amended in these Contract Documents, such insurance as will protect the District from claims set forth below, which may arise out of or result from the Contractor's operations under the Contract and for which the Contractor may be legally liable, whether such operations are by the Contractor, by a Subcontractor, by anyone directly or indirectly employed by any of them, or by anyone for whose acts any of them may be liable:

1. Claims for damages because of bodily injury, sickness, disease, or death of any person District would require indemnification and coverage for employee claim;
2. Claims for damages insured by usual personal injury liability coverage, which are sustained by a person as a result of an offense directly or indirectly related to employment of such person by the Contractor or by another person;
3. Claims for damages because of injury or destruction of tangible property, including loss of use resulting therefrom, arising from operations under the Contract Documents;
4. Claims for damages because of bodily injury, death of a person, or property damage arising out of the ownership, maintenance, or use of a motor vehicle, all mobile equipment, and vehicles moving under their own power and engaged in the Work;
5. Claims involving contractual liability applicable to the Contractor's obligations under the Contract Documents, including liability assumed by and the indemnity and defense obligations of the Contractor and the Subcontractors; and

6. Claims involving Completed Operations, Independent Contractors' coverage, and Broad Form property damage, without any exclusions for collapse, explosion, demolition, underground coverage, and excavating. (XCU)
  7. Claims involving sudden or accidental discharge of contaminants or pollutants.
- 35.3 Subcontractor Insurance Requirements. The Contractor shall require its Subcontractors to take out and maintain similar public liability insurance and property damage insurance required under this Article in like amounts. A "claims made" or modified "occurrence" policy shall not satisfy the requirements of this Article without prior written approval of the District.
- 35.4 Additional Insured Endorsement Requirements. The Contractor shall name, on any policy of insurance required under this Article, the District, Architect, Inspector, the State of California, their officers, employees, agents and independent contractors as additional insureds. Subcontractors shall name the Contractor, the District, Architect, Inspector, the State of California, their officers, employees, agents and independent contractors as additional insureds. The Additional Insured Endorsement included on all such insurance policies shall be an ISO CG 20 33 (04/813), or an ISO CG 20 38 (04/13) and ISO CG 20 37 (04/13) or their equivalent as determined by the District in its sole discretion, and must state that coverage is afforded the additional insured with respect to claims arising out of operations performed by or on behalf of the insured. If the additional insureds have other insurance which is applicable to the loss, such other insurance shall be on an excess or contingent basis. The insurance provided by the Contractor pursuant to this Article must be designated in the policy as primary to any insurance obtained by the District. The amount of the insurer's liability shall not be reduced by the existence of such other insurance.
- 35.5 Specific Insurance Requirements
- 35.5.1 Contractor shall take out and maintain and shall require all Subcontractors, if any, whether primary or secondary, to take out and maintain:
  - 35.5.2 Comprehensive General Liability Insurance with a combined single limit per occurrence of not less than \$2,000,000.00 or Commercial General Liability Insurance (including automobile insurance) which provides limits of not less than:
    1. Per occurrence (combined single limit) \$1,000,000.00
    2. Project Specific Aggregate (for this Project only) \$2,000,000.00
    3. Products and Completed Operations \$1,000,000.00
    4. Personal and Advertising Injury Limit \$1,000,000.00
  - 35.5.3 Insurance Covering Special Hazards. The following Special hazards shall be covered by riders or riders to above mentioned public liability insurance or property damage insurance policy or policies of insurance, in amounts as follows:
    1. Automotive and truck where operated in amounts \$1,000,000.00
    2. Material Hoist where used in amounts \$1,000,000.00
    3. Explosion, Collapse and Underground (XCU coverage) \$1,000,000.00
    4. In addition, provide Excess Liability Insurance coverage in the amount of Five Million Dollars (\$5,000,000.00).
- 35.6 Workers' Compensation Insurance. During the term of this Contract, the Contractor shall provide workers' compensation insurance (not less than \$1M) for all of the Contractor's employees

engaged in Work under this Contract on or at the Site of the Project and, in case any of the Contractor's Work is subcontracted, the Contractor shall require the Subcontractor to provide workers' compensation insurance (not less than \$1M) for all the Subcontractor's employees engaged in Work under the subcontract. Any class of employee or employees not covered by a Subcontractor's insurance shall be covered by the Contractor's insurance. In case any class of employees engaged in Work under this Contract on or at the Site of the Project is not protected under the Workers' Compensation laws, the Contractor shall provide or cause a Subcontractor to provide adequate insurance coverage for the protection of those employees not otherwise protected. The Contractor shall file with the District certificates of insurance and in comply with Labor Code § 3700.

35.7 Builder's Risk/All Risk

35.7.1 *Course-of-Construction Insurance Requirements.* The Contractor, during the progress of the Work and until final acceptance of the Work by District upon completion of the entire Contract, shall maintain Builder's Risk, Course of Construction or similar first party property coverage issued on a replacement value basis consistent with the total replacement cost of the structures where work is being performed inclusive of all Work for the Project included within the Contract Documents. Coverage is to insure against all risks of accidental direct physical loss, and must include, by the basic grant of coverage or by endorsement, the perils of vandalism, malicious mischief (both without any limitation regarding vacancy or occupancy), fire, sprinkler leakage, civil authority, sonic boom, earthquake, flood, collapse, wind, lightning, smoke and riot. The coverage must include debris removal, demolition, increased costs due to enforcement of building ordinance and law in the repair and replacement of damage and undamaged portions of the property, and reasonable costs for the Architect's and engineering services and expenses required as a result of any insured loss upon the Work and Project which is the subject of the Contract Documents, including the underlying structure where Work is being performed, completed Work and Work in progress, to the full insurable value thereof. Such insurance shall include the District and the Architect as additional named insureds, and any other person with an insurable interest as designated by the District.

The Contractor shall submit to the District for its approval all items deemed to be uninsurable. The risk of the damage to the Work due to the perils covered by the "Builder's Risk/All Risk" Insurance, as well as any other hazard which might result in damage to the Work, is that of the Contractor and the surety, and no claims for such loss or damage shall be recognized by the District nor will such loss or damage excuse the complete and satisfactory performance of the Contract by the Contractor.

35.8 Fire Insurance. Before the commencement of the Work, the Contractor shall procure, maintain, and cause to be maintained at the Contractor's expense, fire insurance on all Work subject to loss or damage by fire. The amount of fire insurance shall be sufficient to protect the Project against loss or damage in full until the Work is accepted by the District.

35.9 Other Insurance. The Contractor shall provide all other insurance required to be maintained under applicable laws, ordinances, rules, and regulations.

35.10 Proof of Insurance. The Contractor shall not commence Work nor shall it allow any Subcontractor to commence Work under this Contract until all required insurance and certificates have been obtained and delivered in duplicate to the District for approval subject to the following requirements:

35.10.1 Certificates and insurance policies shall include the following clause:

1. "This policy shall not be non-renewed, canceled, or reduced in required limits of liability or amounts of insurance until notice has been mailed to the District. Date of cancellation or reduction may not be less than thirty (30) days after the date of mailing notice."
2. Certificates of insurance shall state in particular those insured, the extent of insurance, location and operation to which the insurance applies, the expiration date, and cancellation and reduction notices.
3. Certificates of insurance shall clearly state that the District and the Architect are named as additional insureds under the policy described and that such insurance policy shall be primary to any insurance or self-insurance maintained by District.
4. The Contractor and its Subcontractors shall produce a certified copy of any insurance policy required under this Article upon written request of the District.

35.11 Compliance. In the event of the failure of Contractor to furnish and maintain any insurance required by this Article 34, the Contractor shall be in default under the Contract. Compliance by Contractor with the requirement to carry insurance and furnish certificates or policies evidencing the same shall not relieve the Contractor from liability assumed under any provision of the Contract Documents, including, without limitation, the obligation to defend and indemnify the District and the Architect.

35.12 No Waiver Created through Payments. The making of any payments under this CSA or the Sublease shall not be construed as creating an insurable risk interest by or for the District or be construed as relieving the Contractor or his Subcontractors of responsibility for loss from any direct physical loss, damage, or destruction occurring prior to Completion of the Project.

35.13 Waiver of Subrogation. Contractor waives (to the extent permitted by law) any right to recover against the District for damages to the Work, any part thereof, or any and all claims arising by reason of any of the foregoing, but only to the extent that such damages and/or claims are covered by property insurance and only to the extent of such coverage (which shall exclude deductible amounts) by insurance actually carried by the District.

The provisions of this section are intended to restrict each party to recovery against insurance carriers only to the extent of such coverage and waive fully and for the benefit of each, any rights and/or claims which might give rise to a right of subrogation in any insurance carrier. The District and the Contractor shall each obtain in all policies of insurance carried by either of them, a waiver by the insurance companies thereunder of all rights of recovery by way of subrogation for any damages or claims covered by the insurance.

35.14 Performance and Payment Bonds

35.14.1 *Bond Requirements.* Prior to commencing any portion of the Work, the Contractor shall furnish separate payment and performance bonds for its portion of the Work which shall cover 100% faithful performance of and payment of all obligations arising under the Contract Documents and/or guaranteeing the payment in full of all claims for labor performed and materials supplied for the Work. All bonds shall be provided by a corporate surety authorized and admitted to transact business in California as sureties.

To the extent, if any, that the Contract Price is increased in accordance with the Contract Documents, the Contractor shall, upon request of the District, cause the amount of the bonds to be increased accordingly and shall promptly deliver

satisfactory evidence of such increase to the District. To the extent available, the bonds shall further provide that no change or alteration of the Contract Documents (including, without limitation, an increase in the Contract Price, as referred to above), extensions of time, or modifications of the time, terms, or conditions of payment to the Contractor will release the surety. If the Contractor fails to furnish the required bonds, the District may terminate the Contract for cause.

- 35.14.2 *Surety Qualification.* Only bonds executed by admitted Surety insurers as defined in Code of Civil Procedure § 995.120 shall be accepted. Surety must be a California-admitted surety and listed by the U.S. Treasury with a bonding capacity in excess of the Project cost.
- 35.14.3 *Alternate Surety Qualifications.* If a California-admitted surety insurer issuing bonds does not meet these requirements, the insurer will be considered qualified if it is in conformance with § 995.660 of the California Code of Civil Procedure and proof of such is provided to the District.
- 35.14.4 Contractor is hereby authorized to obtain a performance and payment bond from any Subcontractors selected by Contractor at its discretion and cost. Any bonds required by this subsection shall comply with the requirements set forth above.

**36. HOLD HARMLESS AND INDEMNITY**

Contractor shall defend, indemnify and hold harmless District, Architect, Construction Manager, Inspector, the State of California and their officers, employees, agents and independent contractors from all liabilities, claims, actions, liens, judgments, demands, damages, losses, costs or expenses of any kind arising from death, personal injury, property damage or other cause based or asserted upon any act, omission, or breach connected with or arising from the progress of Work or performance of service under this Agreement or the Contract Documents. As part of this indemnity, Contractor shall protect and defend, at its own expense, District, Architect, Inspector, the State of California and their officers, employees, agents and independent contractors from any legal action including attorney's fees or other proceeding based upon such act, omission, breach or as otherwise required by this Article.

Furthermore, Contractor agrees to and does hereby defend, indemnify and hold harmless District, Architect, Inspector, the State of California and their officers, employees, agents and independent contractors from every claim or demand made, and every liability, loss, damage, expense or attorney's fees of any nature whatsoever, which may be incurred by reason of:

- 36.1.1 Liability for (1) death or bodily injury to persons; (2) damage or injury to, loss (including theft), or loss of use of, any property; (3) any failure or alleged failure to comply with any provision of law or the Contract Documents; or (4) any other loss, damage or expense, sustained by any person, firm or corporation or in connection with the Work called for in this Agreement or the Contract Documents, except for liability resulting from the sole or active negligence, or the willful misconduct of the District.
- 36.1.2 Any bodily injury to or death of persons or damage to property caused by any act, omission or breach of Contractor or any person, firm or corporation employed by Contractor, either directly or by independent contract, including all damages or injury to, loss (including theft), or loss of use of, any property, sustained by any person, firm or corporation, including District, arising out of or in any way connected with Work covered by this Agreement or the Contract Documents, whether said injury or damage occurs either on or off District property, but not for any loss, injury, death or damages caused by the sole or active negligence or willful misconduct of the District.
- 36.1.3 Any dispute between Contractor and Contractor's Subcontractors/supplies/sureties, including, but not limited to, any failure or alleged failure of the Contractor (or any person hired or employed directly or indirectly by the Contractor) to pay any

Subcontractor or Materialman of any tier or any other person employed in connection with the Work and/or filing of any stop notice or mechanic's lien claims.

Contractor, at its own expense, cost, and risk, shall defend any and all claims, actions, suits, or other proceedings that may be brought or instituted against the District, its officers, agents, Architect or CM, or employees, on account of or founded upon any cause, damage, or injury identified herein and shall pay or satisfy any judgment that may be rendered against the District, its officers, agents or employees in any action, suit or other proceedings as a result thereof.

Contractor shall ensure that its contract with each of its Subcontractors contains provisions requiring the Subcontractors to defend, indemnify and hold harmless the District, Architect, Inspector, the State of California to a minimum level as set forth in this Article and consistent with the language of this Article.

The Contractor's and Subcontractors' obligation to defend, indemnify and hold harmless the District, Architect, Inspector, the State of California and their officers, employees, agents and independent contractors hereunder shall include, without limitation, any and all claims, damages, and costs for the following: (1) any damages or injury to or death of any person, and damage or injury to, loss (including theft), or loss of use of, any property; (2) breach of any warranty, express or implied; (3) failure of the Contractor or Subcontractors to comply with any applicable governmental law, rule, regulation, or other requirement; (4) products installed in or used in connection with the Work; and (5) any claims of violation of the Americans with Disabilities Act ("ADA") claims arising from failure to comply with the Construction Documents.

**37. SUBSTITUTION OF SECURITY**

In accordance with Public Contract Code section 22300, the District will permit the substitution of securities for any moneys withheld by the District to ensure performance under the Construction Services Agreement. At the request and expense of the Contractors, securities equivalent to the amount withheld shall be deposited with the District, or with a state or federally chartered bank as the escrow agent, who shall then pay such moneys to the Contractor. Upon satisfactory completion of the Construction Services Agreement the securities shall be returned to the Contractor.

**38. TITLE TO WORK**

Title to all work completed and in the course of construction paid for by District and title to all materials on account of which payment has been made by District to Contractor shall vest in District pursuant to the applicable provisions of the Sublease.

**39. COMPLIANCE WITH STATE STORM WATER PERMIT FOR CONSTRUCTION**

The Contractor shall be required to comply with all conditions of the State Water Resources Control Board (State Water Board) National Pollutant Discharge Elimination System General Permit for Waste Discharge Requirements for Discharges of Storm Water Runoff Associated with Construction Activity (Permit) for all construction activity which results in the disturbance of in excess of one acre of total land area or which is part of a larger common area of development or sale. The Contractor shall be responsible for filing the Notice of Intent and for obtaining the Permit. The Contractor shall be solely responsible for preparing and implementing a Storm Water Pollution Prevention Plan (SWPPP) prior to initiating Work. The Contractor's Qualified SWPPP Developer (QSD) shall work with the Architect and its engineers in preparing an approved SWPPP and revising it as necessary or required. It shall be the Contractor's responsibility to evaluate the cost of procuring the Permit and preparing the SWPPP as well as complying with the SWPPP and any necessary revision to the SWPPP. The Contractor shall employ a Qualified SWPPP Practitioner (QSP) to implement the approved SWPPP during construction. The Contractor shall comply with all requirements of the State Water Resources Control Board. The Contractor shall include all costs of compliance with specified requirements in the GMP.

Contractor shall be responsible for procuring, implementing and complying with the provisions of the Permit and the SWPPP, including the standard provisions, monitoring and reporting requirements as required by the Permit.

Contractor shall provide copies of all reports and monitoring information to the District, Architect and the District's third party SWPPP consultant.

The Contractor shall comply with the lawful requirements of any applicable municipality, the County, drainage district, and other local agencies regarding discharges of storm water to separate storm drain system or other watercourses under their jurisdiction, including applicable requirements in municipal storm water management programs.

Failure to comply with the Permit is in violation of federal and state law. The Contractor hereby agrees to indemnify and hold harmless the District, its Board members, officers, agents, employees and authorized volunteers from and against any and all claims, demands, losses or liabilities of any kind or nature which the District, its Board members, officers, agents, employees and authorized volunteers may sustain or incur for noncompliance with the Permit arising out of or in connection with the Project, except for liability resulting from the sole negligence, willful misconduct or active negligence of the District, its Board members, officers, agents, employees or authorized volunteers. District may seek damages from the Contractor for delay in completing the Project caused by the Contractor's failure to comply with the Permit.

#### **40. EQUAL OPPORTUNITY CLAUSE**

The Contractor herein agrees not to discriminate in its recruiting, hiring, promotion, demotion or termination practices on the basis of race, religious creed, color, national origin, ancestry, sex, age or physical handicap in the performance of this Construction Services Agreement and to comply with the provisions of the following laws:

- 40.1 California Fair Employment and Housing Act (Gov. Code 12900 et seq., prohibiting discrimination in employment on account of race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, marital status, or sex, and prohibiting harassment of an employee or applicant because of race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, marital status, sex, or age);
- 40.2 Federal Civil Rights Act of 1964 (42 USC '2000e et seq., prohibiting discrimination in employment on the basis of race, color, national origin, religion, or sex); Title I of the Americans With Disabilities Act of 1990 (42 USC 12101 et seq., prohibiting discrimination against qualified individuals with a disability in hiring and employment practices);
- 40.3 The Age Discrimination in Employment Act (29 USC 621 et seq., prohibiting age discrimination in employment against individuals who are at least forty years of age);
- 40.4 California Labor Code section 1102.1 (prohibiting discrimination in any aspect of employment or opportunity for employment based on actual or perceived sexual orientation);
- 40.5 Sexual orientation;
- 40.6 American with Disabilities Act (ADA) (See Article 41); and
- 40.7 Any other laws or regulations prohibiting discrimination as may be applicable to Contractor.

#### **41. SPECIAL NOTICE OF AMERICAN'S WITH DISABILITIES ACT**

Some of the requirements in the Construction Documents are meant to comply with the American's with Disabilities Act ("ADA"). The requirements of the ADA are technical in nature and may appear to be minor in nature (i.e. whether a walkway or ramp has a 2% cross-slope). Contractor is warned that even the slightest deviation from the specific requirements from the ADA is considered a Civil Rights Violation and subjects the District to fines of three times actual damages sustained by a handicap individual or up to \$4,000 per violation and attorney's fees required to enforce the ADA violation. As a result of the significant liability and exposure associated with ADA aspects of the Contract, Contractor shall take special care to meet all ADA requirements detailed in the Construction Documents. Failure to comply with ADA rules that results in a Notice of Non-Compliance shall be repaired to meet ADA

requirements promptly. In addition, any ADA violations that are not identified by Inspector or Architect that are later identified shall be repaired and charged back to the Contractor through a Deductive Change Order.

- 41.1 Indemnification of ADA Claims. ADA claims arising from failure to comply with Construction Documents shall be indemnified, held harmless and defended by Contractor. Further, any withholdings for ADA violations in Article 29.4 shall include potential redesign costs and an accelerated repair costs due to the potential for ADA claims arising from DSA posting of ADA violations on the Project.

**42. PATENTS, ROYALTIES, AND INDEMNITIES**

The Contractor shall hold and save the District and its officers, agents, and employees harmless from liability of any nature or kind, including cost and expense, for or on account of any patented or unpatented invention, process, article, or appliance manufactured or used in the performance of this Construction Services Agreement, including its use by the District, except to the extent a method or means was specifically required by the Contract Documents.

**43. EXCISE TAX**

If under federal excise tax law any transaction hereunder constitutes a sale on which a federal excise tax is imposed and the sale is exempt from such excise tax because it is a sale to a state or local government for its exclusive use, the District, upon request, will execute a certificate of exemption which will certify (1) that the District is a political subdivision of the state for the purposes of such exemption and (2) that the sale is for the exclusive use of the District. No excise tax for such materials shall be included in the GMP.

**44. PROHIBITED INTERESTS**

No official of District and no District representative who is authorized in such capacity and on behalf of District to negotiate, make, accept, or approve, or to take part in negotiating, making, accepting or approving any architectural, engineering, inspection, construction or material supply contract or any subcontract in connection with construction of Project, shall be or become directly or indirectly interested financially in this Construction Services Agreement or any part thereof. No officer, employee, architect, attorney, engineer or inspector of or for District who is authorized in such capacity and on behalf of District to exercise any executive, supervisory or other similar functions in connection with construction of Project, shall become directly or indirectly interested financially in this Construction Services Agreement or in any part thereof.

**45. COMPLIANCE WITH DTSC GUIDELINES – IMPORTED SOIL/SOILS INSPECTION**

- 45.1 If the Project requires the use of imported soils, the Contractor shall be responsible to use and shall certify that the imported material it uses is free of any hazardous and/or toxic substance or material of any nature or type as defined in accordance with California Law and the California Health and Safety Code. The District reserves the right to reject any imported material that has come from agricultural or commercial land uses. Contractor must notify the District of the source of material and comply with the applicable Regional Water Quality Control Board Resolution and when applicable, with the guidelines of the Department of Toxic Substances Control (DTSC).
- 45.2 Unless otherwise provided, when a soils investigation report obtained from test holes at the site is available, such report shall not be a part of this contract. Nevertheless, with respect to any such soils investigation and/or geotechnical report regarding the site, it shall be the responsibility of the Contractor to review and be familiar with such report. Any information obtained from such report or any information given on drawings as to subsurface soil condition or to elevations of existing grades or elevations of underlying rock is approximate only, is not guaranteed, and does not form a part of the contract, unless otherwise specifically provided. Contractor is required to make a visual examination of site and must make whatever tests it deems appropriate to determine the underground condition of the soil. Limited soil tests and subsurface investigations, if any, are available for review and consideration by Contractor and were conducted for the purpose of design only. Subsurface investigation information is made available by District solely as a matter of



convenience and general information for Contractor and Contractor is expected to review and be familiar with such information. No representation is made by District or Architect that information provided is completely representative of all conditions and materials which may be encountered. If such a report is referenced in the Contract Documents for performance of the Project, such reference shall be to establish minimum requirements only. Further, no representation is made by District or Architect that information provided is solely adequate for purposes of construction. District disclaims responsibility for interpretations by Contractor of soil and subsurface investigation information, such as in protecting soil-bearing values, rock profiles, presence and scope of boulders and cobbles, soil stability and the presence, level and extent of underground water. Contractor shall determine means, methods, techniques and sequences necessary to achieve required characteristics of completed Work. Conditions found after execution of the Construction Services Agreement to be materially different from those reported and which are not customarily encountered in the geographic area of the Project shall be governed by provisions of this Construction Services Agreement for unforeseen conditions.

**46. HAZARDOUS WASTE AND UNKNOWN PHYSICAL CONDITIONS**

Contractor shall promptly, and before the following conditions are disturbed, notify the District, in writing, of any:

1. Material that Contractor believes may be material that is hazardous waste, as defined in Section 25117 of the Health and Safety Code that is required to be removed to a Class I, Class II, or Class III disposal site in accordance with provisions of existing law.
2. Subsurface or latent physical conditions at the Site differing from those indicated, including geological, soils, and or water table issues which impede construction or increase Construction Costs.
3. Unknown physical conditions at the Site (not including structures or improvements) of any unusual nature, different materially from those ordinarily encountered and generally recognized as inherent in work of the character provided for in the Construction Services Agreement.

46.1 District shall promptly investigate the conditions, and if it finds that the conditions materially so differ, and the materials that are not on reports or documents supplied or reviewed as part of Contractor's Due Diligence shall be submitted as a Change Order under Article 17 and, upon approval, shall be allocated to the Unforeseen Allowance.

46.2 In the event that a dispute arises between District and Contractor whether the conditions materially differ from Due Diligence Documents reviewed for hazardous substances, or cause a decrease or increase in Contractor's cost of, or time required for, performance of any part of the work, Contractor shall not be excused from any scheduled completion date provided for by this Construction Services Agreement but shall proceed with all work to be performed under the Construction Services Agreement.

**47. NO ASBESTOS CERTIFICATION**

47.1 Asbestos Free Installation Certification: Contractor shall execute and submit an "Asbestos Free Materials Certification," and further, is aware of the following

47.1.1 Should asbestos containing materials be installed by the Contractor in violation of this certification, or if removal of asbestos containing materials is part of the Project, decontaminations and removals will be performed in accordance with the requirements of all applicable laws and will meet the following criteria:

47.1.1.1 Decontamination and removal of work found to contain asbestos or work installed with asbestos containing equipment shall be done only under the supervision of a qualified consultant, knowledgeable in the

field of asbestos abatement and accredited by the Environmental Protection Agency (EPA).

- 47.1.1.2 The asbestos removal contractor shall be an EPA accredited contractor qualified in the removal of asbestos and shall be chosen and approved by the asbestos consultant who shall have sole discretion and final determination in this matter.
- 47.1.1.3 The asbestos consultant shall be chosen and approved by the District which shall have sole discretion and final determination in this matter.
- 47.1.1.4 The work will not be accepted until asbestos contamination is reduced to levels deemed acceptable by the asbestos consultant.
- 47.1.2 If removal of asbestos containing materials is part of the Project, the cost of all asbestos removal, including, but not necessarily limited to the cost of the asbestos removal contractor, the cost of the asbestos consultant, analytical and laboratory fees, time delays and additional costs that may be incurred by the District shall be borne entirely by the Contractor.
- 47.1.3 Hold Harmless: Interface of work for the Project with work containing asbestos shall be executed by the Contractor at his/her risk and at his/her discretion with full knowledge of the currently accepted standards, hazards, risks and liabilities associated with asbestos work and asbestos containing products. By execution of the Construction Services Agreement the Contractor acknowledges the above and agrees to the fullest extent permitted by law to hold harmless the District, its Board and each member of the Board, its officers, employees, agents, representatives, including its Architect and assigns, for all asbestos liability which may be associated with this work. The Contractor further agrees to instruct his/her employees with respect to the above mentioned standards, hazards, risk and liabilities.

#### **48. LAWS AND REGULATIONS**

Contractor shall give all notices and comply with all laws, ordinances, rules, and regulations bearing on conduct of work as indicated and specified. If Contractor observes that drawings and specifications are at variance therewith, it shall promptly notify Architect in writing and any necessary changes shall be adjusted as provided in this Construction Services Agreement for changes in work. If Contractor performs any work knowing it to be contrary to such laws, ordinances, rules and regulations, and without such notice to the District's Architect, it shall bear all costs arising therefrom.

#### **49. AGREEMENT MODIFICATIONS**

No waiver, alteration or modification of any of the provisions of this Construction Services Agreement shall be binding upon either District or Contractor unless the same shall be in writing and signed by both District and Contractor.

#### **50. NOTICES**

All communications in writing between District and Contractor, including without limitation, applications for payment, shall be deemed to have been received by the addressee if delivered to the person for whom they are intended or if sent by registered mail, return receipt requested, or by telex, telegram, or fax followed by regular mail, addressed pursuant to the Notice Section of Article 3.

**51. THIRD-PARTY CLAIMS**

Pursuant to Public Contract Code section 9201(b) and (c), District shall provide Contractor with timely notification of the receipt of any third-party claim, relating to the Contract. District is entitled to recover its reasonable costs incurred in providing such notification.

**52. ASSIGNMENT**

Except Contractor's responsibility to assign Subcontractors and material suppliers to District upon Project Completion and the running of the Warranty Period, Contractor shall not assign or sublet the Lease, Sublease or this Construction Services Agreement, nor shall Contractor assign any monies due or to become due to it hereunder. Contractor has unique abilities and understanding of the Project from negotiations and the Due Diligence that has been undertaken and, thus, any assignment will not transfer to the assignee the specific understanding associated with Contractor on this Project.

**53. HEADINGS**

The headings herein contained are inserted only as a matter of convenience and reference and are not meant to define, limit or describe the scope or intent of the Contract Documents or in any way to affect the terms and provisions set forth herein.

**54. INTEGRATION/MODIFICATION**

This Construction Services Agreement represents the entire understanding of District and Contractor as to those matters contained herein, and supersedes and cancels any prior oral or written understanding, promises or representations with respect to those matters covered herein, and it shall not be amended, altered or changed except by a written agreement signed by the parties hereto.

**55. APPLICABLE LAW/ PROVISIONS REQUIRED BY LAW DEEMED INSERTED**

The terms and provisions of this Construction Services Agreement shall be construed in accordance with the laws of the State of California. If any action is brought in a court of law to enforce any term of this Construction Services Agreement the action shall be brought in a state court situated in the County where the District is located, State of California, unless a court finds jurisdiction or venue is only proper in a federal court, or a court outside this county. In the event of any such litigation between the parties, the parties shall pay for their respective costs incurred, including attorneys' fees.

Each and every provision of law and clause required by law to be inserted in this Construction Services Agreement shall be deemed to be inserted herein and the Construction Services Agreement shall be read and enforced as though it were included herein, and if through mistake or otherwise any such provision is not inserted, or is not correctly inserted, then upon application of either party, the Construction Services Agreement shall forthwith be physically amended to make such insertion or correction.

**56. SUCCESSION OF RIGHTS AND OBLIGATIONS**

All rights and obligations under this Construction Services Agreement shall inure to and be binding upon the successors and assigns of the parties hereto.

IN WITNESS WHEREOF, the parties hereto have, by their duly authorized representatives, executed this Construction Services Agreement, in duplicate, as of the day and year first above written.

CONTRACTOR

DISTRICT:

**LOWELL JOINT SCHOOL DISTRICT**

By: \_\_\_\_\_  
Name  
Title

By: \_\_\_\_\_  
Andrea Reynolds  
Assistant Superintendent, Administrative Services

DATE: \_\_\_\_\_

DATE: \_\_\_\_\_

**EXHIBIT "A"**

**SCOPE OF WORK / CONSTRUCTION DOCUMENTS**

**EXHIBIT "B"**  
**MASTER BUDGET**

**EXHIBIT "C"**  
**DVBE REQUIREMENTS**

**EXHIBIT "D"**  
**PAYMENT BOND**  
**(CALIFORNIA PUBLIC WORK)**

KNOW ALL MEN BY THESE PRESENTS:

THAT WHEREAS, the LOWELL JOINT SCHOOL DISTRICT (sometimes referred to hereinafter as "Obligee") has awarded to ERICKSON HALL CONSTRUCTION COMPANY (hereinafter designated as the "Principal" or "Contractor"), an agreement for the work described as follows:  
\_\_\_\_\_ (hereinafter referred to as the "Public Work"); and

WHEREAS, said Contractor is required to furnish a bond in connection with said Contract, and pursuant to California Civil Code section 9550;

NOW, THEREFORE, We, \_\_\_\_\_, the undersigned Contractor, as Principal; and \_\_\_\_\_, a corporation organized and existing under the laws of the State of \_\_\_\_\_, and duly authorized to transact business under the laws of the State of California, as Surety, are held and firmly bound unto the LOWELL JOINT SCHOOL DISTRICT and to any and all persons, companies, or corporations entitled by law to file stop notices under California Civil Code section 9100, or any person, company, or corporation entitled to make a claim on this bond, in the sum of \_\_\_\_\_ Dollars (\$ \_\_\_\_\_), such sum being not less than one hundred percent (100%) of the total amount payable by said Obligee under the terms of said Contract, for which payment will and truly to be made, we bind ourselves, our heirs, executors and administrators, successors and assigns, jointly and severally, firmly by these presents.

THE CONDITION OF THIS OBLIGATION IS SUCH that if said Principal, its heirs, executors, administrators, successors, or assigns, or subcontractor, shall fail to pay any person or persons named in Civil Code section 9100; or fail to pay for any materials, provisions, or other supplies, used in, upon, for, or about the performance of the work contracted to be done, or for any work or labor thereon of any kind, or for amounts due under the Unemployment Insurance Code, with respect to work or labor thereon of any kind; or shall fail to deduct, withhold, and pay over to the Employment Development Department, any amounts required to be deducted, withheld, and paid over by Unemployment Insurance Code section 13020 with respect to work and labor thereon of any kind, then said Surety will pay for the same, in an amount not exceeding the amount herein above set forth, and in the event suit is brought upon this bond, also will pay such reasonable attorneys' fees as shall be fixed by the court, awarded and taxed as provided in California Civil Code section 9550 et seq.

This bond shall inure to the benefit of any person named in Civil Code section 9100 giving such person or his/her assigns a right of action in any suit brought upon this bond.

It is further stipulated and agreed that the Surety of this bond shall not be exonerated or released from the obligation of the bond by any change, extension of time for performance, addition, alteration or modification in, to, or of any contract, plans, or specifications, or agreement pertaining or relating to any scheme or work of improvement herein above described, or pertaining or relating to the furnishing of labor, materials, or equipment therefor; nor by any change or modification of any terms of payment or extension of time for payment pertaining or relating to any scheme or work of improvement herein above described; nor by any rescission or attempted rescission of the contract, agreement or bond; nor by any conditions precedent or subsequent in the bond attempting to limit the right of recovery of claimants otherwise entitled to recover under any such contract or agreement or under the bond; nor by any fraud practiced by any person other than the claimant seeking to recover on the bond; and that this bond be construed most strongly against the Surety and in favor of all persons for whose benefit such bond is given; and under no circumstances shall the Surety be released from liability to those for whose benefit such bond has been given, by reason of any breach of contract between the Obligee and the Contractor or on the part of any obligee named in such bond; that the sole condition of recovery shall be that the claimant is a person described in California Civil Code section 9100, and who has not been paid the full amount of his or her claim; and that the Surety does hereby waive notice of any such change, extension of time, addition, alteration or modification herein mentioned.



IN WITNESS WHEREOF this instrument has been duly executed by the Principal and Surety above named, on the \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_.

PRINCIPAL/CONTRACTOR:

\_\_\_\_\_

By: \_\_\_\_\_

SURETY:

\_\_\_\_\_

By: \_\_\_\_\_

Attorney-in-Fact

**IMPORTANT: THIS IS A REQUIRED FORM.**

Surety companies executing bonds must possess a certificate of authority from the California Insurance Commissioner authorizing them to write surety insurance defined in California Insurance Code section 105, and if the work or project is financed, in whole or in part, with federal, grant or loan funds, Surety's name must also appear on the Treasury Department's most current list (Circular 570 as amended).

Any claims under this bond may be addressed to:

(Name and Address of Surety)

(Name and Address of agent or representative for service for service of process in California)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Telephone: \_\_\_\_\_

Telephone: \_\_\_\_\_

A notary public or other office completing this certificate verifies only the identity of the individual who signed the document to which this certificate is attached, and not the truthfulness, accuracy, or validity of that document.

STATE OF CALIFORNIA )  
 ) ss.  
COUNTY OF )

On \_\_\_\_\_, before me, \_\_\_\_\_, personally appeared \_\_\_\_\_, who proved on the basis of satisfactory evidence to be the person(s) whose name(s) is/are subscribed to the within instrument and acknowledged to me that he/she/they executed the same in his/her/their authorized capacity(ies) as the Attorney-in-Fact of \_\_\_\_\_ (Surety) and acknowledged to me that by his/her/their signature(s) on the instrument the person(s), or the entity upon behalf of which the person(s) executed the instrument.

I certify under PENALTY OF PERJURY under the laws of the State of California that the foregoing paragraph is true and correct.

WITNESS my hand and official seal.

\_\_\_\_\_  
Notary Public in and for said State

(SEAL)

Commission expires: \_\_\_\_\_

NOTE: A copy of the power-of-attorney to local representatives of the bonding company must be attached hereto.

**EXHIBIT "E"**  
**CONTRACT PERFORMANCE BOND**  
**(CALIFORNIA PUBLIC WORK)**

KNOW ALL MEN BY THESE PRESENTS:

THAT WHEREAS, the LOWELL JOINT SCHOOL DISTRICT (sometimes referred to hereinafter as "Obligee") has awarded to \_\_\_\_\_ (hereinafter designated as the "Principal" or "Contractor"), an agreement for the work described as follows: Jordan Elementary HVAC, Roof Replacement, Modular Buildings, Fire Alarm, ADA, and Related Work Project (hereinafter referred to as the "Public Work"); and

WHEREAS, the work to be performed by the Contractor is more particularly set forth in that certain contract for said Public Work dated May 3, 2021, (hereinafter referred to as the "Contract"), which Contract is incorporated herein by this reference; and

WHEREAS, the Contractor is required by said Contract to perform the terms thereof and to provide a bond both for the performance and guaranty thereof.

NOW, THEREFORE, we, Erickson Hall Construction Company, the undersigned Contractor, as Principal, and \_\_\_\_\_, a corporation organized and existing under the laws of the State of California, and duly authorized to transact business under the laws of the State of California, as Surety, are held and firmly bound unto the LOWELL JOINT SCHOOL DISTRICT in the sum of \_\_\_\_\_ Dollars (\$ \_\_\_\_\_), said sum being not less than one hundred percent (100%) of the total amount payable by said Obligee under the terms of said Contract, for which amount well and truly to be made, we bind ourselves, our heirs, executors, administrators, successors, and assigns, jointly and severally, firmly by these presents.

THE CONDITION OF THIS OBLIGATION IS SUCH THAT, if the bounded Contractor, his or her heirs, executors, administrators, successors or assigns, shall in all things stand to and abide by, and well and truly keep and perform the covenants, conditions, and agreements in said Contract and any alteration thereof made as therein provided, on his or her part, to be kept and performed at the time and in the manner therein specified, and in all respects according to their intent and meaning; and shall faithfully fulfill guarantees of all materials and workmanship; and indemnify, defend and save harmless the Obligee, its officers and agents, as stipulated in said Contract, then this obligation shall become null and void; otherwise it shall be and remain in full force and effect.

The Surety, for value received, hereby stipulates and agrees that it shall not be exonerated or released from the obligation of this bond (either by total exoneration or pro tanto) by any change, extension of time, alteration in or addition to the terms of the contract or to the work to be performed there under or the specifications accompanying the same, nor by any change or modification to any terms of payment or extension of time for any payment pertaining or relating to any scheme of work of improvement under the contract. Surety also stipulates and agrees that it shall not be exonerated or released from the obligation of this bond (either by total exoneration or pro tanto) by any overpayment or underpayment by the Obligee that is based upon estimates approved by the Architect. The Surety stipulates and agrees that none of the aforementioned changes, modifications, alterations, additions, extension of time or actions shall in any way affect its obligation on this bond, and it does hereby waive notice of any such changes, modifications, alterations, additions or extension of time to the terms of the contract, or to the work, or the specifications as well notice of any other actions that result in the foregoing.

Whenever Principal shall be, and is declared by the Obligee to be, in default under the Contract, the Surety shall promptly either remedy the default, or shall promptly take over and complete the Contract through its agents or independent contractors, subject to acceptance and approval of such agents or independent contractors by Obligee as hereinafter set forth, in accordance with its terms and conditions and to pay and perform all obligations of Principal under the Contract, including, without limitation, all obligations with respect to warranties, guarantees and the payment of liquidated damages; or, at Obligee's sole discretion and election, Surety shall obtain a bid or bids for

completing the Contract in accordance with its terms and conditions, and upon determination by Obligee of the lowest responsible bidder, arrange for a contract between such bidder and the Obligee and make available as Work progresses (even though there should be a default or succession of defaults under the contract or contracts of completion arranged under this paragraph) sufficient funds to pay the cost of completion less the "balance of the Contract price" (as hereinafter defined), and to pay and perform all obligations of Principal under the Contract, including, without limitation, all obligations with respect to warranties, guarantees and the payment of liquidated damages. The term "balance of the Contract price," as used in this paragraph, shall mean the total amount payable to Principal by the Obligee under the Contract and any modifications thereto, less the amount previously paid by the Obligee to the Principal, less any withholdings by the Obligee allowed under the Contract. Obligee shall not be required or obligated to accept a tender of a completion contractor from the Surety.

Surety expressly agrees that the Obligee may reject any agent or contractor which may be proposed by Surety in fulfillment of its obligations in the event of default by the Principal. Unless otherwise agreed by Obligee, in its sole discretion, Surety shall not utilize Principal in completing the Contract nor shall Surety accept a bid from Principal for completion of the work in the event of default by the Principal.

No final settlement between the Obligee and the Contractor shall abridge the right of any beneficiary hereunder, whose claim may be unsatisfied.

The Surety shall remain responsible and liable for all patent and latent defects that arise out of or relate to the Contractor's failure and/or inability to properly complete the Public Work as required by the Contract and the Contract Documents. The obligation of the Surety hereunder shall continue so long as any obligation of the Contractor remains.

Contractor and Surety agree that if the Obligee is required to engage the services of an attorney in connection with enforcement of the bond, Contractor and Surety shall pay Obligee's reasonable attorneys' fees incurred, with or without suit, in addition to the above sum.

In the event suit is brought upon this bond by the Obligee and judgment is recovered, the Surety shall pay all costs incurred by the Obligee in such suit, including reasonable attorneys' fees to be fixed by the Court.

IN WITNESS WHEREOF, we have hereunto set our hands and seals this \_\_\_\_\_ day of \_\_\_\_\_,  
20\_\_\_\_.

PRINCIPAL/CONTRACTOR:

\_\_\_\_\_

By: \_\_\_\_\_

SURETY:

\_\_\_\_\_

By: \_\_\_\_\_

Attorney-in-Fact

The rate of premium on this bond is \_\_\_\_\_ per thousand.

The total amount of premium charged: \$ \_\_\_\_\_ (This must be filled in by a corporate surety).

**IMPORTANT: THIS IS A REQUIRED FORM.**

Surety companies executing bonds must possess a certificate of authority from the California Insurance Commissioner authorizing them to write surety insurance defined in California Insurance Code section 105, and if the work or project is financed, in whole or in part, with federal, grant or loan funds, Surety's name must also appear on the Treasury Department's most current list (Circular 570 as amended).

Any claims under this bond may be addressed to:  
(Name and Address of Surety)

(Name and Address of agent or representative for  
service for service of process in California)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Telephone: \_\_\_\_\_

Telephone: \_\_\_\_\_

A notary public or other office completing this certificate verifies only the identity of the individual who signed the document to which this certificate is attached, and not the truthfulness, accuracy, or validity of that document.

STATE OF CALIFORNIA )  
 ) ss.  
COUNTY OF )

On \_\_\_\_\_, before me, \_\_\_\_\_, personally appeared \_\_\_\_\_, who proved on the basis of satisfactory evidence to be the person(s) whose name(s) is/are subscribed to the within instrument and acknowledged to me that he/she/they executed the same in his/her/their authorized capacity(ies) as the Attorney-in-Fact of \_\_\_\_\_ (Surety) and acknowledged to me that by his/her/their signature(s) on the instrument the person(s), or the entity upon behalf of which the person(s) executed the instrument.

I certify under PENALTY OF PERJURY under the laws of the State of California that the foregoing paragraph is true and correct.

WITNESS my hand and official seal.

\_\_\_\_\_  
Notary Public in and for said State (SEAL)  
Commission expires: \_\_\_\_\_

NOTE: A copy of the power-of-attorney to local representatives of the bonding company must be attached hereto.

**EXHIBIT "F"**

**CONTRACTOR FINGERPRINTING REQUIREMENTS**

**CONTRACTOR CERTIFICATION**

With respect to the Contract dated \_\_\_\_\_ 20\_\_ by and between the Lowell Joint School District ("District") and \_\_\_\_\_ ("Contractor") Contractor hereby certifies to the District's governing board that it has completed the criminal background check requirements of Education Code section 45125.1 and that none of its employees that may come in contact with District's pupils have been convicted of a violent felony listed in Penal Code section 667.5(c) or a serious felony listed in Penal Code section 1192.7(c).

Contractor's Representative \_\_\_\_\_

Date: \_\_\_\_\_

**CONTRACTOR EXEMPTION**

Pursuant to Education Code sections 45125.1 and 45125.2, the Lowell Joint School District ("District") as determined that \_\_\_\_\_ ("Contractor") is exempt from the criminal background check certification requirements for the contract dated \_\_\_\_\_ 20\_\_ by and between the District and Contractor ("Contract") because:

- The Contractor's employees will have limited contact with District students during the course of the Contract;
- Emergency or exceptional circumstances exist; or
- With respect to Contractors constructing, reconstructing, rehabilitating or repairing a school facility, as provided in Section 45125.2, the Contractor has agreed to ensure the safety of pupils at the school facility by the following method(s) specified in Section 45125.2:
  - The installation of a physical barrier at the worksite to limit contact with pupils.
  - Continual supervision and monitoring of all employees of the entity by an employee of the entity whom the Department of Justice has ascertained has not been convicted of a violent or serious felony.

School District Official: \_\_\_\_\_

Date: \_\_\_\_\_

**EXHIBIT "F" (CONT.)**

**SUBCONTRACTOR FINGERPRINTING REQUIREMENTS**

**SUBCONTRACTOR'S CERTIFICATION**

The Lowell Joint School District ("District") entered into a contract for services with \_\_\_\_\_ ("Contractor") on or about \_\_\_\_\_, 20\_\_\_\_ ("Contract"). This certification is submitted by \_\_\_\_\_, a subcontractor to the Contractor for purposes of that Contract ("Subcontractor"). Subcontractor hereby certifies to the District's governing board that it has completed the criminal background check requirements of Education Code section 45125.1 and that none of its employees that may come in contact with District pupils have been convicted of a violent felony listed in Penal Code section 667.5(c) or a serious felony listed in Penal Code section 1192.7(c).

Subcontractor's Representative: \_\_\_\_\_

Date: \_\_\_\_\_

**SUBCONTRACTOR'S EXEMPTION**

The Lowell Joint School District ("District") entered into a contract for services with \_\_\_\_\_ ("Contractor") on or about \_\_\_\_\_, 20\_\_\_\_ ("Contract"). Pursuant to Education Code sections 45125.1 and 45125.2, the District has determined that \_\_\_\_\_, a subcontractor to the Contractor for purposes of that Contract ("Subcontractor") is exempt from the criminal background check certification requirements for the Contract because:

- The Subcontractor's employees will have limited contact with District students during the course of the Contract;
- Emergency or exceptional circumstances exist; or
- With respect to Contractors constructing, reconstructing, rehabilitating or repairing a school facility, as provided in Section 45125.2, the Contractor has agreed to ensure the safety of pupils at the school facility by the following method(s) specified in Section 45125.2:
  - The installation of a physical barrier at the worksite to limit contact with pupils.
  - Continual supervision and monitoring of all employees of the entity by an employee of the entity whom the Department of Justice has ascertained has not been convicted of a violent or serious felony.

School District Official: \_\_\_\_\_

Date: \_\_\_\_\_



**EXHIBIT "G"**

**CONTRACTOR'S CERTIFICATE REGARDING WORKERS' COMPENSATION**

Labor Code section 3700 in relevant part provides:

Every employer except the State shall secure the payment of compensation in one or more of the following ways:

(a) By being insured against liability to pay compensation in one or more insurers duly authorized to write compensation insurance in this State.

(b) By securing from the Director of Industrial Relations a certificate of consent to self-insure, either as an individual employee or as one employer in a group of employers, which may be given upon furnishing proof satisfactory to the Director of Industrial Relations of ability to self-insure and to pay any compensation that may become due to his employees.

I am aware of the provisions of Section 3700 of the Labor Code which require every employer to be insured against liability for workers' compensation or to undertake self-insurance in accordance with the provisions of that code, and I will comply with such provisions before commencing the performance of the work of this Construction Services Agreement.

Contractor \_\_\_\_\_  
Title \_\_\_\_\_  
Date \_\_\_\_\_

(In accordance with article 5 (commencing at section 1860), chapter 1, part 7, division 2 of the Labor Code, the above certificate must be signed and filed with the awarding body prior to performing any work under this Construction Services Agreement.)

**EXHIBIT "H"**

**DRUG-FREE WORKPLACE CERTIFICATION**

This Drug-Free Workplace Certification form is required from all successful bidders pursuant to the requirements mandated by Government Code section 8350 et seq., the Drug-Free Workplace Act of 1990. The Drug-Free Workplace Act of 1990 requires that every person or organization awarded a contract or grant for the procurement of any property or service from any State agency must certify that it will provide a drug-free workplace by performing certain specified acts. In addition, the Act provides that each contract or grant awarded by a State agency may be subject to suspension of payments or termination of the contract or grant, and the Contractor or grantee may be subject to debarment from future contracting, if the contracting agency determines that specified acts have occurred.

Pursuant to Government Code section 8355, every person or organization awarded a contract or grant from a State agency shall certify that it will provide a drug-free workplace by doing all of the following:

1. Publishing a statement, notifying employees that the unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance is prohibited in the person's or organization's workplace, and specifying actions which will be taken against employees for violations of the prohibition.
2. Establishing a drug-free awareness program to inform employees about all of the following:
  - a. The dangers of drug abuse in the workplace;
  - b. The person's or organization's policy of maintaining a drug-free workplace;
  - c. The availability of drug counseling, rehabilitation and employee-assistance programs; and
  - d. The penalties that may be imposed upon employees for drug abuse violations;
3. Requiring that each employee engaged in the performance of the contract or grant be given a copy of the statement required by subdivision (a) and that, as a condition of employment on the contract or grant, the employee agrees to abide by the terms of the statement.

I, the undersigned, agree to fulfill the terms and requirements of Government Code section 8355 listed above and will (a) publish a statement notifying employees concerning the prohibition of controlled substance at the workplace, (b) establish a drug-free awareness program, and (c) require each employee engaged in the performance of the contract be given a copy of the statement required by section 8355(a) and require such employee agree to abide by the terms of that statement.

I also understand that if the District determines that I have either (a) made a false certification herein, or (b) violated this certification by failing to carry out the requirements of Section 8355, that the contract awarded herein is subject to termination, suspension of payments, or both. I further understand that, should I violate the terms of the Drug-Free Workplace Act of 1990, I may be subject to debarment in accordance with the requirements of Section 8350 et seq.

I acknowledge that I am aware of the provisions of Government Code section 8350 et seq. and hereby certify that I will adhere to the requirements of the Drug-Free Workplace Act of 1990.

DATE: \_\_\_\_\_

\_\_\_\_\_  
CONTRACTOR

By: \_\_\_\_\_  
Signature

**EXHIBIT "I"**

**CONDUCT RULES FOR CONTRACTORS**

Each contractor/subcontractor, when performing work on Lowell Joint School District property, in addition to complying with the provisions of the Construction Services Agreement, shall adhere to the following rules of conduct:

1. Professional and courteous conduct is expected and will be displayed at all times.
2. Interaction with students, staff, and/or other visitors is prohibited with the exception of designated administrators.
3. The use of profanity and/or disparaging language will not be tolerated.
4. All contractors/subcontractors shall wear a means of identification on site when school is in session which must be approved by the District prior to commencement of work.
5. All contractors/subcontractors shall remain in the vicinity of his/her work and will not stray to other areas of the property not involved in the Project, including student and staff toilet facilities.
6. Pursuant to Government Code section 8350 et seq., the Lowell Joint School District is a drug-free workplace. This policy shall be strictly enforced.
7. Alcoholic beverages are prohibited from being consumed or brought on any District property.
8. The use of any tobacco products on District property is strictly prohibited.
9. Any lewd, obscene or otherwise indecent acts, words, or behavior by any contractor/subcontractor shall not be tolerated.
10. All contractors/subcontractors shall conform to a dress code whereby:
  - A. No clothing that contains violent, suggestive, derogatory, obscene, or racially-biased material may be worn.
  - B. Garments, accessories or personal grooming artifacts with slogans, graphics, or pictures promoting drugs, alcohol, tobacco, or any other controlled substances which are prohibited to minors will not be allowed.
11. No firearms are allowed on campuses/District property.
12. All contractors/subcontractors shall comply with Education Code section 45125 et seq. with respect to all fingerprinting requirements.

Non-compliance with any of the above-stated rules of conduct by any contractor/subcontractor may be sufficient grounds for immediate removal from the job site and termination of the contract.

I acknowledge that I am aware of the above-stated rules of conduct and hereby certify that all of my Company's employees, consultants, suppliers, and/or any subcontractors will adhere to these provisions.

\_\_\_\_\_  
Date

\_\_\_\_\_  
Authorized Signature

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Company

## EXHIBIT "J"

### OCIP INSURANCE REQUIREMENTS

1. **Overview.** California Education Code §17406 permits the governing board of a school district to lease to any person, firm, or corporation any real property owned by the school district if the instrument by which such property is leased requires the lessee to construct on the leased premises, or provide for the construction thereon, of a building for the use of the school district, during the term of the lease, and provides that title to that building shall vest in the school district prior to or at the expiration of the lease.

The District is a participant in an Owner Controlled Insurance Program (the "OCIP") that has been established by the Alliance of Schools for Cooperative Insurance Programs ("ASCIP"). In accordance with the provisions of Government Code §4420.5, Labor Code §§6300, et seq. and Title 8 of the California Code of Regulations, the District has elected to include the Project in the OCIP. This means that the District will provide some of the insurance policies that would normally be provided by the Contractor and its Subcontractors and Sub-Subcontractors for construction of the Project. In accordance with the District's OCIP, the District shall purchase, provide and maintain for the benefit of the Contractor, its Subcontractors and Sub-Subcontractors certain insurance as more particularly set forth in this Exhibit, and subject to the terms and conditions of this Exhibit, the Contract Documents and any addenda to the Contract Documents, for claims which arise out of the Insured Work performed by the Contractor, its Subcontractors and Sub-Subcontractors for which the Contractor, its Subcontractors and Sub-Subcontractors may be legally liable. Because the District will provide certain insurance coverage through an OCIP, the Contractor's Guaranteed Maximum Price ("GMP"), and its Subcontractors' base bids must be calculated to exclude all insurance costs for coverage provided by the OCIP, as described in Section 4.1 and summarized in Section 4.2 herein. Additionally, the Contractor and its Subcontractors' must meet certain insurance-related qualification criteria in order to qualify for coverage under the OCIP. The Contractor and its Subcontractors and Sub-Subcontractors must comply with all safety programs established and/or adopted by the District in connection with the OCIP must and comply with all other requirements related to the OCIP.

The OCIP is more fully described in the "Insurance Manual", and the policies and endorsements ("OCIP Coverages"). The OCIP Coverages have precedence and supersede any conflicting provisions contained in the Contract Documents or in the Insurance Manual. By submitting its GMP, the Contractor is deemed to have agreed and acknowledged that it has reviewed the Insurance Manual. The OCIP will provide to the Enrolled Contractors/Subcontractors, as defined below, in connection with performance of the Insured Work, the OCIP Coverages. Enrolled Contractors/Subcontractors are responsible for maintaining the insurance coverage described in Section 4.3 below and in the Insurance Manual. The OCIP does not cover Excluded Parties, defined below. Excluded Parties and parties no longer covered by the OCIP shall maintain, and shall require each of their Subcontractors and Sub-Subcontractors to obtain and maintain, the insurance coverage described in Section 4.4 below and in the Insurance Manual.

2. **Definitions.** Capitalized terms not otherwise defined herein shall have the meanings set forth in the Contract Documents.

**2.1 Excluded Work.** The term "Excluded Work" as used herein means Project-related work that is not conducted at the Project Site, which work is hereby excluded from coverage under the OCIP and the OCIP insurance. The District is not providing general liability or workers compensation insurance for Project-related, off-Site operations and the District is not providing automobile insurance of any kind. Enrolled Contractors/Subcontractors must purchase this insurance and must provide the District with an ACORD 25-S Certificate of Insurance indicating satisfactory evidence of (a) primary automobile insurance coverage, and (b) proof of general liability and workers compensation insurance for off-Site operations. Refer to Sections 16.12 through 16.19 below.

**2.2 Excluded Parties.** The term "Excluded Parties" as used herein means (1) vendors; (2) suppliers; (3) contract haulers; (4) equipment owners/operators; (5) those performing surveying services; (6) those performing soil testing; and (7) those performing hazardous material abatement and (8) those solely

loading, transporting or unloading materials, personnel, parts or equipment or any other items to, from or within the Site.

**2.3 Enrolled Contractors/Subcontractors:** The term “Enrolled Contractors/Subcontractors” as used herein means those Contractors, Subcontractors and Sub-Subcontractors who have submitted online enrollment and have been accepted into the District’s OCIP as evidenced by a Certificate of Insurance for OCIP policies.

**2.4 Insured Parties:** The term “Insured Parties” as used herein means the District and Enrolled Contractors/Subcontractors named in one or more of the District’s OCIP policies or named in one or more Certificate of Insurance signed by a duly authorized representative of an OCIP insurer.

**2.5 Insured Work:** The term “Insured Work” as used herein means Work performed on the Site of any type or description, surveying, soil testing, and solely loading, transporting or unloading of materials, personnel, parts or equipment or any other items to, from or within the Site.

**2.6 OCIP Administrator:** The term “OCIP Administrator” means Arthur J. Gallagher & Co. or such other company or entity as may be designated by the District. The OCIP Administrator is an independent contractor retained by the joint powers authority, ASCIP, of which the District is a Member, to administer the District’s OCIP. The OCIP Administrator is authorized and empowered to act on behalf of the District to the extent set forth herein and in the Contract Documents. The removal or replacement of the designated OCIP Administrator shall not result in adjustment of the Guaranteed Maximum Price or contract time or otherwise affect, limit or restrict Contractor’s obligations under the Contract Documents.

**3. Guaranteed Maximum Price, Base Bid Insurance Costs:**

**3.1 Contractor and Subcontractors Must Exclude Certain Insurance Costs.** The Contractor’s GMP, and all Subcontractors’ base bids, must exclude all insurance costs for Workers’ Compensation, Employers Liability, General Liability, and Excess Liability OCIP Coverages and Builder’s Risk insurance for operations conducted on-Site for all eligible Contractors, Subcontractors and Sub-Subcontractors who will perform Insured Work on the Project Site as summarized in Section 4.2 below and more fully described in the OCIP Coverages. No Subcontractor will be permitted to change the pricing included in its base bid.

**4. Insurance:**

**4.1 OCIP Insurance Policies Establish OCIP Coverages.** The OCIP Coverages and exclusions from coverage are summarized in this Exhibit, in the Insurance Manual, and other Contract Documents, and are set forth in full in their respective insurance policy forms. The summary descriptions of the OCIP Coverages in this Exhibit and in the Insurance Manual are not intended to be complete or alter or amend any provision of the actual OCIP insurance policies. Enrolled Contractors/Subcontractors must review the OCIP insurance policies for actual terms and conditions. In the event any provision of this Exhibit, the Insurance Manual, or the Contract Documents, conflicts with the any of the OCIP insurance policies, the OCIP insurance policies shall govern. Enrolled Contractors/Subcontractors shall be deemed to have reviewed, understood and agreed to all terms and conditions of the OCIP insurance policies, including exclusions from coverage. The OCIP insurance policies are available for inspection upon request.

**4.2 Summary of OCIP Coverages Provided by District** The following summary of OCIP Coverages will be provided only to eligible and Enrolled Contractors/Subcontractors during the term of initial construction:

4.2.1	<b>Workers Compensation Insurance</b>	Statutory Limits
	In accordance with limits established by law.	
4.2.2	<b>Employers Liability Insurance:</b>	\$1,000,000

4.2.3	<b>Commercial General Liability Insurance (excluding Automobile Liability)</b>	
	Per Occurrence	\$2,000,000
	Aggregate	\$4,000,000
	Products/Completed Operations Aggregate*	\$4,000,000

\* 10 years Extended Products/Completed Operations Coverage commences upon completion of the Project.

4.2.4	<b>Excess Liability Insurance</b>	
	Per Occurrence	\$15,000,000
	Aggregate	\$15,000,000

4.2.5	<b>Contractor's Pollution Liability Insurance</b>	\$15,000,000
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**4.3 Insurance Provided by Contractors/Subcontractors:** The Contractor, all Subcontractors and Sub-Subcontractors (except Excluded Parties covered under Section 16.19) shall provide and maintain the following insurance coverages for off-Site operations, with minimum coverage amounts as set forth below:

4.3.1	<b>Workers Compensation Insurance</b>	
	In accordance with limits established by law.	Statutory Limits
4.3.2	<b>Employers Liability Insurance</b>	\$1,000,000
4.3.3	<b>Commercial General Liability Insurance</b>	
	Per Occurrence	\$1,000,000
	Aggregate	\$2,000,000
4.3.4	<b>Automobile Liability Insurance</b>	
	Bodily Injury/Property Damage per Occurrence	\$1,000,000
4.3.5	<b>Aircraft Liability Insurance (if applicable)</b>	
	Per Occurrence	\$5,000,000
	Aggregate	\$5,000,000

**4.4 Insurance Provided by Excluded Parties.**  
Pursuant to Section 16.19 the Excluded Parties shall provide and maintain the following insurance coverages, with minimum coverage amounts as set forth below:

4.4.1	<b>Workers Compensation Insurance</b>	
	In accordance with limits established by law.	Statutory Limits
4.4.2	<b>Employers Liability Insurance</b>	\$1,000,000
4.4.3	<b>Commercial General Liability Insurance</b>	
	Per Occurrence	\$1,000,000
	Aggregate	\$2,000,000
4.4.4	<b>Automobile Liability Insurance</b>	
	Bodily Injury/Property Damage per Occurrence	\$1,000,000
4.4.5	<b>Aircraft Liability Insurance (if applicable)</b>	
	Per Occurrence	\$5,000,000
	Aggregate	\$5,000,000

**4.5 Pollution Legal Liability Insurance.**

Pursuant to Section 16.20, the Excluded Parties shall provide and maintain minimum coverage amounts as set forth below:

Per Occurrence	\$5,000,000
Aggregate	\$5,000,000

**4.6 Duration and Extent of Insurance Coverage Provided by OCIP.**

4.6.1 **Term and Extent of Coverage for Contractor.** Upon the District's acceptance of completion of the Project and of the work required of the Contractor under the Contract Documents, all coverage afforded to the Contractor under the OCIP will be automatically terminated without further notice or action, with the exception of a ten (10) year extension of coverage for Products and Completed Operations which commences upon completion of the Project and the 24 month warranty/repair general liability coverage extension. Evidence of Contractor's Non-OCIP insurance, as described in Section 16.12 must be in place before Contractor commences corrective work during the warranty period.

4.6.2 **Term and Extent of Coverage for Subcontractors.** When a Subcontractor or Sub-Subcontractor completes its punch list work, completes the online Notice of Completion, and the District accepts as complete the performance of the Subcontractor or Sub-subcontractor on the Project, all coverage afforded to that Subcontractor or Sub-Subcontractor under the OCIP will be terminated without further notice or action, with the exception of a ten (10) year extension of coverage for Products and Completed Operations which commences upon completion of the Project and the 24 month warranty/repair general liability coverage extension. Evidence of Subcontractors and Sub-Subcontractors Non-OCIP insurance, as described in Section 16.13 must be in place before Subcontractors and Sub-Subcontractors commence corrective work during the warranty period.

**5. Minimum Safety Requirements**

**5.1 Minimum Qualifications for Contractor/Subcontractor OCIP Enrollment - THESE SAFETY REQUIREMENTS CANNOT BE MODIFIED.**

- Drug Program – Pre Assignment Oratect or smiliar) within three days of assignment
- 6' Fall Protection, harnesses and lanyards required in lieu of other protective means. Exceptions: ladders, scissor lifts, aerial baskets or scaffolding
- OSHA "Serious" Violations - No more than 5 serious violations within 5 years, with no more than 2 serious repeats in 5 years
- OSHA "Willful" Violations – NONE
- Hardhats & Safety Glasses are required at all times & other Personal Protective Equipment (PPE) required by work being conducted

**5.2 Contractor's and Subcontractors' Minimum Safety Requirements.**

The Contractor must meet the Minimum Safety Requirements. In addition, the Contractor must establish that Subcontractors, who, in the aggregate, will perform at least sixty-five percent (65%) of the work of the total GMP, inclusive of all additive alternates, but exclusive of hazardous materials abatement costs, meet or exceed the Minimum Safety Requirements.

**6. Safety Program and Industrial Safety Record Requirements.** Contractor and all Subcontractors and Sub-Subcontractors must submit all of the following information to the District within 48 hours after the District's request. The District reserves the right to reject a Subcontractor or Sub-Subcontractor bid if any of that information discloses that such bidder is not eligible for OCIP insurance pursuant to criteria established by the District, the OCIP Administrator, ASCIP or the OCIP's underwriter, Liberty Mutual Insurance Company ("Insurance Carrier").

6.1 A copy of a written Injury and Illness Prevention Program (“IIPP”), or, if Contractor, a Subcontractor or Sub-Subcontractor does not have a written IIPP, a detailed narrative statement of the IIPP that the Contractor, Subcontractor or Sub-Subcontractor intends to use in connection with the work on the Project Site. The District requires that the Contractor modify its IIPP as necessary to establish the following warnings and fines for observed safety violations:

6.2 A written statement identifying any and all instances during the last five (5) years in which the Contractor, or its Subcontractors or Sub-Subcontractors were convicted in a state or federal court or administrative action of a “serious violation” and/or “willful violation” of health and safety statutes, regulations, ordinances, orders or other laws. As to each such conviction, the Contractor, Subcontractor or Sub-Subcontractor, respectively, must include a detailed description of the facts upon which such conviction was based. The Contractor, a Subcontractor or Sub-Subcontractor will be ineligible to receive OCIP insurance (and will therefore be ineligible to be awarded a contract for the Project) if, within the last five (5) years, it had (a) more than five (5) “serious” violations, (b) more than two occurrences of the same type of “serious” violation (*i.e.* more than two “serious repeat” violations) or (c) any “willful” violation.

6.3 Contractor’s Worker’s Compensation “Experience Modification Factor” or “Experience Modification Rate” as defined by the State of California Workers’ Compensation Insurance Rating Bureau (WCIRB). Contractor will be ineligible to receive OCIP insurance (and will therefore be ineligible to be awarded a contract for the Project) if its Experience Modification Factor or Experience Modification Rate, including the rates of listed Subcontractors and Sub-Subcontractors exceeds 1.25 as reported by the Workers Compensation Insurance Rating Bureau (WCIRB).

7. **Additional Information.** The District may request additional information from Contractor or any Subcontractor or Sub-Subcontractor to the extent such information is reasonably necessary to allow the District to determine whether Contractor, Subcontractor or Sub-Subcontractor qualifies to receive OCIP insurance under the OCIP. If any Subcontractor or Sub-Subcontractor cannot or will not provide such information within the time requested by the District, the District may reject that bid as non-responsive.

8. **District’s Election to Substitute, Modify or Discontinue OCIP Coverages.** District reserves the right, at its option and without obligation to do so, to modify the OCIP Coverages, (however ASCIP and Arthur J. Gallagher must be notified prior to any changes), or any portion thereof, to procure alternative coverages (provided such coverage is not less than that specified in the Contract Documents), or to request Contractor or any of its Subcontractors or Sub-Subcontractors withdraw from the OCIP. Upon District’s thirty (30) day prior written notice, Contractor, Subcontractors and Sub-Subcontractors, as specified by District in such notice, shall obtain and thereafter maintain during the performance of the work, Workers Compensation, Employer’s Liability and General Liability OCIP Coverages and Builder’s Risk insurance with limits as summarized in Subsections 4.2.1, 4.2.2, 4.2.3 and 4.2.5, and with the scope summarized in Subsection 16.11 below (except that such insurance shall cover both on-Site and off-Site work) all as more fully described in the OCIP Coverages. In such event, District shall require the coverage for the price stated in the Contractor’s GMP, or in the case of a Subcontractor or Sub-contractor, subcontractor their actual, verifiable insurance cost at the time of award. This cost must be substantiated by Contractor, Subcontractor or Sub-Subcontractor by submission of their insurance declaration page(s), man hour reports for the project, and any other information required by the District. If the District makes this election after award, the District shall increase the Guaranteed Maximum Price by change order by the pro rata amount of the substantiated premium price through evidence satisfactory to the District attributable to the remaining work to be performed by Contractor and any designated Subcontractors and Sub-Subcontractors. All insurance secured by the Contractor, Subcontractors or Sub-Subcontractors pursuant to this Article shall be in policies subject to the prior written approval of the District as to form, content, limits of liability, cost and issuing company.

9. **Additional Information to be Provided by the Contractor**

9.1 Provide copies of this Insurance Requirements Exhibit and attachments to all Subcontractors and Sub-Subcontractors who will perform the work of the Project.

9.2 Complete the online enrollment. Instructions on how to enroll and what information is required will be provided upon or prior to execution of the Construction Services Agreement, providing information



pertaining to Contractor. Such information includes, without limitation, the Contractor's industry classification code(s) for work on the Project Site, the Contractor's projected payroll for the Project, and the Contractor's experience modification factor.

**9.3** Cause each of the Subcontractors and Sub-Subcontractors who will perform work or provide materials or services to Contractor in connection with the Project to complete the online enrollment in that same form with respect to those Subcontractors.

**9.4** Provide a certificate (or certificates) of insurance evidencing that Contractor has obtained the insurance required for Enrolled Contractors/Subcontractors.

**9.5** Provide a certificate (or certificates) of insurance evidencing that Contractor has the current ability to obtain insurance required for Excluded Parties.

**9.6** Deliver all of the completed insurance application forms to the District.

**10.** **Audit of Contractor's Project Payroll.** The OCIP Administrator or the Insurance Carrier will conduct an audit of Contractor's Project payroll and that of its Subcontractors of every tier. This service will be provided as part of the OCIP as a means in which to segregate the portion of payroll attributable to the Project and covered by the OCIP insurance ("OCIP Payroll") from that of other operations not covered by the OCIP. There are two reasons for this audit. First, the Insurance Carrier is required to report this information to the Workers' Compensation Insurance Rating Bureau (WCIRB) for calculation of the "Experience Modifier" of Contractor and Subcontractors. Second, and more importantly, it provides Contractor with the necessary documentation to ensure that it will not be charged by its regular Workers' Compensation carrier for payroll generated under the OCIP.

**11.** **Do Not Report OCIP Payroll to Regular Carriers.** If you are enrolled in the OCIP, you should not report your OCIP Payroll to your regular Workers' Compensation and General Liability insurance carriers. You do not have to (and should not) report this, because the Project Site insurance premiums, relative to the OCIP insurance will be paid for by the District under the OCIP. You should not be charged premiums for the Project by your insurance carrier(s). Thus, insurance is a breakeven line item for you on this Project.

**12.** **Monthly Online Payroll Reporting.** The Contractor all Subcontractors of every tier must, on a monthly basis not later than the tenth (10<sup>th</sup>) calendar day of each month, complete the online Monthly Payroll Report Form for the preceding calendar month. Payroll is to be reported on the same site in which enrollment took place.

**13.** **Notice of Work Completion.** Not later than ten (10) calendar days after the Contractor's completion of its work (as defined in the Contract Documents) on the Project, the Contractor shall complete the online Notice of Work Completion on the same site in which enrollment took place. The Contractor shall cause each of its Subcontractors on the Project to also complete the online Notice of Work Completion within ten (10) calendar days following the completion of the Subcontractor's work on the Project.

**14.** **Drug Screening Program.** The Contractor shall submit to any drug-testing and/or drug-free workplace program instituted by the District and/or OCIP Administrator in connection with the OCIP relative to the Project. (See the Drug-Screening Program in the Insurance Manual)

**15.** **Professional Safety Consultant/Compliance with Safety Requirements.** The OCIP Administrator will provide a professional safety consultant to oversee safety procedures on the Project. The Contractor must comply, and must cause its Subcontractors to comply, with the recommendations of that safety consultant and any state or federal OSHA requirements. The safety consultant's recommendations may exceed state or federal OSHA standards.

**16.** **Insurance**

**16.1 Evidence of OCIP Coverage.**

**16.1.1 Evidence of Contractor's OCIP Insurance:** Provided that the Contractor has enrolled online within 5-days of the execution of the Contract Documents, the District shall deliver to the Contractor Certificates of Insurance evidencing the insurance coverages provided under Section 4.2 for only the Contractor prior to issuance of the Contractor's Notice to Proceed. Failure or refusal of the Contractor to timely and properly deliver its OCIP Enrollment Form may be deemed by the District to be a default of a material obligation of the Contractor, and thereupon the District may proceed to exercise any right or remedy provided for under the Contract Documents or at law.

**16.1.2 Evidence of Subcontractors' OCIP Insurance:** At least five (5) working days prior to any Subcontractor's or Sub-Subcontractor's commencing work on the Site, the Contractor shall require such Subcontractor or Sub-Subcontractor to enroll online. Provided that the Contractor has timely provided such online enrollment, the District shall deliver to the Contractor a Certificate of Insurance evidencing the insurance coverages provided under Section 4.2 for such Subcontractor or Sub-Subcontractor prior to commencement of such Subcontractor's or Sub-Subcontractor's work at the Site.

**16.1.3 No Work at the Site without OCIP Insurance:** Under no circumstances shall any Contractor, Subcontractor or Sub-Subcontractor eligible for coverage under the District's OCIP commence work at the Site without enrolling online and without having received an OCIP Certificate of Insurance issued in the name of such Contractor, Subcontractor or Sub-Subcontractor. It is the sole responsibility of the Contractor to ensure that all Insured Contractors/Subcontractors performing Insured Work of the Project are properly and timely enrolled in the District's OCIP program. Contractor's failure or refusal concerning Contractor's obligations in this regard may be deemed by the District to be a default of a material obligation. Under no circumstances shall Contractor's failure or refusal to ensure that all Insured Contractors/Subcontractors are properly and timely enrolled in the District's OCIP result in any adjustment of the Guaranteed Maximum Price or contract time.

**16.2 Maintenance of Insurance:** the District shall maintain insurance as set forth in Subsections 4.2.1 through 4.2.5, inclusive, without interruption from the date of commencement of the work until the time set forth in Subsections 4.6.1 and 4.6.2. The District shall maintain Completed Operations coverage for a period of ten (10) years after completion.

**16.3 Substitute Insurance:** In the event the District is unable to furnish, or after commencement of the Work elects not to furnish or to continue to furnish the insurance coverage described in Section 4.2, or any portion thereof, and upon thirty (30) days' written notice from the District to the Insured Contractors / Subcontractors, the District may, in its sole discretion (a) procure and provide to Insured Contractors/Subcontractors at the District's expense substantially similar insurance reasonably available at such time; or (b) require the Contractor to secure and maintain all or as much of the insurance herein described as the District designates at the District's cost as provided in Section 8 above. All insurance secured by the Contractor, Subcontractors or Sub-Subcontractors pursuant to this Section shall be in policies subject to the prior written approval of the District as to form, content, limits of liability, cost and issuing company.

**16.4 No Waiver of Contract Obligations:** Nothing contained in this Exhibit shall be construed to relieve or limit the Contractor, Subcontractors, Sub-Subcontractors or Excluded Parties of responsibility or obligations imposed by the Contract Documents or in equity or at law, including but not limited to the extent to which the Contractor may be held legally liable for damages to persons or property. Nothing contained in this Exhibit shall be construed as the District's assumption of any responsibility for construction means, methods, techniques, sequences, procedures, safety precautions or programs for the Project, all of which remain the sole responsibility of Contractor, or for acts or omissions of the Contractor, Subcontractors, Sub-Subcontractors, Excluded Parties, or their respective agents or employees, or of any other persons performing portions of the Work.

**16.5 Waivers of Subrogation:** Contractor hereby waives, and shall require all Subcontractors and Sub-Subcontractors to waive, all rights against the District, its officers, agents, employees, representatives and consultants, Project Manager, Architect, CM, IOR and OCIP Administrator, and their respective agents, officers, employees and representatives, for recovery of damages to the extent those damages are covered by policies of insurance obtained pursuant to Section 4.2.

**16.6 District's Right to Audit:** The Contractor warrants to the District the accuracy of the information provided in connection with its participation in the District's OCIP and agrees that the District, its officers, agents, representatives, insurance carriers and OCIP Administrator may audit the records, including but not limited to payroll records and insurance records of the Contractor, Subcontractors and Sub-Subcontractors to confirm the accuracy of information provided and to evaluate the effect, if any, on insurance resulting from changes in the work. Any such audits will be conducted during the Contractor's normal business hours at the office of the Contractor or at another mutually agreeable location. The Contractor shall maintain or cause to be maintained sufficient records as may be necessary to audit its compliance and that of Subcontractors and Sub-Subcontractors with the requirements of the OCIP.

**16.7 Assignment of OCIP Refunds and Dividends:** Contractor, its Subcontractors and Sub-Subcontractors, in consideration of the agreement of District to arrange insurance and pay premiums as provided by Section 4.2 for the Contractor, Subcontractors and Sub-Subcontractors, and for other good and valuable consideration, assigns to District all return premiums, premium refunds, dividends, and any monies due or to become due under the OCIP policies. Contractor shall require all Subcontractors and Sub-Subcontractors to assign to District all return premiums, premium refunds, dividends, and any monies due or to become due under the OCIP policies.

**16.8 Deductible for Builder's Risk Insurance:** Contractor shall be responsible for the first **Five Thousand Dollars (\$5,000)** of each loss or damage covered by the Builder's Risk Insurance provided by the District which is caused by the Contractor or any Subcontractor or Sub-Subcontractor or for which the Contractor, Subcontractor or Sub-Subcontractor is liable, and for all uninsured losses. No loss or damage, if any, incurred hereunder shall excuse Contractor's complete and satisfactory performance of the provisions of the Contract Documents.

**16.9 Contractor Responsibility to Repair Damaged Work:** Notwithstanding the provisions of this Exhibit, and until the work is completed and accepted by the District, the Contractor shall have full and complete charge and care of and shall bear all risk of loss of, and injury or damage to, the work or any portion thereof (including District furnished supplies, material, equipment or other items to be utilized with or incorporated in the work) to the fullest extent of the law. The Contractor shall rebuild, repair, restore and make good losses of, and injuries or damages to, the work or any portion thereof (including District furnished supplies, material, equipment or other items to be utilized with or incorporated in the work) before the work is completed and accepted. Such rebuilding, repair or restoration shall be at the Contractor's sole cost and expense; provided, however, that District will make available applicable proceeds from the Builder's Risk insurance provided under the District's OCIP.

**16.10 Adjustment of OCIP Claims:** The Contractor, Subcontractors, Sub-Subcontractors and Excluded Parties shall assist the District, its agents and the OCIP Administrator and provide the utmost cooperation in the adjustment of claims arising out of the operations conducted under, or in connection with, the Project and shall cooperate with the District's Insurers in claims and demands that arise out of the work and that the Insurers are called upon to adjust or resist.

**16.11 OCIP Coverages; No District Warranty:** The District does not warrant or represent that the OCIP coverages constitute an insurance portfolio that adequately addresses the risks of the Contractor, Subcontractors or Sub-Subcontractors. The Contractor, Subcontractors and Sub-Subcontractors shall satisfy themselves as to the existence, extent and adequacy of the OCIP coverages prior to the commencement of work under the Contract Documents.

**16.12 Insurance Provided by Contractor / Subcontractors:** The Contractor shall, until the work is completed and accepted, provide and maintain insurance and shall require each Subcontractor and Sub-

Subcontractor (except Excluded Parties covered under Section 16.19) to provide and maintain insurance of the type and in the limits as set forth below and in Section 4.3. Except as otherwise provided by the Builder's Risk insurance and the 24 month warranty/repair coverage general liability extension, the Non-OCIP insurance is intended to cover employee injury for work performed away from the Project Site and for work of the Project performed after completion, including but not limited to corrective work performed during the warranty period. Such insurance may be provided in single policy or multiple policies (primary and excess), including an umbrella form and is subject to the following:

16.12.1 In the event one of the insureds incurs liability to any other of the Insureds, these policies shall provide protection for each insured against which claim is or may be made, including claims by other insureds in the same manner as if separate policies had been issued to each insured.

16.12.2 Notice of occurrences or claims under the policies shall be made to the District's Representative.

(a) **Workers' Compensation/Employer's Liability Insurance:** The Contractor shall provide and shall require each Subcontractor and Sub-Subcontractor (except Excluded Parties covered under Section 16.19) to provide Workers' Compensation/Employer's Liability insurance in the statutory limits of the workers' compensation laws of the State of California, including Coverage B – Employers Liability, in an amount not less than that specified in Subsections 4.3.1 and 4.3.2, respectively, for Project-related operations occurring away from the Project Site and for work of the Project after completion.

(b) **Commercial General Liability Insurance:** The Contractor shall provide and shall require each Subcontractor and Sub-Subcontractor (except Excluded Parties covered under Section 16.19) to provide Commercial General Liability insurance in a form providing coverage not less than that of an ISO Commercial General Liability coverage form (occurrence form) 1998 edition or later for all operations of the party required to furnish same, including hazards of operations (including explosion, collapse and underground coverage), elevators, independent contractors, employees as additional insureds, completed operations, with contractual liability coverage (for contracts related to the work), personal injury liability and excess Employer's Liability, for personal injury, bodily injury and property damage arising out of the work, for operations away from the Project Site and after completion in policies of insurance with limits in an amount not less than that specified in Subsection 4.3.3.

(c) **Automobile Liability Insurance:** The Contractor shall provide and shall require each Subcontractor and Sub-Subcontractor (except Excluded Parties covered under Section 16.19) to provide Automobile Liability insurance covering all owned, non-owned and hired automobiles, trucks, and trailers of the Contractor, Subcontractors and Sub-Subcontractors. Such insurance shall provide coverage not less than that of the Standard Comprehensive Automobile Liability policy with limits not less than that specified in Subsection 4.3.4 for occurrences both at and away from the Project Site.

(d) **Aircraft Liability Insurance:** If aircraft are used by the Contractor, Subcontractors, Sub-Subcontractors or anyone else on their behalf, such Contractor, Subcontractor, Sub-Subcontractor or other entity shall maintain or cause the operator of the aircraft to maintain aircraft public liability insurance insuring passengers and the general public against personal injury, bodily injury or property damage arising from aircraft owned, used, operated or hired in connection with the work of the Contractor, Subcontractor, Sub-Subcontractor or anyone else, with limits in an amount not less than that specified in Subsection 4.3.5.

**16.13 Evidence of Contractor's Non-OCIP Insurance:** Concurrently with delivery of the executed Contract Documents, Contractor shall deliver to the District Certificates of Insurance evidencing the Contractor's Non-OCIP insurance coverage required by Sections 4.3 and 16.12. Failure or refusal of the Contractor to so deliver Certificates of Insurance may be deemed by the District to be a default of a material obligation of the Contractor under the Contract Documents, and thereupon the District may proceed to exercise any right or remedy provided for under the Contract Documents or at law. Under no circumstances shall Contractor commence work at the Site without having submitted to the District Certificates of Insurance for all Non-OCIP insurance to be provided by the Contractor. Contractor's failure to timely provide the District with all Non-OCIP Certificates of Insurance shall not result in any adjustment of the Guaranteed Maximum Price or Contract Time. The Certificates of Insurance and the insurance policies required by Sections 4.3 and 16.12 shall contain a provision that coverage afforded under such policies will not be canceled or allowed to expire without at least thirty (30) days' prior written notice to: District, District Service Center, attn: Contracts Administrator. Should any policy of insurance required under Section 4.3 be canceled and the Contractor fails to immediately procure replacement insurance as required, the District reserves the right to procure such insurance and to deduct the premium cost thereof and other costs incurred by the District in connection therewith from any sum then or thereafter due the Contractor under the Contract Documents. Upon District's request, the Contractor shall furnish satisfactory proof of coverage of each type of Non-OCIP insurance required by the Contract Documents, including copies of the insurance policies or renewals or replacements in form and content acceptable to the District; failure of the Contractor to comply with the District's request may be deemed to be a default of a material obligation of the Contract Documents.

**16.14 Evidence of Subcontractors' Non-OCIP Insurance:** Contractor shall require that every Subcontractor or Sub-Subcontractor (except Excluded Parties covered under Section 16.19) obtain and maintain the policies of insurance set forth in Section 4.3 herein. The limits of liability of such policies shall be as set forth in Section 4.3. Each of the policies of insurance obtained and maintained by a Subcontractor or Sub-Subcontractor hereunder shall conform to the requirements of Section 16.12. Upon request of the District, Contractor shall promptly deliver Certificates of Insurance evidencing that the Subcontractors and Sub-Subcontractors have obtained and maintained policies of insurance in conformity with the requirements of Sections 4.3 and 16.12. Failure or refusal of the Contractor to provide the District with such Certificates of Insurance may be deemed to be a material default of Contractor under the Contract Documents.

**16.15 No Work at the Site without Non-OCIP Insurance:** Under no circumstances shall any Contractor, Subcontractor or Sub-Subcontractor (except Excluded Parties) commence Work at the Site without having all Non-OCIP insurance issued and in effect in accordance with the provisions of Sections 4.3 and 16.11. Contractor's failure or refusal concerning Contractor's obligations in this regard may be deemed by the District to be a default of a material obligation under the Contract Documents. Under no circumstances shall Contractor's failure or refusal in this regard result in any adjustment of the Guaranteed Maximum Price or contract time.

**16.16 Contractor Insolvency:** In the event that a General Contractor or a Prime Contractor defaults on their financial obligation to the District, it is the responsibility of the District to notify the ASCIP OCIP of the default. Before a new contractor is selected by the surety, the contractor must meet the ASCIP OCIP safety requirements before they can be considered for replacement.

**16.17 Additional Insurance:** Pursuant to the provisions of Government Code §4420(b) (5), nothing contained in the Contract Documents or otherwise shall prohibit the Contractor, its Subcontractors, any Sub-Subcontractor or any other entity providing or performing work of the Project from purchasing any additional insurance or coverage which he, she or it believes is necessary to protect such person or entity from any liability arising under the Contract Documents, the Project or the work. Any such additional insurance procured by such person or entity shall be at the procuring party's sole expense.

**16.18 Waivers of Subrogation:** Contractor hereby waives, and shall require all Subcontractors and Sub-Subcontractors to waive, all rights against the District, its officers, agents, employees, representatives and consultants, Project Manager, Architect, IOR and OCIP Administrator, and their respective agents,

officers, employees and representatives, for recovery of damages to the extent those damages are covered by policies of insurance obtained pursuant to Sections 4.3 and 4.4.

**16.19 Insurance Provided by Excluded Parties:** The Contractor shall require all Excluded Parties to provide and maintain insurance of the type and limits set forth below and in the Section 4.4. Such insurance shall name the parties required to secure same as insureds and shall be in a form and through issuing companies acceptable to the District. Such insurance may be provided in single policy or multiple policies (primary and excess), including an umbrella form. Such insurance shall contain a defense of suits provision and shall provide the coverages set forth in Section 4.4 under the following conditions:

- (a) Notwithstanding any inconsistent statement in the policies obtained by Contractor and/or Excluded Parties, or any endorsement or certificate attached thereto, it is agreed that the District, its officers, agents, employees and representatives, Project Manager, Architect, IOR and OCIP Administrator, and their respective officers, agents, employees and representatives, are additional insureds (for all coverages except Workers' Compensation/Employer's Liability), and that coverage is provided for all operations, uses, occupation, acts and activities of such insureds under the Contract Documents, as may be amended or adjusted, regardless of whether liability is attributable to the insured or a combination of the insured and one or more additional insureds. The Contractor shall name, and shall require the Excluded Parties to name, the District, its officers, agents, employees and representatives, the Project Manager, Architect, IOR and OCIP Administrator, and their respective officers, agents, employees and representatives, as additional insureds under the policies required pursuant to Section 4.4. As to the insurance required by Section 16.19.2, such additional insured status shall be provided and maintained using ISO additional insured endorsement CG 20 10 (11/85 edition), or a substitute providing equivalent coverage. The additional insured status required herein as to Section 16.19.2 shall be maintained on behalf of all specified parties for a period of ten (10) years after the work is completed and accepted. Upon the District's request, the Contractor and/or Excluded Party shall provide copies of all additional insured endorsements procured pursuant to this Section.
- (b) The coverage provided by the policies obtained by Contractor and/or Excluded Parties is primary coverage and non-contributing with insurance, if any, carried by the District, its officers, agents, employees and representatives, the Project Manager, Architect, IOR or OCIP Administrator, and their respective officers, agents, employees and representatives. All such additional insured endorsements issued thereon shall be so endorsed.
- (c) In the event one of the insureds incurs liability to any other of the insureds, these policies shall provide protection for each insured against which claim is or may be made, including claims by other insureds in the same manner as if separate policies had been issued to each insured.
- (d) Notice of occurrences or claims under the policies shall be made to the District's Representative.

**16.19.1 Workers' Compensation/Employer's Liability Insurance:** The Contractor shall require all Excluded Parties to provide Workers' Compensation/Employer's Liability insurance in the statutory limits of the workers' compensation laws of the State of California, including Coverage B – Employer's Liability, in an amount not less than that specified Subsections 4.4.1 and 4.4.2, respectively, covering operations of the party in connection with the work both at and away from the Project Site.

**16.19.2 Commercial General Liability Insurance:** The Contractor shall require all Excluded Parties to provide Commercial General Liability Insurance in a form providing coverage not less than that of an ISO Commercial General Liability coverage form (occurrence form) 1998 edition or later for all operations of the party required to furnish same, including hazards of operations (including explosion, collapse and underground coverage), elevators, independent contractors, employees as additional insureds, products and completed operations (for ten (10) years after the work is completed and accepted), with contractual liability coverage

(for contracts related to the work), personal injury liability and excess Employer's Liability, for personal injury, bodily injury and property damage arising out of the work in policies of insurance with limits in an amount not less than that specified in Subsection 4.4.3.

**16.19.3 Automobile Liability Insurance:** The Contractor shall require all Excluded Parties to provide Automobile Liability Insurance covering all owned, non-owned and hired automobiles, trucks and trailers of the Excluded Parties. Such insurance shall provide coverage not less than that of the Standard Comprehensive Automobile Liability policy with limits in an amount not less than that specified in Subsection 4.4.4 for occurrences both at and away from the Project Site.

**16.19.4 Aircraft Liability Insurance:** If aircraft are used by an Excluded Party or anyone else on their behalf, such Excluded Party or other entity shall maintain or cause the operator of the aircraft to maintain aircraft public liability insurance insuring passengers and the general public against personal injury, bodily injury or property damage arising from aircraft owned, used, operated or hired in connection with the work of the Excluded Party or anyone else, with limits in an amount not less than that specified in Subsection 4.4.5.

**16.20 Evidence of Excluded Parties' Insurance:** Contractor shall require that every Excluded Party obtain and maintain the policies of insurance set forth in Sections 4.4 and 16.19.1 through 16.19.4 herein. The limits of liability of such policies shall be as set forth in Section 4.4. Each of the policies of insurance obtained and maintained by an Excluded Party hereunder shall conform to the requirements of Section 16.19. Upon request of the District, Contractor shall promptly deliver Certificates of Insurance evidencing that the Excluded Parties have obtained and maintained policies of insurance in conformity with the requirements of Section 16.19. Failure or refusal of the Contractor to provide the District with such Certificates of Insurance may be deemed to be a material default of Contractor under the Contract Documents.

**16.21 No Work at the Site without Excluded Parties' Insurance:** Under no circumstances shall any Excluded Party commence work at the Site without having all insurance issued and in effect in accordance with the provisions of Section 16.19. Contractor's failure or refusal concerning Contractor's obligations in this regard may be deemed by the District to be a default of a material obligation. Under no circumstances shall Contractor's failure or refusal in this regard result in any adjustment of the Guaranteed Maximum Price or contract time.

**16.22 Pollution Legal Liability Insurance:** Contractor (if performing or providing any hazardous waste services, abatement or otherwise, of any type or description for the Project) shall provide and maintain, and shall require any other person or entity performing such services to provide and maintain (hereinafter collectively referred to as "Hazardous Waste Contractor"), insurance covering losses caused by pollution conditions that arise from the operations, including the completed operations, of such Hazardous Waste Contractor. Such insurance shall apply to bodily injury and property damage, including loss of use of damaged property or of property that has not been physically injured, cleanup costs and defense, including costs and expenses incurred in the investigation, defense or settlement of claims. The policies of insurance affording these coverages shall be written with limits in an amount not less than that set forth in Section 4.5. Coverage shall apply to sudden and non-sudden pollution conditions resulting from the escape or release of smoke, vapors, fumes, acids, alkalis, toxic chemicals, liquids or gases, waste materials or other irritants, contaminants or pollutants. The policies of insurance issued hereunder shall be written by an insurer acceptable to the District and shall be endorsed to include as insureds the District, its officers, agents, employees and representatives, Project Manager, Architect, CM, IOR and OCIP Administrator, and their respective officers, agents, employees and representatives. If coverage is written on a claims-made basis, the Hazardous Waste Contractor shall warrant that any retroactive date applicable to coverage under the policy precedes the effective date of this Contract and that continuous coverage will be maintained, or an extended discovery period will be exercised, for a period of ten (10) years after the work is completed and accepted. If coverage is written on an occurrence basis, the District, its officers, agents, employees and representatives, Project Manager, Architect, CM, IOR and OCIP Administrator, and their respective officers, agents, employees and representatives, shall be named as insureds on the Hazardous Waste

Contractor's pollution legal liability policies for operations, including completed operations, relating to, or arising out of, work for the Project for a period of ten (10) years after the work is completed and accepted. At least five (5) working days' prior to any Hazardous Waste Contractor's commencing Work on the Site; Contractor shall provide the District with Certificates of Insurance evidencing the coverage required hereunder.

**16.23 Contractor Obligations:** Contractor agrees to comply with any and all terms and conditions of the policies of insurance provided by District and to comply with any and all claims handling procedures, loss prevention programs and other programs required by or related to the District's OCIP as set forth herein. Contractor shall require Subcontractors, Sub-Subcontractors and all others covered by the District's OCIP insurance policies to so comply. Contractor, its Subcontractors and Sub-Subcontractors shall furnish to the District, its OCIP Administrator, its designee or the insurers under the OCIP policies all information and documentation that such entity may require from time to time in connection with the issuance of policies under The Contract Documents or the administration of the OCIP in such form and substance as such entity may prescribe and promptly comply with the recommendations of the OCIP insurers. Contractor shall not violate, or knowingly permit to be violated; any conditions of the policies of insurance provided by the District hereunder and shall at all times satisfy the requirements of the insurers issuing them. Contractor shall assure that all OCIP requirements imposed upon and to be performed by the Contractor shall likewise be imposed upon, assumed and performed by each Subcontractor and Sub-Subcontractor. If the Contractor, Subcontractors, Sub-Subcontractors or Excluded Parties should fail to comply with the requirements of this Section, the District may withhold payment due to the Contractor or suspend the work at the Contractor's sole expense and without adjustment of the Guaranteed Maximum Price or contract time until such time as the Contractor, its Subcontractors, Sub-Subcontractors and/or Excluded Parties have performed such obligations to the reasonable satisfaction of the District.

**16.22** Minimum safety requirements cannot be changed by the District and or by the District representatives.



### **Disclaimer**

It is recommended that these documents be reviewed by counsel before insertion into the Contract Documents. Any changes to these documents must be reviewed by our office before including in any Contract Document. No changes can be made to any of the safety requirements listed herein.

Please send a copy of your final Contract Document language regarding OCIP insurance provision to Arthur J. Gallagher & Co.



*How do I remove the insurance cost relating to the OCIP from my Bid?* You will need to determine what you will pay for insurance for this particular project if your regular insurance carrier(s) were to provide the coverage for your work.

**PROJECTED WORKER’S COMPENSATION INSURANCE COST**

**STEPS 1** - Determine the on-Site payroll for the job by multiplying the total estimated job hours and the prevailing wage rate.

Labor Description	Worker’s Comp Class Code	Total Estimated Job Hours	Multiply by Wage Rate	Total Estimated Payroll
Masonry > \$19 hr	5028	300	\$23.05	\$6,915

**BEFORE YOU BEGIN...**

If you do not already have a copy of your own Workers’ Compensation & General Liability Policy, you should contact your Workers’ Compensation and General Liability broker and obtain the rates and credits that apply on your existing policies.

**STEP 2** – Multiply the Estimated Payroll by your regular Workers’ Compensation Rate and Divide by 100.

Worker’s Comp Class Code	Total Estimated Payroll	Rate per \$100 payroll		WC Premium
5028	6,915	20.91	a)	1,445.92
<b>STEP 3</b> – If you have Employer Liability on regular Work Comp policy, multiply this amount by your EL Increased Limit rate (For this example use 3.30) and divide by 100. $\$1,445.92 \times 3.30 = \$4,771.53$ $\$4,771.53 \div 100 = \$47.71$			b)	47.71
<b>SUBTOTAL</b>				<b>1,493.63</b>
<b>STEP 4</b> – Take the Experience Modifier Rate shown on your Work Comp policy and multiply it by the subtotal above. (For this example use 1.25) $\$1,493.63 \times 1.25 = \$1,867.03$			<b>Modified Premium</b>	<b>1,867.03</b>
<b>NOTE</b> – In addition to the above basic calculation, your existing work comp carrier may apply various credits (which reduce your Modified Premium) or debits (which increase your Modified Premium). Please contact your agent if you require assistance.				



**PROJECTED GENERAL LIABILITY INSURANCE COST**

**STEP 5** – To determine the cost associated with General Liability coverage, you must know the rate and premium basis that your insurance carrier uses. General Liability premiums can be based on payroll, contract value, or receipts and the premium rates can be applied per 100 or per 1,000.

Class Code	Premium Basis	Rate per \$100 or per \$1000	GL Premium
97447	Estimated Payroll: \$6,915	2.98 Per 100	\$206.06
$\$6,915 \times 2.98 = \$20,606.70$ $\$20,606.70 \div 100 = \$206.06$			
NOTE – In addition to the above basic calculation, your existing General Liability carrier may apply various credits (which reduce your Modified Premium) or debits (which increase your Modified Premium). Please contact your agent or call the OCIP Administrator (949) 349-9859 if you require assistance.			

**STEP 6** – Combine Project Workers’ Compensation Insurance Cost and General Liability Insurance Cost.

Workers’ Compensation Insurance Cost	1,867.03
General Liability Insurance Cost	206.06
<b>TOTAL INSURANCE COST FOR OCIP PROJECT</b>	<b>2,073.09</b>

**STEP 7** – Estimate your costs for the job and subtract insurance cost for coverage provided by the OCIP.

Original Bid Amount	\$24,000.00
Projected Insurance Cost	-2,073.09
<b>Adjusted Bid Amount **</b>	<b>\$21,926.91</b>

If you have any question regarding the above calculations please determine the total work hours for this project and contact your insurance broker for assistance in determining your deductions. If you leave your insurance cost in the bid and your competitor removes it he/she should be the lower bidder with all factors being equal.



## Form Completion Instructions - Insurance Cost Worksheet

These costs should NOT be included in your bid. The purpose of this worksheet is to identify the cost that you have or will exclude from your bid.

### COMPLETION INSTRUCTIONS

1. **Contractor/Subcontractor Information:**
  - Fill in your company's complete legal name and d.b.a. including names of partners, sole proprietor's name, or joint venture partners.
  - Enter your appropriate Federal Employers Identification (if you are a sole proprietor, this may be your social security number)
2. **Bid Information:**
  - Contract Amount = your gross contract value before you subtract the amount you will subcontract.
  - Self Performed = the dollar amount or percentage of the Contract Amount that you will retain.
  - Subcontracted = the dollar amount or percentage of the Contract Amount that you will subcontract. If you enter an amount here, please be sure to complete Section 7 so that we can get the appropriate enrollment forms to your subcontractors.
3. **Your Contact Information:**
  - If you enter an email address for one of your contacts, we will attempt to send future correspondence to you at that email address. If you do not have an email account, or prefer to be contacted via fax, please leave the email address blank.
4. **Workers' Compensation Insurance Information:**
  - You will need to enter each WC Class Code that will apply to your work related to this contract. Enter the estimated payroll for this contract for each Class Code.
  - In general, to calculate your Worker's Compensation Premium you will need to make the following calculations:
    - i.  $(\text{Rate per } \$100 \text{ of Payroll} \times \text{Estimated Payroll}/100) = \text{WC Premium}$ .
    - ii.  $\text{WC Premium} \times \text{Increased Limits Factor} = \text{Limits Premium}$
    - iii.  $\text{Subtotal of WC Premium} + \text{Limits Premium} \times \text{Experience Modifier} = \text{Modified Premium}$
    - iv. Profit & overhead = the amount of profit & overhead charged to this job.



5. **Subcontracted Work associated with this Contract:**
- In addition to the above basic calculations, your insurance company may apply various credits (which reduce your Modified Premium) or debits (which increase your Modified Premium).
  - Include the Profit & Overhead charge you would include if your insurance costs were included in your bid.
  - You may want to have your insurance agent help you fill out this section as each insurance company calculates premium in a slightly different manner.
  - If you do not have an insurance agent or just want to have help filling this section out, please contact us.
  - Please attach a photocopy of your Worker's Compensation policy's declarations page.
  - Please include as much information as you can about the work you intend to subcontract so that we can get the appropriate enrollment forms to your subcontractors.

An authorized representative of your company must sign and date this worksheet.

**1. Contractor Information**

Federal ID # \_\_\_\_\_

Company Name: \_\_\_\_\_  
 Address: \_\_\_\_\_  
 City, State, Zip: \_\_\_\_\_

**2. Bid Information - see section 5 if you are subcontracting any work**

Contract/Bid# \_\_\_\_\_ Scope of Work: \_\_\_\_\_  
 If you are a subcontractor, who are you contracted with? \_\_\_\_\_

Contract Amt: _____
Self Performed: _____
Subcontracted: _____

Contract awarded on (date): \_\_\_\_\_  
 This work expected to start (date): \_\_\_\_\_

**3. Your contact information Please indicate the person responsible for each item below:**

Contact Type	Name	Telephone#	Fax #	Email
Payroll				
Insurance				

**4. Worker's Compensation Insurance Information**

WC Class Code	Labor Description	Estimated Job Hours	Estimated Payroll	Rate per \$100 Payroll	WC Premium = (Payroll/100 X Rate)

Sub-Total: \_\_\_\_\_  
 Employer's Liability Increased Limits Factor \_\_\_\_\_  
 Limits Premium= (Sub-Total X Increased Limits Factor): \_\_\_\_\_  
 (WC Premium Sub-total + Limits Premium) = Sub-Total: \_\_\_\_\_  
 Experience Modifier: \_\_\_\_\_  
 Modified Premium = (Limits Premium X Experience Modifier): \_\_\_\_\_  
 Describe other credit or debit applied: \_\_\_\_\_  
 Describe other credit or debit applied: \_\_\_\_\_  
 Describe other credit or debit applied: \_\_\_\_\_  
 Describe other credit or debit applied: \_\_\_\_\_  
 Profit & Overhead: \_\_\_\_\_  
 Premium Total = (Modified Premium X credits & debits+ Profit & Overhead): \_\_\_\_\_

**5. Subcontracted Work associated with this Contract:**

Subcontractor Name	Contract #	Contract Amt	Contact Name	Contact Phone #

I hereby warrant that this worksheet accurately reflects the total projected insurance costs (for bidder and all subcontractors associated with this work) that would apply if my regular insurance program were to provide coverage for this work. Attached are the worksheets for the subcontractors associated with this work.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
 Printed Name: \_\_\_\_\_  
 Title: \_\_\_\_\_

**Send this form to:**  
 Andrea Reynolds, Assistant Superintendent, Facilities & Operations  
 dbennett@ljsd.org  
 (562) 755-8567  
 11019 Valley Home Avenue  
 Whittier, CA 90603

**EXHIBIT "K"**  
**OCIP PROJECT MANUAL**

**Division 1 Forms**

IMMEDIATE CONSTRUCTION CHANGE DIRECTIVE NO.

PROJECT: \_\_\_\_\_

TO: \_\_\_\_\_

You are hereby directed to provide the extra work necessary to comply with this ICD.

DESCRIPTION OF CHANGE: \_\_\_\_\_

\_\_\_\_\_

COST (This cost shall not be exceeded): \_\_\_\_\_

TIME FOR COMPLETION: \_\_\_\_\_

NOTE:

Pursuant to Article 17.4.1.2 An Immediate Change Directive is a written order to the Contractor prepared by the Architect and signed by the District (and CM if there is a CM on the Project) and the Architect, directing a change in the Work and stating a proposed basis for adjustment, if any, in the Contract Sum or Contract Time, or both. The District may by ICD, without invalidating the Contract, direct immediate changes in the Work within the general scope of the Contract consisting of additions, deletions, or other revisions within. If applicable, the Contract Sum and Contract Time will be adjusted accordingly. **CONTRACTOR SHALL PROCEED WITH WORK SET FORTH IN THIS ICD IMMEDIATELY UPON RECEIPT OR THE DISTRICT MAY EITHER HOLD THE CONTRACTOR IN EITHER PARTIAL DEFAULT PURSUANT TO ARTICLE 12.2 OR TOTAL DEFAULT PURSUANT TO ARTICLE 19.**

\_\_\_\_\_  
Architect

\_\_\_\_\_  
District



**CERTIFICATE OF SUBSTANTIAL COMPLETION**

PROJECT: \_\_\_\_\_

TO: \_\_\_\_\_

As the Architect for the Project described above, the Project has reached Substantial Completion. Substantial Completion is not reached unless and until each of the following three (3) conditions have been met: (1) all contractually required items have been installed with the exception of only minor and Incomplete Punch Items (See Article 13.16 of the Construction Services Agreement); (2) All Fire/Life Safety Systems have been installed, and are working and signed off on the DSA Form 152 Inspection Card, all building systems including mechanical, electrical and plumbing are all functioning; and (3) the Project is fit for occupancy and its intended use

I certify that the Project has reached Substantial Completion as defined above on the following date: \_\_\_\_\_.

\_\_\_\_\_  
Architect

## PURCHASE ORDERS FOR BOARD APPROVAL

May 3, 2021

NO#	VENDOR	DESCRIPTION	AMOUNT
86385	DIGITAL BUYER	MAINTENANCE-CLAMPS FOR DESK SHIELDS	\$ 412.20
86386	CINTAS	THERMOMETERS	\$ 775.26
86387	CINTAS	THERMOMETERS, WIPES	\$ 969.08
86388	SOUTHWEST SCHOOL SUPPLY	D.O., RANCHO-FLAGS	\$ 250.00
86389	BRUCE CAMPBELL	EL PORTAL, GROUNDS, DIRT	\$ 500.00
86390	OAK HALL INDUSTRIES	GRADUATION GOWNS-RS	\$ 6,592.00
86391	CURRICULUM ASSOCIATES	STANDARDIZED RECORD BOOK	\$ 139.82
86392	APPLIED BEST PRACTICES	ADDITIONAL CHARGES, BOND SERVICES	\$ 1,428.50
86393	SOUTHWEST SCHOOL SUPPLY	DESK SHIELDS-RS, DESK GUARDS TRI-FOLD	\$ 4,516.88
86394	CAL LEAGUE OF SCHOOLS	VIRTUAL CONFERENCE	\$ 358.00
86395	LEARNING A-Z	SOFTWARE FOR KINDER CLASSES 1 YR. SUBSCRIPTION	\$ 432.00
86396	SCHOLASTIC BOOKS	BOOKS	\$ 473.66
86397	ARAMARK	LUSD SHIRTS-HOLLY & AMANDA	\$ 90.35
86398	BULKBOOKSTORE.COM	OLITA, BOOK ORDER	\$ 169.56
86399	GOPHERSPORT.COM	OLITA-SST SCOOTERS	\$ 384.93
86400	TRIMARK, INC.	UTILITY CARTS	\$ 8,623.53
86401	XCELL INC.	MACBOOK PRO A2159 SCREEN REPLACEMENT	\$ 465.00
86402	PRO-ED	RATING SCALES (25)	\$ 39.77
86403	BUENA PARK PLAQUE & TROPHY	MAGNA AWARDS	\$ 1,009.45
86404	ATKINSON, ANDELSON, LOYA, RUUD AND ROMO	WEBINAR-3/29/21	\$ 500.00
86405	DATA RECOGNITION CORPORATION	LAS LINKS ONLINE HAND SCORING	\$ 8,850.00
86406	SENTRY SIGNS AND PRINTING	SIGNS	\$ 620.16
86407	FM THOMAS AIR CONDITIONING	MAINTENANCE-SERVICES	\$ 565.00
86408	D'ANGELO	SERVICES	\$ 178.61
86409	SIGLER	SERVICES	\$ 328.00
86410	LUSD TECH DEPT.	CHARGERS-IN HOUSE	\$ 80.00
86411	AERIES SOFTWARE	ONLINE ENROLLMENT 2021-22	\$ 6,400.00
86412	THINKING MAPS, INC.	COMMUNITY INDIVIDUAL LICENSE-1 YEAR	\$ 2,400.00
86413	WESTONE	CUSTOM EAR PIECE MOLD	\$ 103.57
86414	FLY FIVE	SOCIAL EMOTIONAL LEARNING MATERIALS	\$ 600.00
86415	RIVERSIDE INSIGHTS	SCORE REPORTS	\$ 429.29
86416	COYOTE FLORAL	FLOWER ARRANGEMENTS	\$ 320.00
86417	SENTRY SIGNS AND PRINTING	KINDERGARTEN BANNERS	\$ 1,234.80
86418	CANELA SOFTWARE	20/20 VISION SOFTWARE-APRIL & MAY 2021	\$ 66.00
86419	LEARNING A-Z	HEADSPROUT LICENSE-3 YEARS	\$ 2,332.80
86420	COMMUNITY CARE LICENSING DIVISION	LICENSING FEE-MAYBROOK PRESCHOOL	\$ 968.00
86421	SMART WHALE CONTROL	UV-C LIGHT AND BULBS	\$ 24,255.00
86422	ENCORP	ASBESTOS AIR MONITORING & FINAL CLEARANCES-OLITA	\$ 1,250.00
86423	GAMA CONTRACTING SERVICES, INC.	REMOVE & DISPOSE OF FLOORING-OLITA	\$ 2,510.00
86424	DATA RECOGNITION CORPORATION	LAS LINKS ONLINE HAND SCORING	\$ 3,302.00
86425	RESPONSIVE CLASSROOM	4 DAY ELEM CORE COURSE REGISTRATION	\$ 9,948.00
86426	ABE'S PLUMBING, INC.	HYDRO JET SEWER SYSTEM, RS	\$ 1,800.00
86427	YORK TOWN	TONER AND DRUM UNIT	\$ 116.00
86428	AMERICAN SCHOLARSHIP -ASPA	PUBLICATION FOR NEWSPAPER	\$ 70.00
86429	A-TECH CONSULTING, INC.	HAZARDOUS MATERIALS TESTING-JORDAN ELEMENTARY	\$ 20,965.00
86430	HAUFFE CO	DSA ON SITE INSPECTOR OF RECORD SERVICES	\$ 188,160.00
86431	ALL AMERICAN INSPECTIONS INC.	DSA IN PLANT INSPECTION SVCS CONSTRUCTION MOD BLDGS	\$ 22,000.00
86432	CENGAGE LEARNING	BIG IDEAS MATH - 6TH GRADE	\$ 869.28
86433	MYSTERY SCIENCE	SCHOOL MEMBERSHIP	\$ 799.00
86434	BUENA PARK PLAQUE & TROPHY	VASES-YEARS OF SERVICE	\$ 77.58
86435	HOUGHTON MIFFLIN	MATERIALS FOR 3RD GRADE	\$ 813.37
86436	VOID	VOID	\$ -
86437	CENGAGE LEARNING	BIG IDEAS MATH MATERIALS-7-8TH GRADE	\$ 13,958.70
86438	HOUGHTON MIFFLIN	GO MATH-K-5TH GRADE MATERIALS, 3 YEAR TERM	\$ 89,881.52
86439	RJN INVESTIGATIONS	HR/BUS SVCS- SERVICES	\$ 5,000.00
86440	SENTRY SIGNS AND PRINTING	ALUMINUM SIGNS	\$ 2,857.95
86441	NASSP	NJHS RENEWAL	\$ 385.00
86442	MYSTERY SCIENCE	2021-2022 SCHOOL YEAR MEMBERSHIP RENEWAL	\$ 1,249.00

86443	RIFTON	SPED-EQUIPMENT-MG	\$	2,386.80
86444	SCHOOL DATE BOOKS	CALENDARS	\$	874.87
86445	APPLE STORE	MACBOOK PRO-J. MARTIN	\$	1,326.90
86446	FM THOMAS AIR CONDITIONING	HVAC REPAIR-RANCHO STARBUCK	\$	1,107.00
86447	ORBIT EVENT RENTALS	CHAIR RENTAL-RANCHO STARBUCK	\$	4,330.00
86448	FM THOMAS AIR CONDITIONING	HVAC REPAIR-MAYBROOK	\$	1,215.00
86449	ROCHESTER 100	BINDERS	\$	540.00
			<b>\$</b>	<b>455,654.19</b>

*Respectfully Submitted,*

*Jim Coombs*



**Superintendent of Schools**

"B" WARRANTS FOR BOARD APPROVAL ON:  
**May 3, 2021**

"B" WARRANT DOCUMENTS : 1153 - 1583, 3070 - 3081

<b>1,799,653.40</b>
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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.	VENDOR	AMOUNT
1153	JAMES HARDWARE CO-MAINT-SUPPLIES	62.37
1293	ICS SERVICE CO-OLITA, SERVICES	725.93
1294	LEADER SERVICES-SPEC ED, SUPPLIES	181.86
1318	GHATAODE BANNON ARCHITECTS-MACY, SUPPLIES	29,940.26
1318	GHATAODE BANNON ARCHITECTS-MACY, SUPPLIES	29,940.26
1326	AMERICAN FIDELITY-VOLUNTARY DEDUCTIONS	19,003.09
1327	CSEA- DISTRICT, UNION DUES	3,229.24
1328	LECIA GUNSALUS-JOR, PURCHASE REIMBURSEMENT	93.58
1329	DEBRA LEES-MAYBROOK, CONTRACT SVCS	1,400.00
1331	GT DESIGN-RS, SUPPLIES	314.81
1336	THE TAO FIRM-BUS SERVICES, CONTRACT SVCS	175.00
1337	ULINE-EL PORTAL, SUPPLIES	559.96
1346	IMPERIAL SPRINKLER SUPPLY-OLITA, SUPPLIES	1,147.58
1347	HOME DEPOT PRO-ALL SITES, MATERIALS, SUPPLIES	4,155.88
1348	WARE DISPOSAL-ALL SITES, UTILITIES, SERVICES	1,620.30
1351	MARIKATE ELMQUIST-PURCHASE REIMBURSEMENT	728.27
1354	CHRISTIAN PENUELAS-DISTRICT-CONTRACT SVCS	7,000.00
1355	LJSD-REV CASH FUND REPLENISH FUNDS	2,375.00
1356	TANA CARMICHAEL-RS, SUPPLIES	1,657.00
1357	WILLIAM MACGILL-HEALTH ROOM SUPPLIES	618.36
1364	F.M. THOMAS-NUTRITION- SUPPLIES	72,130.00
1366	PAOLO ANDRES-RS, SUPPLIES	102.16
1367	DIXIE LORD-RS, PURCHASE REIMBURSEMENT	106.64
1368	KRISTA VAN HOOGMOED-OLITA, PURCHASE REIMBURSEMENT	441.32
1369	ROBERT LICKFELT-OLITA, SUPPLIES	24.26
1370	AUDRA SCHAAP-OLITA, PURCHASE REIMBURSEMENT	108.25
1371	MRS. NELSON'S BOOK CO-RS, SUPPLIES	65.91
1372	GALLAGHER PEDIATRIC -SPEC ED, CONTRACT SVCS	735.30
1373	JW PEPPER-RS, SUPPLIES	670.13
1374	OCDE-CURR, SUPPLIES	3,000.00
1375	LASER PLUS IMAGING-MAINTENANCE, SUPPLIES	1,236.21
1376	LAKESHORE LEARNING- JORDAN, MATERIALS	374.50
1377	ALLSTATE SIGN/PLAQUE-MG, SUPPLIES	314.00
1378	BUG FLIP-ALL SITES, MONTHLY SERVICE	1,310.00
1379	GLASBY MAINTENANCE-JOE, MG, RS- SUPPLIES	4,635.75
1380	GLASBY MAINTENANCE-EP, MA, OL, SUPPLIES	959.41
1381	THE HOME DEPOT-GROUNDS, M&O, SUPPLIES	3,053.66
1382	PEST OPTIONS-EP, MACY, PEST CONTROL	255.00
1383	KRISTA VAN HOOGMOED-OLITA, PURCHASE REIMBURSEMENT	83.79

1384	AUDRA SCHAAP-OLITA, PURCHASE REIMBURSEMENT	224.96
1385	GRACIA HAWORTH-OLITA, PURCH REIMBURSEMENT	66.12
1386	ALISON SAIIEVA-PURCHASE REIMBURSEMENT	187.25
1387	SO CAL EDISON-EP,MA, OL-UTILITIES	9,295.71
1388	SO CAL GAS-EP, MG, OL., RS, M&O-UTILITIES	2,704.71
1389	FRONTIER COMM-DISTRICT, UTILITIES	1,117.65
1390	T-MOBILE-DISTRICT, UTILITIES	783.00
1391	READYREFRESH NESTLE-DISTRICT, WATER	68.33
1392	SPARKLETTS-RS, SUPPLIES	61.39
1393	UNUM LIFE INSURANCE-QTRLY PREMIUM	542.73
1394	XCELL-SPEC ED, SUPPLIES	529.20
1396	KAREN CHAVEZ-OLITA, PURCH REIMBURSEMENT	373.18
	<b>EARLY RETIREE REIMBURSEMENTS</b>	
1397	DAWN AANDAHL	526.84
1398	BRENT ALLSMAN	526.77
1399	ELIZABETH KANESHIRO	990.16
1400	SHELLEY MARKER	526.84
1401	PENNY MAYERCHECK	1,196.69
1402	BRUCE PATTILLO	526.77
1403	RONALD RANDOLPH	619.50
1404	GAYLE ROGERS	238.25
1405	CLAUDIA SCHALCHLIN	526.84
1406	EMILY WAKEFIELD	526.84
1407	NANCY WHITE	1,196.69
1408	HOLLY WOLFE	526.84
1409	VERIZON WIRELESS-DISTRICT, UTILITIES	5,074.44
1410	SUBURBAN WATER SYSTEMS-JOR, MACY-UTILITIES	1,447.29
1412	ABE'S PLUMBING-EP, OL, ROUTINE MAINTENANCE	3,950.00
1413	APPLIED BEST PRACTICES-BOND, CONTRACT SVCS	1,428.50
1415	ATKINSON, ANDELSON, LOYA-CONTRACT SVCS	1,658.75
1416	BEARCOM-JORDAN, WALKIE TALKIES	2,705.40
1417	BUENA PARK PLAQUE/TROPHY-SUPT. OFFC., SUPPLIES	1,009.45
1418	CINTAS CORP.-MG, SUPPLIES	11,599.34
1419	CITY OF LA HABRA-NUTRITION, MAINTENANCE, SUPPLIES	1,441.85
1420	CRISIS PREVENTION INST.-SPEC ED, SUPPLIES	776.94
1421	DATA IMPRESSIONS-TECH, SUPPLIES	1,295.46
1422	EMCOR SERVICES-EP, NUTRITION, SUPPLIES	591.00
1423	F.M. THOMAS-NUTRITION- SUPPLIES	1,703.00
1424	FULLERTON SCH DISTRICT-FORMS, SUPPLIES	169.00
1425	GHATAODE BANNON ARCHITECTS-MACY, SUPPLIES	24,940.46
1426	HANGSAFE HOOKS-MAINTENANCE, SUPPLIES	563.93
1428	HAUFFE CO.-BOND-MACY, CONTRACT SERVICES	25,536.00
1429	SUPT. JIM COOMBS-PURCHASE REIMBURSEMENT	135.15
1430	ANNALISA FRANCIS-CARES ACT, PURCHASE REIMBURSEMNT	396.53
1431	TRISHA GONZALEZ-PURCHASE REIMBURSEMENT	502.99
1432	DARCIE HULTBERG-SPEC ED, SUPPLIES	83.00
1433	YING LOU-RS, PURCHASE REIMBURSEMENT	32.26

1434	AMERICAN FIDELITY-VOLUNTARY DEDUCTIONS	5,285.00
1435	CREDIT UNION OF SO CAL-VOLUNTARY DEDUCTIONS	2,887.80
1436	SCHOOLS FIRST CREDIT UNION-VOLUNTARY DEDUCTIONS	21,675.00
1447	T-MOBILE-DISTRICT, UTILITIES	990.00
1450	SCHOOL SERVICES OF CA-CONTRACT SERVICES	320.00
1457	PATTY JACOBSEN-MACY, PURCHASE REIMBURSEMENT	203.17
1464	HANCOCK PARK & DELONG-CAP OUTLAY, CONTRACT SVCS	9,968.75
1468	TWINING CONSULTING-BOND, CONTRACT SERVICES	687.53
1469	SOUTHWEST SCHOOL SUPPLY-ALL SITES, OFFICE SUPPLIES	12,919.79
1470	SOUTHWEST SCHOOL SUPPLY-ALL SITES, OFFICE SUPPLIES	199.98
1478	SOUTHWEST SCHOOL SUPPLY-ALL SITES, OFFICE SUPPLIES	3,755.64
1481	CRISTIAN BOGDAN-TECH, SUPPLIES	96.11
1483	ALAN MAO-TECH, PURCHASE REIMBURSEMENT	74.36
1484	JOHN ZAPPULLA-TECH, MILEAGE REIMBURSEMENT	57.91
1485	AERIES SOFTWARE-CURR, WEBINAR REGISTRATION	150.00
1486	BRUCE CAMPBELL SAND/GRAVEL-GROUNDS, SUPPLIES	514.19
1487	COMPLETE BUSINESS SYSTEMS-MACY, SUPPLIES	153.44
1488	COYOTE FFA ALUMNI-SUPPLIES	320.00
1489	CURRICULUM ASSOCIATES-SPEC ED, SUPPLIES	144.50
1490	DASH MEDICAL GLOVES-HEALTH ROOM, SUPPLIES	244.63
1491	DATA IMPRESSIONS-TECH, SUPPLIES	1,736.44
1492	DAVE BANG ASSOCIATES-RS, SERVICES	1,656.71
1493	GREENFIELD LEARNING INC.-MG, LICENSES	14,540.00
1494	HOGENTOGLER & CO.-SPEC ED, SUPPLIES	224.91
1495	DELTA DENTAL-MONTHLY PREMIUMS	1,951.21
1496	THE STANDARD-VOLUNTARY DEDUCTIONS	5,161.36
1497	CTA-MONTHLY DUES	14,951.83
1498	ACSA-VOL DUES	337.37
1499	UNITED WAY GREATER LA-VOLUNTARY DEDUCTIONS	10.00
1500	CA ASSOC SCHOOL PSYCHOLOGISTS-DUES	15.50
1501	PACIFIC EDUCATORS-VOLUNTARY DEDUCTIONS	77.00
1502	BEST LAWNMOWER-GROUNDS, SUPPLIES	431.27
1504	LOGMEIN COMMUNICATIONS-TECH, LICENSES	4,436.94
1505	STACY PERUMEAN-MG, PURCHASE REIMBURSEMENT	53.15
1506	PEST OPTIONS-MACY, SERVICE CALLS	180.00
1507	UNITED REFRIGERATION-MG, SUPPLIES	325.11
1508	WARE DISPOSAL-ALL SITES, UTILITIES, SERVICES	1,620.30
1509	SO CAL GAS-MACY-UTILITIES	14.30
1510	CDSS CASHIER-SERVICES	968.00
1512	GT DESIGN-RS, SUPPLIES	2,885.60
1513	KARA CAMPBELL-CURRICULUM, CONTRACT SVCS	750.00
1514	DEBRA LEES-MAYBROOK, CONTRACT SVCS	1,400.00
1515	XCELL-SPEC ED, SUPPLIES	465.00
1516	PRO-ED-SPEC ED, SUPPLIES	388.40
1517	ICS SERVICE CO-EP, JOR, OL, MAYBROOK-SERVICES	414.91
1518	LEADER SERVICES-SPEC ED, SUPPLIES	24.13
1519	AAA ELECTRIC MOTOR SALES & SVC-JOR, SUPPLIES	169.71
1520	CANNINGS HARDWARE LA HABRA-MAINT, SUPPLIES	373.62

1521	CINTAS CORP.-OLITA, SUPPLIES	150.00
1522	GLASBY MAINTENANCE SUPPLY-EP, OLITA, RS-SUPPLIES	4,865.54
1523	LOWE'S-MAINTENANCE, SUPPLIES	9.24
1524	PDQ RENTALS-OLITA, MACHINE RENTAL	78.40
1525	PEST OPTIONS-MG, SERVICE CALLS	95.00
1526	PLUMBING WHOLESALE OUTLET-SUPPLIES	897.43
1527	SOUTHEAST CONSTRUCTION-MAINTENANCE, SUPPLIES	1,613.67
1528	WARE DISPOSAL-ALL SITES, UTILITIES, SERVICES	1,563.13
1529	STACY PERUMEAN-MG, PURCHASE REIMBURSEMENT	54.01
1530	AMERICAN EXPRESS-DISTRIST PURCHASES-MAR 2021	11,695.46
1531	CSEA- DISTRICT, UNION DUES	3,383.13
1532	ABE'S PLUMBING-RS, ROUTINE MAINTENANCE	1,800.00
1533	ARAMARK-DISTRICT, SUPPLIES	90.35
1534	AR DESIGNS-EP,JO,MA,RS-SUPPLIES	580.00
1535	BEARCOM-MACY, WALKIE TALKIES	1,140.73
1536	CANELA SOFTWARE-HEALTH ROOM SUPPLIES	66.00
1537	LINDA TAKACS-RS, PURCHASE REIMBURSEMENT	499.50
1537	CA DEPT OF TAX & FEE-Q1 2021 SALES/USE TAX DUE	810.00
1538	SPARKLETTS-RS, SUPPLIES	71.98
1541	MCI VERIZON-TECH, SUPPLIES	16.72
1542	FRONTIER COMM-DISTRICT, UTILITIES	62.91
1543	SUBURBAN WATER SYSTEMS-JOR, MACY-UTILITIES	2,566.64
1544	T-MOBILE-DISTRICT, UTILITIES	808.00
1545	JAMES HARDWARE CO-MG, OL-SUPPLIES	177.43
1546	SHAW HR CONSULTING-CONTRACT SVCS	1,452.50
1547	SENTRY SIGNS & PRINTING-MAINT-SIGNS	615.94
1548	READYREFRESH NESTLE-DISTRICT, WATER	71.64
1549	THINKING MAPS-CURR, LICENSES- 20/21	2,400.00
1551	BUG FLIP-ALL SITES, MONTHLY SERVICE	155.00
1552	BUG FLIP-ALL SITES, MONTHLY SERVICE	125.00
1554	PEST OPTIONS-EP, SERVICES	75.00
1555	MARGARET PALMER-OLITA, PURCH REIMBURSEMENT	197.37
1557	PROJECT WISDOM, INC.-MG, SUPPLIES	489.00
1558	MONOPRICE, INC.-DIST, -SUPPLIES	687.01
1562	ASPA/CONTEST REVIEW-RS, FEES	70.00
1563	BUENA PARK PLAQUE/TROPHY-SUPT. OFFC., SUPPLIES	77.58
1564	CSM CONSULTING, INC.-TECH, SUPPLIES	2,125.00
1565	CURRICULUM ASSOCIATES-SPEC ED, SUPPLIES	240.84
1566	DEAD & BURIED, INC. -RS, SUPPLIES	132.60
1567	DOCUMENT TRACKING SERVICE-CURR, SUPPLIES	150.00
1568	ENCORP-OLITA, SERVICES, SUPPLIES	1,250.00
1569	ERICKSON HALL-BOND, CONTRACT SERVICES	1,257,739.20
1570	F.M. THOMAS-MEADOW GREEN- SUPPLIES	565.00
1571	FULLERTON SCH DISTRICT-FORMS, SUPPLIES	270.00
1572	GOPHER-OLITA, SUPPLIES	416.70
1573	ATKINSON,ANDELSON, LOYA-CONTRACT SERVICES	1,827.50
1574	GLASBY MAINTENANCE SUPPLY-JO, RS, MYBRK-SUPPLIES	2,283.71
1575	HOME DEPOT PRO-DISTRICT WIDE, SUPPLIES, MATERIALS	7,061.94





LOWELL JOINT SCHOOL DISTRICT  
EMPLOYER-EMPLOYEE RELATIONS/PERSONNEL REPORT 2020-21 #10

May 3, 2021

I. CERTIFICATED EMPLOYEES

A. CHANGE OF STATUS

NAME	EFFECTIVE DATE	END DATE	SITE	COMMENT
Melissa de la Haye	05/24/2020	05/24/2021	EP	FMLA (AB375) Baby bonding Leave
Melissa Wilkens	04/21/2021	05/18/2021	MG	FMLA (AB375) Baby Bonding Leave
Lavin, Lindsey	04/22/2021	05/03/2021	RS	FMLA (AB375) Baby Bonding Leave Correction of EER #9 2020-21

B. EXTRA DUTY PAY/STIPENDS

NAME	EFFECTIVE DATE	END DATE	SITE	COMMENT
Galang, Bianca	05/31/21	06/25/21	MG	Extended School Year Teacher - at a rate of \$282.74 per day for 20 days.
Crabtree, Gail	05/31/21	06/25/21	MG	Extended School Year Teacher - at a rate of \$282.74 per day for 20 days.
Ronita VanVliet, Ronita	05/31/21	06/25/21	MG	Extended School Year Teacher - at a rate of \$282.74 per day for 20 days.
Annie Russell	05/31/21	06/25/21	MG	Extended School Year Teacher - at a rate of \$282.74 per day for 20 days.
Rachel Coleman	05/31/21	06/25/21	MG	Extended School Year Lead Teacher - at a rate of \$282.74 per day for 20 days. To be paid out of Medi-Cal

C. SUBSTITUTE CHANGE OF PAY

NAME	EFFECTIVE DATE	END DATE	SITE	COMMENT
Amie Praefke	04/21/2021	05/18/2021	DO	To be paid special long term rate of \$170.00 for Meadow Green Elementary School for Sixth Grade
Morrison, Dana	05/24/2021	05/24/2021	DO	To be paid special long term rate of \$170.00 for El Portal Elementary School for Sixth Grade

Rivera, James

04/22/2021

05/03/2021 DO

To be paid a rate of \$131.00 for Rancho Starbuck Intermediate School for Math Correction of EER #9 2020-21

\* EMPLOYMENT OF SUBSTITUTES EFFECTIVE 08/10/2020 FOR THE 2020/2021 SCHOOL YEAR \$131.00 PER DAY RATE AND \$170.00 LONG TERM AND \$65.50 PER HALF DAY RATE AND \$35.00 PER HOUR\*

\*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 LCFE Supplemental Grant Funds.

\*It is further recommended that the individuals listed above be approved as home school teachers, if needed, for the 2020/21 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 2020/21 school year.

Alyssa Scarsciotti  
Cassie Lowden

Amber Lawton  
Christina Moreno

Sydney Alvarez

Danica Larson

II. CLASSIFIED EMPLOYEES

May 3, 2021

B. MONTHLY – GENERAL FUND

<u>NAME/ EMPLOYEE ID#</u>	<u>EFFECTIVE DATE</u>	<u>END DATE</u>	<u>RANGE/ STEP</u>	<u>SITE</u>	<u>COMMENTS</u>
Aguayo, Leo		04/14/21		EP	Night Custodian/End of Working out of Class
Brown, Matthew	04/15/21			EP	Day Custodian/Return from Medical Leave
Lugo, Paul	04/19/21		R18/S5	JO	Night Custodian/Replacement for Vacancy
Rodriguez, Julio	04/19/21	5/21/21		MNT	Maintenance General/Baby Bonding 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>
Briones, Johana	04/19/21	05/28/21	R15/S1	DO	Instructional Assistant/ Temporary Assignment
Bullard, April	04/01/21			RS	Clerk Typist/Temporary Increase of Hours as Needed
Ebel, Sarah	04/23/21		R14/S1	DO	Instructional Assistant/ Substitute
Garcia, Lisa	04/01/21			OL	Clerk Typist/Temporary Increase of Hours as Needed

Harnish, Michelle	04/27/21		\$46.57/hr	DO	Business Services Support/Per N25 Executive Order
Leanguerrero, Robin	3/22/21		R14/S7	MG	Library Media Technician/ Performance Recognition Increase
Ota, Esther	04/01/21			MG	Clerk Typist/Temporary Increase of Hours as Needed
Stein, Tina	04/02/21			MA	Clerk Typist/Temporary Increase of Hours as Needed
Valadez Ramos, Victoria	04/05/21		R14/S1	DO	Instructional Assistant/ Substitute
Valadez Ramos, Victoria	04/05/21	05/28/21	R14/S1	DO	Educational Assistant/ Temporary Assignment
Williams, Andrea	04/09/21	05/28/21		OL	Special Education Support Aide/ Unpaid Leave of Absence

**D. 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>
Garcia-Pompa, Nancy	04/12/21			RS	Cafeteria Worker/Resignation

**D. CLASSIFIED JOB DESCRIPTIONS**

Addition:

- Instructional Assistant – Early Childhood Program – Learning Link



## LOWELL JOINT SCHOOL DISTRICT

### INSTRUCTIONAL ASSISTANT – EARLY CHILDHOOD PROGRAM - LEARNING LINK

Classified Salary Schedule  
Range 15

#### **JOB SUMMARY:**

Under supervision, assists parents and children in early childhood activities related to the development of physical, cognitive, emotional, and social skills of children that are newborn to five years old.

#### **DISTINGUISHING CHARACTERISTICS:**

This classification is distinguished from other Instructional Assistant classifications in that the primary responsibility is working in early childhood programs including a Learning Link with parents and their children ages newborn to five years old.

#### **ESSENTIAL FUNCTIONS:**

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

- Assist parents and their children in early childhood activities in a learning environment designed to develop the physical, cognitive, emotional, creative and social skills of children ages newborn to five.
- Assist in the preparation of a variety of instructional materials and learning aids designed for early childhood programs designated for children ages newborn to five.
- Present established early childhood program activities to both adults and children.
- Facilitate parents and their children under the direction of the Supervisor.
- Demonstrate standards of behavior and utilize a positive approach while working with children.
- Maintain and assure a clean, safe, attractive and positive learning environment; perform light cleaning duties, including cleaning the classroom after parents and their children leave and preparing for the next day.
- May set up and operate simple audio-visual equipment, assisting students to learn through the use of computers and other teaching aids.
- Participate in meetings and in-service training programs as assigned.
- Assist Supervisor with classroom preparation and materials, maintaining a clean and safe learning environment.
- Receive and document donations as needed.
- Perform other related duties as assigned.

#### **QUALIFICATION GUIDELINES:**

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

- Basic concepts used in Early Childhood Education.
- Basic child psychology and development.
- Program policies, practices and procedures.
- Safe classroom and playground practices.
- Health and safety precautions and procedures
- Basic first aid procedures and health and safety regulations.
- Interpersonal relational skills using tact, patience and courtesy.

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

- Appropriately guide parents and their children toward acceptable social behavior.
- Implement learning activities for parents and their children while maintaining a healthy and safe environment.
- Monitor and assist students and parents.
- Demonstrate understanding, patience and a receptive attitude toward parents, children and staff.
- Work confidentially with discretion and independently with little supervision.
- Communicate clearly and concisely, both orally and in writing.
- Establish and maintain cooperative and effective working relationships with others.

- Perform routine clerical duties, including the collection and recording of transactions.
- Lift and move items weighing up to 50 pounds.

**Education/Training/Licenses/Experience:**

Graduation from high school or its equivalent. At least one year working with children in an instructional capacity. First Aid and CPR certificates. Valid Child Development Assistant Permit issued by the Commission on Teacher Credentialing preferred and/or Early Childhood Education coursework.

**PHYSICAL STANDARDS AND WORKING CONDITIONS:**

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

**Physical Demands:**

Physical demands of this position include sitting and standing for extended periods of time. The employee may frequently move or lift children weighing up to 50 pounds unassisted. Occasional bending at the waist is required, as is kneeling, crouching, pushing and pulling. Employees may reach overhead as well as above the shoulders and horizontally.

**Mental Demands:**

Employee must be able to comprehend and follow written and oral instructions; interpret policies and procedures; and interact cooperatively with District staff, parents, and the general public.

**Work Environment:**

While performing the duties of this job, the employee works in several environments including classroom, indoor and outdoor environments and on or near student playground equipment.

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

LOWELL JOINT SCHOOL DISTRICT  
June 14, 2021

To: President Hinz and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Public Hearing for Proposed Adopted 2021/22 Budget      PUBLIC HEARING/  
INFORMATION/  
(FIRST READING)

Education Code 42103 requires that the Board of Trustees conduct a Public Hearing of the Proposed 2021/22 Budget. Final approval of the Budget is scheduled for June 28, 2021.

In submitting the 2021/22 Adopted Budget, the Board understands its fiduciary responsibility to maintain fiscal solvency for the current and subsequent two fiscal years.

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

When a final state budget is approved by the Governor by June 30, 2021, an update will be provided at the August 9, 2021, Board Meeting. When and impacts are known and actual enrollment and staffing is also known, the District will incorporate these figures into its budget at the First Interim Budget presented for approval at the December board meeting. The First Interim Budget report will require a certification from the Board of the District's ability to meet its financial obligations for the current and subsequent two fiscal years.

It is recommended that the Board of Trustees conduct the Public Hearing for the Proposed Adopted 2021/22 Budget. No further action is required at this time.

AR/md

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Superintendent's Comment:

INFORMATION ONLY.

LOWELL JOINT SCHOOL DISTRICT  
June 14, 2021

To: President Hinz and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Resolution 2020/21 #825 Authorizing Cash                                  ACTION/  
Borrowing for Temporary Transfers from the                                  RESOLUTION  
Orange County Treasury

There is a need to approve temporary transfers from the Orange County Treasury to ensure the District has sufficient cash as needed to pay obligations for current operating requirements lawfully incurred in the fiscal year. The authorization is limited to a maximum amount of 85 percent of the anticipated revenues accruing to the District. Any temporary transfers shall not be made prior to the first day of the fiscal year nor after the last Monday in April, 2021, and shall be replaced from revenues accruing to the District before any other obligations of the District is met from such revenue.

It is recommended that the Board approve Resolution 2020/21 No. 825 Authorizing cash Borrowing for Temporary Transfers from the Orange County Treasury be approved, and that the Superintendent or designee be authorized to execute the resolution.

AR/md

Attachment

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Superintendent's Comment:

APPROVAL RECOMMENDED.

**LOWELL JOINT SCHOOL DISTRICT**

**RESOLUTION 2020/21 NO. 825**

**A RESOLUTION OF THE BOARD OF TRUSTEES OF THE  
LOWELL JOINT SCHOOL DISTRICT OF  
LOS ANGELES AND ORANGE COUNTIES, CALIFORNIA,  
AUTHORIZING CASH BORROWING FOR TEMPORARY TRANSFERS FROM  
THE ORANGE COUNTY TREASURY**

**WHEREAS**, sufficient cash is needed to pay obligations for current operating requirements lawfully incurred in the fiscal year, and;

**WHEREAS**, Article XVI, Section 6, of the California Constitution allows for borrowing from the county treasury, and;

**WHEREAS**, the following restrictions apply to this authorization:

1. For Fiscal Year: 2021/22
2. Shall not exceed 85 percent of the anticipated revenues accruing to the district.
3. Shall not be made prior to the first day of the fiscal year nor after the last Monday in April of the current fiscal year.
4. Shall be replaced from revenues accruing to the district before any other obligations of the district is met from such revenue.

**NOW, THEREFORE, BE IT RESOLVED**, that the Governing Board of the Lowell Joint School District hereby requests the Orange County Treasurer to make temporary transfers of funds.

**APPROVED AND ADOPTED** this 14<sup>th</sup> day of June 2021, by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

I, Jim Coombs, Secretary to the Board of Trustees of the Lowell Joint School District of Los Angeles and Orange Counties, California, hereby certify that the above and foregoing resolution was duly and regularly adopted by the said Board at a regular meeting thereof held on the 14<sup>th</sup> day of June 2021, and passed by a unanimous vote of those present.

**IN WITNESS WHEREOF**, I have hereunto set my hand and seal this 14<sup>th</sup> day of June 2021.

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Jim Coombs  
Secretary to the Board of Trustees



LOWELL JOINT SCHOOL DISTRICT  
June 14, 2021

To: President Hinz and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Approval of Amended Agreement Numbers 50622  
and 50623 with the Orange County Department of  
Education (OCDE) for Software Support Services

ACTION/  
RATIFICATION

The Board of Trustees approved agreement numbers 50622 and 50623 on November 2, 2020, for the use of Orange County Department of Education (OCDE) financial systems. The annual fee for the 2021/22 year has not changed.

Human Resources Application Implementation and Software Support Services \$25,000

Business-Plus System Implementation and Software Support Services \$25,000

Total - \$50,000

It is recommended that the Amended Agreement Numbers 50622 and 50623 with the Orange County Department of Education (OCDE) for Software Support Services, be approved, and that the Superintendent or designee be authorized to execute the necessary documents.

AR:md

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Superintendent's Comment:

APPROVAL RECOMMENDED.

LOWELL JOINT SCHOOL DISTRICT

June 14, 2021

To: President Hinz and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Approval of Contract with Los Angeles County  
Office of Education for the 2021/22 PeopleSoft  
Financial System

ACTION

This contract provided by the Los Angeles County Office of Education covers the PeopleSoft Financial package, which includes General Ledger, Accounts Payable, Inventory, Purchasing, Reports, and 1099 reporting. The fee charged by the Los Angeles County Office of Education is based upon district ADA, the volume of general ledger accounts, volume of paychecks issued and vendor warrants issued. Standard reports are included and additional reports incur a fee based upon the size of the report. The estimated fee that will be charged to the District for the 2021/22 fiscal year is \$ 13,856. Due to the transition to Orange County Department of Education, this agreement will be cancelled effective September 30, 2021.

It is recommended that the Board approve a contract with Los Angeles County Office of Education for the 2021/22 PeopleSoft Financial System Contract for the Fiscal Year Ending June 30, 2021, and that the Superintendent or designee be authorized to execute the necessary documents.

AR/md

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Superintendent's Comment:

APPROVAL RECOMMENDED.

LOWELL JOINT SCHOOL DISTRICT  
June 14, 2021

To: President Hinz and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Approval of Revised Schedule A with Los Angeles  
County Office of Education for PC Products  
Software

ACTION/  
RATIFICATION

This Revised Schedule A, provided by the Los Angeles County Office of Education, covers the PC Products Software, effective July 1, 2021 through June 30, 2022 at an amount not to exceed \$886 per month. Due to the transition to Orange County Department of Education, this agreement will be cancelled effective September 30, 2021.

It is recommended that the Board approve the contract with Los Angeles County Office of Education for the PC Products Software, ending June 30, 2022, and that the Superintendent or designee be authorized to execute the necessary documents.

AR/md

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Superintendent's Comment:

APPROVAL RECOMMENDED.

LOWELL JOINT SCHOOL DISTRICT  
June 14, 2021

To: President Hinz and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Resolution 2020/21 No. 826 Regarding California  
Public Employees' Retirement System (CalPERS)  
Tax Deferred Member Paid Contributions IRC  
414(H) (2) Employer Pick-up

ACTION/  
RESOLUTION

In the March 2020 general election, voters in the Lowell Joint School District approved the District's initiative to transfer oversight from the Los Angeles County Office of Education (LACOE) to the Orange County Department of Education (OCDE). This oversight transfer takes effect July 1, 2021.

The County Offices of Education administer CalPERS pension reporting for school districts, therefore, it is necessary to have a resolution approved for OCDE to do this pension reporting.

It is recommended that Resolution 2020/21 No. 826 Regarding California Public Employees' Retirement System (CalPERS) Tax Deferred Member Paid Contributions IRC 414(H) (2) Employer Pick-up, be approved, and that the Superintendent or designee be authorized to execute the necessary documents.

AR:md

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Superintendent's Comment:

APPROVAL RECOMMENDED.

**LOWELL JOINT SCHOOL DISTRICT**

**CalPERS ID: 1315715064**

**RESOLUTION 2020/21 NO. 826**

**A RESOLUTION OF THE BOARD OF TRUSTEES OF THE  
LOWELL JOINT SCHOOL DISTRICT OF  
LOS ANGELES AND ORANGE COUNTIES, CALIFORNIA,  
REGARDING TAX DEFERED MEMBER PAID CONTRIBUTIONS  
IRC 414(H)(2) EMPLOYER PICK-UP**

**WHEREAS**, the Lowell Joint School District has the authority to implement the provisions of section 414(h)(2) of the Internal Revenue Code (IRC); and

**WHEREAS**, the Board of Administration of the California Public Employees' Retirement System (CalPERS) adopted its resolution re section 414(h)(2) IRC on September 18, 1985; and

**WHEREAS**, the Internal Revenue Service has stated in December 1985, that the implementation of the provisions of section 414(h)(2) IRC pursuant to the Resolution of the Board of Administration would satisfy the legal requirements of section 414(h)(2) IRC; and

**WHEREAS**, the Lowell Joint School District has determined that even though the implementation of the provisions of section 414(h)(2) IRC is not required by law, the tax benefit offered by section 414(h)(2) IRC should be provided to classified employees who are members of CalPERS:

**NOW, THEREFORE, BE IT RESOLVED:**

- I. That the Lowell Joint School District will implement the provisions of section 414(h)(2) Internal Revenue Code by making employee contributions pursuant to California Government Code Section 20691 to the CalPERS on behalf of all its employees or all its employees in a recognized group or class of employment who are members of CalPERS. "Employee contributions" shall mean those contributions to CalPERS which are deducted from the salary of employees and are credited to individual employee's accounts pursuant to California Government Code section 20691.
- II. That the contributions made by the Lowell Joint School District to CalPERS, although designated as employee contributions, are being paid by the Lowell Joint School District in lieu of contributions by the employees who are members of CalPERS.
- III. That employees shall not have the option of choosing to receive the contributed amounts directly instead of having them paid by the Lowell Joint School District to CalPERS.

- IV. The Lowell Joint School District shall pay to CalPERS the contributions designated as employee contributions from the same source of funds as used in paying salary.
- V. That the amount of the contributions designated as employee contributions and paid by the Lowell Joint School District to CalPERS on behalf of an employee shall be the entire contribution required of the employee by CalPERS (California Government Code sections 20000, et seq.).
- VI. That the contributions designated as employee contributions made by Lowell Joint School District to CalPERS shall be treated for all purposes, other than taxation, in the same way that member contributions are treated by CalPERS.

**APPROVED AND ADOPTED** this 14<sup>th</sup> day of June 2021, by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

I, Jim Coombs, Secretary to the Board of Trustees of the Lowell Joint School District of Los Angeles and Orange Counties, California, hereby certify that the above and foregoing resolution was duly and regularly adopted by the said Board at a regular meeting thereof held on the 14<sup>th</sup> day of June 2021.

**IN WITNESS WHEREOF**, I have hereunto set my hand and seal this 14<sup>th</sup> day of June 2021, and passed by a unanimous vote of those present.

---

Jim Coombs,  
Secretary to the Board of Trustees

LOWELL JOINT SCHOOL DISTRICT  
June 14, 2021

To: President Hinz and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Resolution 2020/21 No. 827 Regarding California  
State Teachers Retirement System (CalSTRS)  
Contributions for RU ID 19570

ACTION/  
RESOLUTION

In the March 2020 general election, voters in the Lowell Joint School District approved the District's initiative to transfer oversight from the Los Angeles County Office of Education (LACOE) to the Orange County Department of Education (OCDE). This oversight transfer takes effect July 1, 2021.

The County Offices of Education administer CalSTRS pension reporting for school districts, therefore, it is necessary to have a resolution approved for OCDE to do this pension reporting.

It is recommended that Resolution 2020/21 No. 827 Regarding California State Teachers Retirement System (CalSTRS) Contributions for RU ID 19570, be approved, and that the Superintendent or designee be authorized to execute the necessary documents.

AR:md

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Superintendent's Comment:

APPROVAL RECOMMENDED.

**LOWELL JOINT SCHOOL DISTRICT**

**RESOLUTION 2020/21 NO. 827**

**A RESOLUTION OF THE BOARD OF TRUSTEES OF THE  
LOWELL JOINT SCHOOL DISTRICT OF  
LOS ANGELES AND ORANGE COUNTIES, CALIFORNIA,  
REGARDING CALIFORNIA STATE TEACHERS' RETIREMENT SYSTEM  
(CALSTRS) CONTRIBUTIONS FOR RUD ID 19570**

**WHEREAS**, the Lowell Joint School District [Orange County Superintendent of Schools] has the authority to implement the provisions of section 414(h)(2) of the Internal Revenue Code (IRC); and

**WHEREAS**, the Teachers' Retirement Board of the California State Teachers' Retirement System (CalSTRS) adopted its resolution of IRC section 414(h)(2) on May 17, 1985; and

**WHEREAS**, the Internal Revenue Service has stated on August 27, 1985, that the implementation of the provisions of IRC section 414(h)(2) pursuant to the resolution of the Teachers' Retirement Board would satisfy the legal requirements of IRC section 414(h)(2); and

**WHEREAS**, the Lowell Joint School Board [Orange County Superintendent of Schools] has determined that even though the implementation of the provisions of IRC section 414(h)(2) is not required by law, the tax benefit offered by IRC section 414(h)(2) should be provided to its employees who are members of CalSTRS.

**NOW, THEREFORE, BE IT RESOLVED:**

- I. That the Lowell Joint School District [County Superintendent of Schools] will implement the provisions of IRC section 414(h)(2) by making employee contributions to CalSTRS on behalf of its employees who are members of CalSTRS. "Employee contributions" shall mean those contributions to CalSTRS which are deducted from the salary of employees and are credited to individual employees' accounts.
- II. That the contributions made by the Lowell Joint School District [County Superintendent of Schools] to CalSTRS, although designated as employee contributions, are being paid by the Lowell Joint School District [County Superintendent of Schools] in lieu of contributions by the employees who are members of CalSTRS.
- III. That employees shall not have the option of choosing to receive the contributed amounts directly instead of having them paid by the Lowell Joint School District [County Superintendent of Schools] to CalSTRS.
- IV. That the Lowell Joint School District [County Superintendent of Schools] shall pay to CalSTRS the contributions designated as employee contributions from the same source of funds as used in paying salary.
- V. That the amount of the contributions designated as employee contributions and paid by the Lowell Joint School District [County Superintendent of Schools] to CalSTRS on behalf of an employee shall be the entire contribution required of the employee by the Teachers' Retirement Law (California Education Code sections 22000 et seq.)



- VI. That the contributions designated as employee contributions made by the Lowell Joint School District [County Superintendent of Schools] to CalSTRS shall be treated for all purposes, other than taxation, in the same way that member contributions are treated by CalSTRS.
- VII. That the Lowell Joint School District [County Superintendent of Schools] shall make no contributions designated as employee contributions until CalSTRS has developed and implemented procedures for administering the provisions of Section 414(h)(2) of the Internal Revenue Code and until CalSTRS has officially notified the Lowell Joint School District [Orange County Superintendent of schools] that it will accept contributions pursuant to Section 414(h)(2) of the Internal Revenue Code.

**PRE-TAX DEDUCTIONS FOR VOLUNTARY RECEIVABLE RESOLUTION**

**WHEREAS**, Internal Revenue Code (IRC) Section 414(h)(2) permits employer “pickup” of the employee portion of contributions to a retirement plan, thereby resulting in tax deferral of employee contributions; and

**WHEREAS**, under the California State Teachers’ Retirement System (CalSTRS) plan conditions, members may be allowed to redeposit contributions previously withdrawn plus interest and/or purchase permissive service credit;

**NOW, THEREFORE, BE IT RESOLVED**, that in order to permit tax deferral for these additional amounts, an employee shall enter into a binding irrevocable payroll deduction authorization and such employee shall not have the option of choosing to receive the amounts directly instead of having them paid by the employer to CalSTRS;

**BE IT FURTHER RESOLVED**, that additional amounts herein specified, through payroll deduction from salary, are designated as being picked up by the employer and paid by the employer in accordance with CalSTRS retirement plan requirements.

**APPROVED AND ADOPTED** this 14<sup>th</sup> day of June 2021, by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

I, Jim Coombs, Secretary to the Board of Trustees of the Lowell Joint School District of Los Angeles and Orange Counties, California, hereby certify that the above and foregoing resolution was duly and regularly adopted by the said Board at a regular meeting thereof held on the 14<sup>th</sup> day of June 2021.

~~IN WITNESS WHEREOF~~, I have hereunto set my hand and seal this 14<sup>th</sup> day of June 2021, and passed by a unanimous vote of those present.

---

Jim Coombs,  
Secretary to the Board of Trustees

LOWELL JOINT SCHOOL DISTRICT  
June 14, 2021

To: President Hinz and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Approval of Agreements with U.S. Bank National Association as Paying Agent and Bond Registrar ACTION

In the March 2020 general election, voters in the Lowell Joint School District approved the District's initiative to transfer oversight from the Los Angeles County Office of Education (LACOE) to the Orange County Department of Education (OCDE).

Due to this change in oversight, the Orange County Treasurer's Office will now administer the General Obligations Bond debt service payments making it necessary to enter into separate agreements with U.S. Bank National Association as Paying Agent and Bond Registrar for the Series 2019 and Series 2020 Bonds.

It is recommended that the Agreements with U.S. Bank National Association as Paying Agent and Bond Registrar be approved, and that the Superintendent or designee be authorized to execute the necessary documents.

AR:md

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Superintendent's Comment:

APPROVAL RECOMMENDED.

LOWELL JOINT SCHOOL DISTRICT  
June 14, 2021

To: President Hinz and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Resolution 2020/21 No. 828 Regarding Approval of  
Authorization of Signatures on Electronically  
Printed Checks

ACTION/  
RESOLUTION

Board action is required stating that the following named person(s) signature be printed electronically on vendor checks produced by the Orange County Superintendent of Schools and that all previous authorizations for approval are rescinded.

It is recommended that Resolution 2020/21 No. 828 Regarding Approval of Authorization of Signatures on Electronically Printed Checks be approved, and that the Superintendent, or designee be authorized to execute the necessary documents.

AR/md

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Superintendent's Comment:

APPROVAL RECOMMENDED.

**LOWELL JOINT SCHOOL DISTRICT**

**RESOLUTION 2020/21 NO. 828**

**AUTHORIZATION OF SIGNATURES ON  
ELECTRONICALLY PRINTED CHECKS**

I, Karen Shaw, Clerk of the Governing Board of the above named District of Orange County, California, hereby certify that the said Board at a regular/special meeting thereof, held on the 14<sup>th</sup> day of June 2021, adopted by a majority vote of said Board, a board action/resolution stating that the following named person(s) signature be printed electronically on vendor checks produced by the Orange County Superintendent of Schools and that all previous authorizations for approval are rescinded.

**TYPED NAME**

**SIGNATURE**

Jim Coombs

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

In witness whereof, I have hereunto set my hand this 14<sup>th</sup> day of June 2021.

\_\_\_\_\_  
Karen Shaw, Clerk of the Board of Trustees

LOWELL JOINT SCHOOL DISTRICT  
June 14, 2021

To: President Hinz and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Resolution 2020/21 No. 829 Authorization of Approval of Vendor Claims/Orders ACTION/  
RESOLUTION

Board action requires the following named persons be authorized to approve vendor payments **electronically** effective July 1, 2021; and that all previous authorization of signatures are rescinded. This Board action further states that when this authorization is exercised, the claims and orders have been ordered paid by said Board, and have been processed pursuant to the provisions of Education Code sections 42630-34/85230-34.

It is recommended that Resolution 2020/21 No. 829 Regarding Authorization of Approval of Vendor Claims/Orders be approved, and that the Superintendent, or designee be authorized to execute the necessary documents.

AR/md

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Superintendent's Comment:

APPROVAL RECOMMENDED.

**LOWELL JOINT SCHOOL DISTRICT**

**RESOLUTION 2020/21 NO. 829**

**AUTHORIZATION OF APPROVAL OF  
VENDOR CLAIMS/ORDERS**

I, Karen Shaw, Clerk of the Governing Board of the Lowell Joint School District, hereby certify that the said Board at a regular/special meeting thereof, held on the 14<sup>th</sup> day of June 2021, adopted by a majority vote of said Board, a board action/resolution stating that the following the following named person(s) be authorized to approve vendor payments **electronically** effective July 1, 2021; and that all previous authorizations for approval are rescinded. This board action/resolution further states that when this authorization is exercised, the claims and orders have been ordered paid by said Board, and have been processed pursuant to the provisions of Education Code sections 42630-34/85230-34.

**TYPED NAME**

**SIGNATURE**

Andrea Reynolds  
Chelle Price

In witness whereof, I have hereunto set my hand this 14<sup>th</sup> day of June 2021.

\_\_\_\_\_  
Karen Shaw, Clerk of the Board of Trustees

LOWELL JOINT SCHOOL DISTRICT  
June 14, 2021

To: President Hinz and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Resolution 2020/21 No. 830 Approval of ACTION/  
Authorization of Signatures RESOLUTION

Board action is required stating that the following named person(s) be authorized to sign and/or **electronically** approve payments and documents related to Payroll, Purchase Orders, Contracts, Travel Reimbursement Requisitions, and Vendor Orders, as indicated, and that all previous authorization of signatures are rescinded. Pursuant to provisions of Education Code sections 42630-34/85230-34.

It is recommended that Resolution 2020/21 No. 830 Regarding Authorization of Signatures be approved, and that the Superintendent, or designee be authorized to execute the necessary documents.

AR/md

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Superintendent's Comment:

APPROVAL RECOMMENDED.

**LOWELL JOINT SCHOOL DISTRICT.**

**RESOLUTION 2020/21 NO. 830**

**AUTHORIZATION OF SIGNATURES**

I, Karen Shaw, Clerk of the governing Board of the above named School District of Orange County, California, hereby certify that the said Board at a regular/special meeting thereof, held on the 14<sup>th</sup> day of June 2021, adopted by a majority vote of said Board, a board action/resolution that the following named persons be authorized to sign and/or **electronically** approve payments and documents related to Payroll, Purchase Orders, Contracts, Travel Reimbursement Requisitions, and Vendor Orders, as indicated, and that all previous authorization of signatures are rescinded. This resolution further states that the authorization is subject to the following provisions:

NAME TYPED	SIGNATURE	AUTHORIZED TO APPROVE				
		PAYROLL DOCUMENTS	VENDOR PAYMENT ORDERS	PURCHASE ORDERS	CONTRACTS	TRAVEL REIMBURSEMENTS
Jim Coombs		X	X	X	X	X
Andrea Reynolds		X	X	X	X	X
Sheri McDonald			X	X	X	X
Chelle Price		X	X		X	X
David Bennett		X	X		X	X

Pursuant to provisions of Education Code sections 42630-34/85230-34.

In witness whereof, I have hereunto set my hand this 14<sup>th</sup> day of June 2021.

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Karen Shaw, Clerk of the Board of Trustees



LOWELL JOINT SCHOOL DISTRICT  
June 14, 2021

To: President Hinz and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: District Local Control Accountability Plan

PUBLIC HEARING/  
INFORMATION  
(FIRST READING)

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

The LCAP is required to identify goals and measure progress for student subgroups across eight state priority areas. Districts must include in their LCAP (1) actions, services and expenditures for all students and subgroups and (2) additional actions and services for “Unduplicated Pupils” including low-income students, English learners, foster youth and redesignated English learners. The Superintendent must review the Single Plan for Student Achievement from school sites to ensure the actions in the LCAP are consistent with strategies in school plans submitted pursuant to Education Code Section 64001.

Education Code Section 52062(b)(1) requires that the Board of Trustees conduct a Public Hearing on the District Local Accountability Plan. A copy of the LCAP is posted on the District’s website with an invitation for public feedback.

This is the first year of a new three-year LCAP cycle. The LCAP includes the Annual Update for the 2019-2020 school year as well as updates on the Learning Continuity Plan approved in September of 2020.

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Superintendent’s Comment:

INFORMATION ONLY.

NOTICE OF PUBLIC HEARING  
LOWELL JOINT SCHOOL DISTRICT

**Lowell Joint School District will hold a Public Hearing pursuant to Education Code Section 52062 (b) (1). The District is required to hold a public hearing to solicit recommendations and comments by parents, teachers, members of the community interested regarding the specific actions and expenditures proposed to be included in the Local Control Accountability Plan (LCAP).**

**NOTICE IS HEREBY GIVEN** that the Board of Trustees of the Lowell Joint School District at its regular meeting to be held on June 14, 2021, will hold a public hearing to accept comments from members of the public on Lowell Joint School District's Local Control Accountability Plan (LCAP) for the year ending June 30, 2021, prior to Final Adoption as required by Education Code Section 52062. The Notice of Public Hearing was posted at a school district elementary school, intermediate school, and the District Office.

The proposed LCAP will be available for public inspection at the District's Educational Services Department from June 14, 2021, through June 30, 2021, between the hours of 9:00 a.m. and 4:00 p.m. Monday through Thursday.

The June 14, 2021, Board meeting of the District will begin at approximately 7:30 p.m. in the District's Board Room located at 11019 Valley Home, Whittier, California, 90603.

Questions and/or comments should be directed to Dr. Sheri McDonald, Assistant Superintendent of Educational Services, (562) 943-0211, ext. 4278.

# 2021-22 LCFF Budget Overview for Parents Data Input Sheet

<b>Local Educational Agency (LEA) Name:</b>	Lowell Joint School District
<b>CDS Code:</b>	19-64766
<b>LEA Contact Information:</b>	Name: Jim Coombs Position: Superintendent Email: jcoombs@ljsd.org Phone: 562.902.4203
<b>Coming School Year:</b>	2021-22
<b>Current School Year:</b>	2020-21

\*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

<b>Projected General Fund Revenue for the 2021-22 School Year</b>	<b>Amount</b>
Total LCFF Funds	\$27,370,317
LCFF Supplemental & Concentration Grants	\$2,156,798
All Other State Funds	\$1,338,309
All Local Funds	\$2,500,508
All federal funds	\$3,221,182
<b>Total Projected Revenue</b>	<b>\$34,430,316</b>

<b>Total Budgeted Expenditures for the 2021-22 School Year</b>	<b>Amount</b>
Total Budgeted General Fund Expenditures	\$33,937,772
Total Budgeted Expenditures in the LCAP	\$2,600,532
Total Budgeted Expenditures for High Needs Students in the LCAP	\$2,156,798
Expenditures not in the LCAP	\$33,935,171.468

<b>Expenditures for High Needs Students in the 2020-21 School Year</b>	<b>Amount</b>
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	\$2,097,926
Actual Expenditures for High Needs Students in Learning Continuity Plan	\$2,097,926

<b>Funds for High Needs Students</b>	<b>Amount</b>
2021-22 Difference in Projected Funds and Budgeted Expenditures	\$0
2020-21 Difference in Budgeted and Actual Expenditures	\$0

<b>Required Prompts(s)</b>	<b>Response(s)</b>
<b>Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).</b>	With having to develop the Expanded Learning Opportunities Grant plan by the required June 1st deadline while preparing for a summer session that is not normally offered, not all elements of each plan were able to be consolidated within the LCAP. There are dollars identified from federal, state and other local funds that make up the remainder of the overall budget for the district. Upon completion of the final budget, these expenditures will be listed here.

# LCFF Budget Overview for Parents

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

CDS Code: 19-64766

School Year: 2021-22

LEA contact information:

Jim Coombs

Superintendent

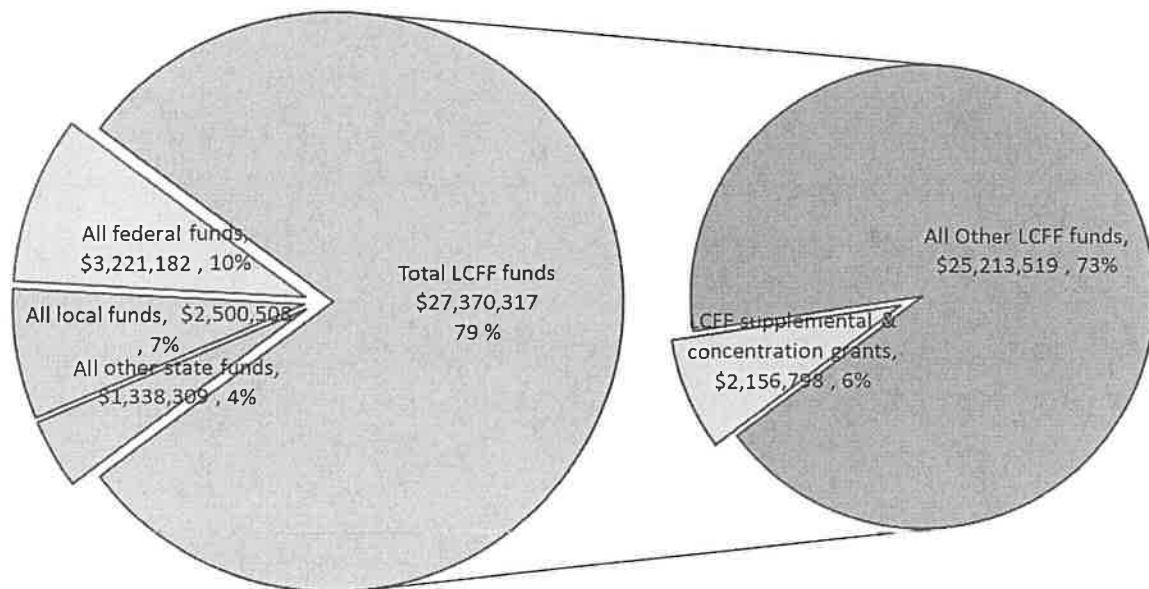
jcoombs@ljsd.org

562.902.4203

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

## Budget Overview for the 2021-22 School Year

### Projected Revenue by Fund Source



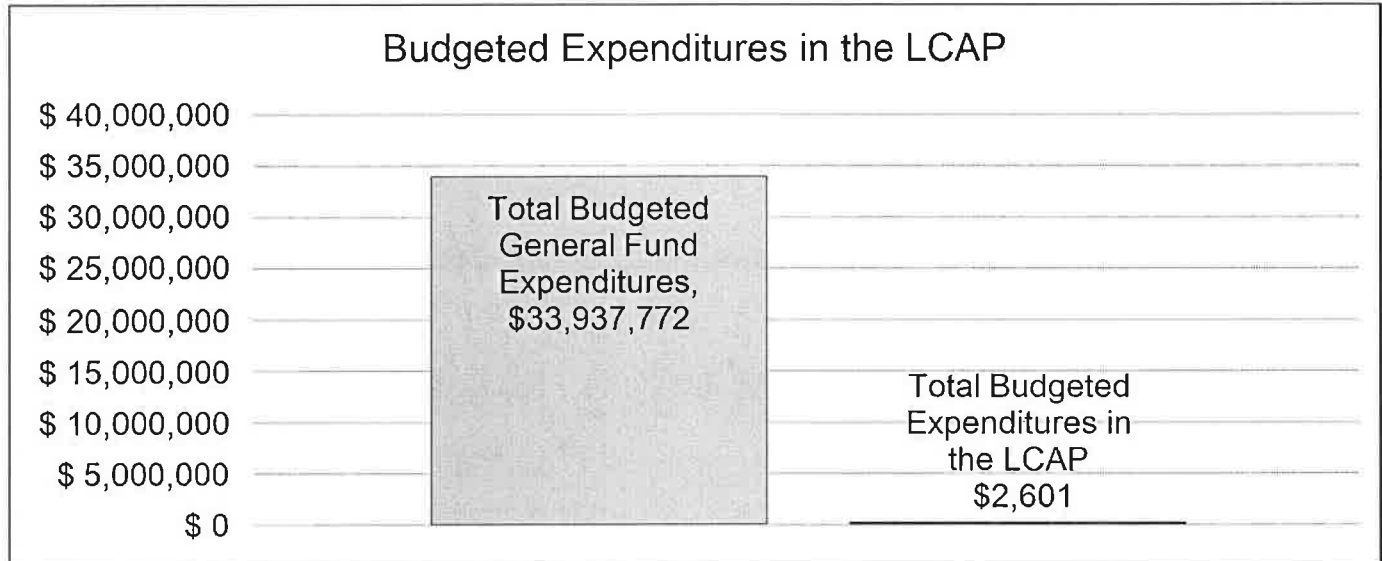
This chart shows the total general purpose revenue Lowell Joint School District expects to receive in the coming year from all sources.

The total revenue projected for Lowell Joint School District is \$34,430,316, of which \$27,370,317 is Local Control Funding Formula (LCFF), \$1,338,309 is other state funds, \$2,500,508 is local funds, and

\$3,221,182 is federal funds. Of the \$27,370,317 in LCFF Funds, \$2,156,798 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

## LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Lowell Joint School District plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Lowell Joint School District plans to spend \$33,937,772 for the 2021-22 school year. Of that amount, \$2,600,532 is tied to actions/services in the LCAP and \$33,935,171.468 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

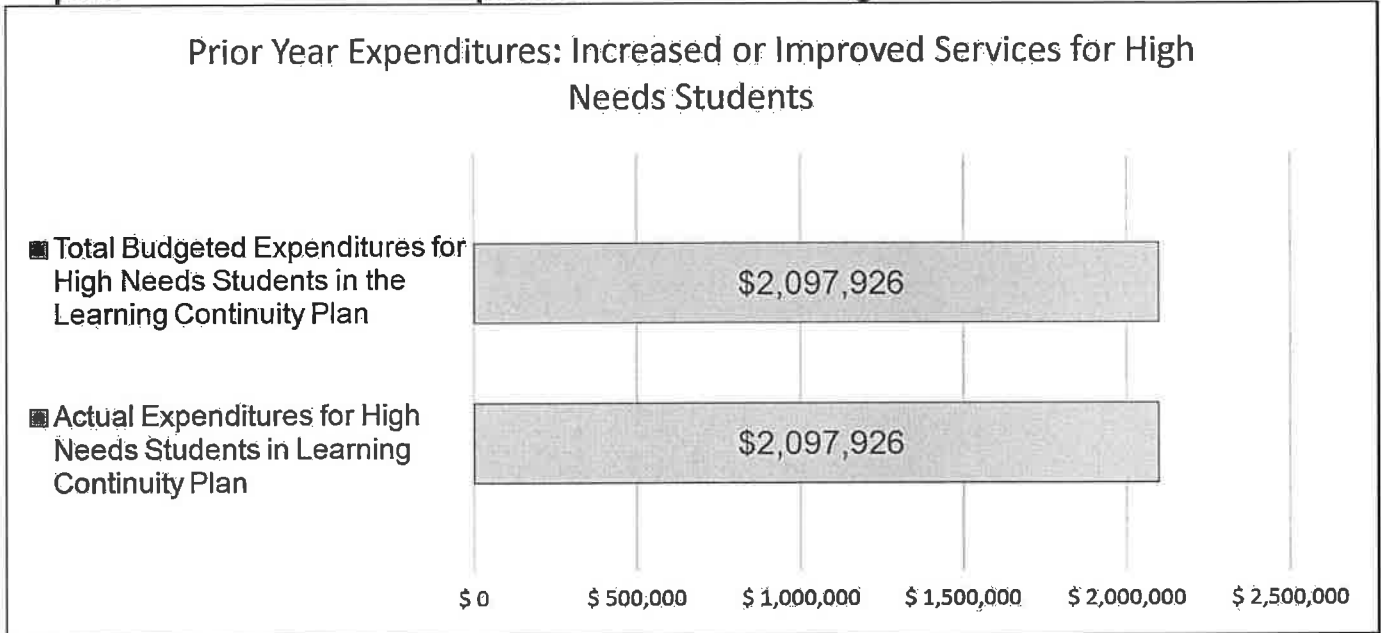
With having to develop the Expanded Learning Opportunities Grant plan by the required June 1st deadline while preparing for a summer session that is not normally offered, not all elements of each plan were able to be consolidated within the LCAP. There are dollars identified from federal, state and other local funds that make up the remainder of the overall budget for the district. Upon completion of the final budget, these expenditures will be listed here.

### Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Lowell Joint School District is projecting it will receive \$2,156,798 based on the enrollment of foster youth, English learner, and low-income students. Lowell Joint School District must describe how it intends to increase or improve services for high needs students in the LCAP. Lowell Joint School District plans to spend \$2,156,798 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2020-21



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

In 2020-21, Lowell Joint School District's Learning Continuity Plan budgeted \$2,097,926 for planned actions to increase or improve services for high needs students. Lowell Joint School District actually spent \$2,097,926 for actions to increase or improve services for high needs students in 2020-21.



*A Tradition of Excellence Since 1906*

## Annual Update for Developing the 2021-22 Local Control and Accountability Plan

### Annual Update for the 2019–20 Local Control and Accountability Plan Year

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

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).



# Goal 1

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities: Student Achievement and Fiscal Excellence

## Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> Credentialed Audit and data from CBEDS</p>	<p>1.1) Based on the yearly credential audit for the 2019-2020 school year, we had two teachers in process for completing their credential. Both had the appropriate clearance to teach for the year while completing the remaining credential requirements.</p>
<p>Board minutes for William's sufficiency</p>	<p>1.2) The Board minutes for the October Board meeting reflect the sufficiency of materials under William's.</p>
<p>Board minutes for progress on facilities</p>	<p>1.3) 100% of students had access to standards aligned curriculum and materials. Due to COVID 19 and distance learning, this also included the need for devices and hot spots to ensure that student's could continue to participate in the instructional program during distance learning.</p>
<p>FIT Reports; Scope and Sequence of work for Measure LL as identified in required reporting</p>	<p>1.4) Multiple presentations to the Board on facilities issues are documented throughout the year. Board members were given a tour of the Macy site prior to the May 3rd, 2021 Board meeting to see the progress first hand on some of the major undertakings related to the Bond measure.</p>
<p>Certificated staff survey on implementation of standards</p>	<p>1.5) 100% of facilities met the Good or higher standard for the 2019-2020 school year with one site being Exemplary (Olita). This is a direct result of the work being done thanks to the bond measure that was passed by the community.</p>
<p>Chromebook Initiative records for professional development and purchasing</p>	<p>1.6) 93% of certificated staff members marked Agree or Strongly Agree to the statement "I am comfortable in my understanding and implementation of California State Standards"</p>
<p>Master schedules, resources allocated for STEAM Innovation Labs, and courses of study</p>	<p>1.7) With the school closures in March of 2020, Chromebooks were distributed for all students in all grades for use at home. Wifi hotspots were purchased and distributed for those families needing support with internet access.</p>

Expected	Actual
<p><b>19-20</b></p> <p>1.1) Teachers will continue to be fully credentialed and appropriately assigned as measured by credentials audits.</p> <p>1.2) Every student will continue to have standards-aligned materials as measured by Williams compliance documentation.</p> <p>1.3) 100% of students have access to standards aligned curriculum and materials.</p> <p>1.4) Continue to prioritize facility needs and address the identified needs as budget allows with the addition of monies from Measure LL.</p> <p>1.5) Maintain 100% of facilities with good or higher rating with minimal deficiencies.</p> <p>1.6) 95% of certificated staff members who teach core content areas will Agree or Strongly Agree to the statement "I am comfortable in my understanding and implementation of California State Standards"</p> <p>1.7) Expand the implementation of Chromebook devices to support the California Content Standards in grades TK-2 as appropriate. Begin the first re-refresh cycle of Chromebooks for those purchased in 2015.</p> <p>1.8) Intermediate students will continue to have access to a broad course of study as measured by master schedules, courses of study and access to STEAM activities.</p> <p>1.9) All elementary schools sites will provide STEAM activities to students as measured by lesson plans and access to STEAM labs.</p>	<p>1.8) Intermediate students had access to a broad course of study as measured by master schedules, courses of study and access to STEAM activities. Gizmos was purchased to support virtual science labs along with the already available Tynker program for coding.</p> <p>1.9) All elementary schools sites were provided STEAM activities as measured by lesson plans and access to STEAM labs in the 2019-2020 school year.</p>

**Actions / Services**

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Fully credentialled teachers were employed and appropriately assigned.  <b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>                      X All</p> <p><b>Location(s)</b>                      X All Schools</p>	<p>Total Expenditure \$18,055,681                      1000-1999: Certificated Personnel Salaries Base \$12,876,894                      3000-3999: Employee Benefits Base \$5,178,787                      \$1,241,943 Total Expenditure                      \$18,055,681 1000-1999: Certificated Personnel Salaries Base</p>	<p>1000-1999: Certificated Personnel Salaries Base                      3000-3999: Employee Benefits Base</p>
<p>Provided basic custodial, maintenance, and grounds services.  <b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>                      X All</p> <p><b>Location(s)</b>                      X All Schools</p>	<p>2000-2999: Classified Personnel Salaries Base \$1,241,943                      Fund 14 3000-3999: Employee Benefits Base \$749,799                      Fund 14 2000-2999: Classified Personnel Salaries Other \$71,266                      Fund 14 3000-3999: Employee Benefits Other \$38,133                      \$129,584 2000-2999: Classified Personnel Salaries Base</p>	<p>2000-2999: Classified Personnel Salaries Base                      3000-3999: Employee Benefits Base                      2000-2999: Classified Personnel Salaries Other                      3000-3999: Employee Benefits Other</p>
<p>Continued to fund additional night custodians beyond base needs to provide daily cleaning of classrooms. This allows for a safe and positive school environment when increasing the demands on existing custodial staff due to before and after school interventions, parent engagement activities, extended professional development, collaboration meetings, and other events funded by supplemental monies.</p>	<p>2000-2999: Classified Personnel Salaries Supplemental \$129,584                      3000-3999: Employee Benefits Supplemental \$73,493                      \$170,381 2000-2999: Classified Personnel Salaries Supplemental</p>	<p>2000-2999: Classified Personnel Salaries Supplemental                      3000-3999: Employee Benefits Supplemental</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>  X English Learners  X Foster Youth  X Low Income</p> <p><b>Scope of Services</b>  X LEA-wide</p> <p><b>Locations</b>  X All Schools</p>		
<p>Prioritized facility needs outside of the scope of work that will now be addressed through Measure LL. Major construction began at Olita in 2020 with an identified scope and sequence for the rest of the work to be completed at the other sites over the next few years.</p>	<p>Repeated Expenditure from Goal 1 Action 2 2000-2999: Classified Personnel Salaries Base \$170,381</p>	<p>2000-2999: Classified Personnel Salaries Base</p>
<p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>  X All</p> <p><b>Location(s)</b>  X All Schools</p>	<p>Repeated Expenditure: The benefits are accounted for in Goal 1, Action 2 \$72,453  3000-3999: Employee Benefits Base 0  \$28,500 Repeated Expenditure from Goal 1 Action 2 2000-2999: Classified Personnel Salaries Base</p>	<p>3000-3999: Employee Benefits Base</p>
<p>Based on available funding, identified facilities projects to be completed that were most urgent. A comprehensive plan was developed as part of the Bond Measure, so the scope of the work will be accounted for through required reporting on Measure LL.</p>	<p>Special Reserve for Capital Outlay-Fund 40 4000-4999: Books And Supplies Other \$28,500  Special Reserve for Capital Outlay 5000-5999: Services And Other Operating Expenditures Other \$334,000</p>	<p>4000-4999: Books And Supplies Other  5000-5999: Services And Other Operating Expenditures Other</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p><b>Students to be Served</b> X All</p> <p><b>Location(s)</b> X All Schools</p>	<p>Special Reserve for Capital Outlay-Fund 40 6000-6999: Capital Outlay Other \$288,000</p> <p>\$649,600 Special Reserve for Capital Outlay-Fund 40 4000-4999: Books And Supplies Other</p>	<p>6000-6999: Capital Outlay Other</p>
<p>Provide for basic utility services.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p><b>Students to be Served</b> X All</p> <p><b>Location(s)</b> X All Schools</p>	<p>5000-5999: Services And Other Operating Expenditures Base \$649,600</p> <p>0 5000-5999: Services And Other Operating Expenditures Base</p>	<p>5000-5999: Services And Other Operating Expenditures Base</p>
<p>Continued to inspect all school sites to ensure that facilities are in "Good Repair." This is a repeated expense for the Assistant Superintendent of Facilities and Operations as part of his job description.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p><b>Students to be Served</b> X All</p> <p><b>Location(s)</b> X All Schools</p>	<p>Repeated Expenditure: Salary accounted for in Goal 1 Actions 2 &amp; 4 - \$170,381 2000-2999: Classified Personnel Salaries Base 0</p> <p>Repeated Expenditure: Benefits accounted for in Goal 1, Action 2 &amp; 4 - \$72,453 3000-3999: Employee Benefits Base 0</p> <p>\$103,086 Repeated Expenditure: Salary accounted for in Goal 1 Actions 2 &amp; 4 - \$170,381 2000-2999: Classified Personnel Salaries Base</p>	<p>2000-2999: Classified Personnel Salaries Base</p> <p>3000-3999: Employee Benefits Base</p>
<p>Continued to fund a Teacher on Special Assignment (TOSA) to assist staff in the integration of technology with the content standards to provide access to specialized support programs and resources for differentiating instruction for UDPs. The TOSA will also provide support</p> <p>Annual Update for Developing the 2021-22 Local Control and Accountability Plan Lowell Joint School District</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental \$103,086</p>	<p>2000-2999: Classified Personnel Salaries Supplemental</p>



Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>for illuminate and train teachers on reports for data analysis. Includes stipend for work outside contracted days.</p> <p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b></p> <ul style="list-style-type: none"> <li>X English Learners</li> <li>X Foster Youth</li> <li>X Low Income</li> </ul> <p><b>Scope of Services</b></p> <ul style="list-style-type: none"> <li>X LEA-wide</li> </ul> <p><b>Locations</b></p> <ul style="list-style-type: none"> <li>X All Schools</li> </ul> <p>Provided additional professional development in California Content Standards including support for the new H/SS Adoption, Math, Next Generation Science Standards, ELA, and Health. Training is to target differentiated instruction for UDPs based on data analysis. There will be additional professional development throughout the year for Thinking Maps and Write from the Beginning as district-wide initiatives for the coming year with additional training and support over the next 3-5 years.</p>	<p>3000-3999: Employee Benefits Supplemental \$25,764</p> <p>\$70,000 1000-1999: Certificated Personnel Salaries Supplemental</p>	<p>3000-3999: Employee Benefits Supplemental</p>
<p>Provided additional professional development in California Content Standards including support for the new H/SS Adoption, Math, Next Generation Science Standards, ELA, and Health. Training is to target differentiated instruction for UDPs based on data analysis. There will be additional professional development throughout the year for Thinking Maps and Write from the Beginning as district-wide initiatives for the coming year with additional training and support over the next 3-5 years.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental \$70,000</p> <p>3000-3999: Employee Benefits Supplemental \$20,000</p> <p>0 1000-1999: Certificated Personnel Salaries Supplemental</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental</p> <p>3000-3999: Employee Benefits Supplemental</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>  X English Learners  X Foster Youth  X Low Income</p> <p><b>Scope of Services</b>  X LEA-wide</p> <p><b>Locations</b>  X All Schools</p>		
<p>Teachers continued to collaborate to differentiate California Content Standards units of study, formative assessments, and success criteria for UDPs. Maintain the addition of a music teacher to provide time for elementary teachers to plan while also increasing access to VAPA standards for elementary student:s.</p> <p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>  X English Learners  X Foster Youth  X Low Income</p> <p><b>Scope of Services</b>  X LEA-wide</p> <p><b>Locations</b>  X All Schools</p>	<p>Repeated Expenditure: \$74,225 in Goal 1, Action 1 1000-1999: Certificated Personnel Salaries Base 0</p> <p>Repeated Expenditure: \$35,938 in Goal 1, Action 1 Base 0</p> <p>\$0 Repeated Expenditure: \$74,225 in Goal 1, Action 1 1000-1999: Certificated Personnel Salaries Base</p>	<p>1000-1999: Certificated Personnel Salaries Base</p> <p>4000-4999: Books And Supplies Supplemental \$20,000</p>
<p>Continued to expand access to STEAM programs at the elementary level. This becomes increasingly important as we develop College and Career Pathways for our elementary sites to feed into Rancho Starbuck</p>	<p>4000-4999: Books And Supplies Supplemental \$20,000</p>	<p>4000-4999: Books And Supplies Supplemental</p>



Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>programs. Additional support for the Intermediate school in refining STEAM offerings is also a priority.</p> <p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>  X English Learners  X Foster Youth  X Low Income</p> <p><b>Scope of Services</b>  X Schoolwide</p> <p><b>Locations</b>  Specific Grade Spans: Elementary</p>		
<p>Purchased History/Social Studies materials for grades 6-8 for use in the 2019-2020 school year.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>  X All</p> <p><b>Location(s)</b>  X All Schools</p>	<p>Restricted Lottery 4000-4999: Books And Supplies \$350,000</p>	<p>4000-4999: Books And Supplies  Other</p>
<p>Continued to partner with the high school district to provide enrichment and STEAM programs. This is an FTE at the Intermediate site to continue programs beginning under the Career Pathways grant to provide greater access to college and career paths for our UDPs.</p>	<p>Repeated Expenditure: Total: \$141,405  Salary-\$101,304 in Goal 1, Action 1  1000-1999: Certificated Personnel Salaries Base 0</p>	<p>1000-1999: Certificated Personnel Salaries Base</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b></p> <p><b>Location(s)</b> Specific Schools: Rancho Starbuck Intermediate</p> <p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b></p> <ul style="list-style-type: none"> <li>X English Learners</li> <li>X Foster Youth</li> <li>X Low Income</li> </ul> <p><b>Scope of Services</b></p> <ul style="list-style-type: none"> <li>X Schoolwide</li> </ul> <p><b>Locations</b></p> <p>Specific Schools: Rancho Starbuck</p>	<p>Benefits-\$41,101 in Goal 1, Action 1 3000-3999: Employee Benefits Base 0</p>	<p>3000-3999: Employee Benefits Base</p>
<p>Provided each school with a technology allocation to update and expand equipment inventory. This is first and foremost used to replace aging teacher computers to ensure the smooth running of required software and applications.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b></p> <ul style="list-style-type: none"> <li>X All</li> </ul> <p><b>Location(s)</b></p> <ul style="list-style-type: none"> <li>X All Schools</li> </ul> <p>Continued to provide each school with a per pupil allocation for the purchase of instructional supplies. This includes an increase based on the Consumer Price Index (CPI).</p>	<p>6000-6999: Capital Outlay Base 45000</p>	<p>6000-6999: Capital Outlay Base</p>
<p>Annual Update for Developing the 2021-22 Local Control and Accountability Plan Lowell Joint School District</p>	<p>4000-4999: Books And Supplies Base \$264,880</p>	<p>4000-4999: Books And Supplies Base</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> X All</p> <p><b>Location(s)</b> X All Schools</p>		
<p>Maintained and refreshed Chromebooks from the first cycle purchased for the 2016-17 cohort. Continue with needed professional development and ongoing integration of technology into learning.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> X All</p> <p><b>Location(s)</b> X All Schools</p> <p>Specific Grade Spans: Primarily Grades 3-8 with expansion into TK-2 for the 2019-20 year</p>	<p>4000-4999: Books And Supplies Base \$0.00</p> <p>1000-1999: Certificated Personnel Salaries Base \$7,500</p> <p>3000-3999: Employee Benefits Base \$1,458</p> <p>5000-5999: Services And Other Operating Expenditures Base \$2,500</p> <p>At 19/20 Adopted Budget \$1,287,000 was held in reserve for the Chromebook Initiative to be budgeted at 19/20 Estimated Actuals. Other</p>	<p>4000-4999: Books And Supplies Base</p> <p>1000-1999: Certificated Personnel Salaries Base</p> <p>3000-3999: Employee Benefits Base</p> <p>5000-5999: Services And Other Operating Expenditures Base</p>
<p>The Technology Department, consisting of three full-time and one part-time employee, oversaw the District's technology needs. This included monitoring the networks and infrastructure for access to the internet and online testing for the state. This also included access to resources to support differentiated instruction and intervention through the use of software programs and/or technology components of adopted materials. With the Chromebook Initiative, maintenance and support of devices is an ongoing need. Communication tools such as websites, phone, and email systems were maintained by the Tech Department as were new safety and security measures. Additional supports for the temporary housing of Olita at the Maybrook Campus during construction were addressed as well.</p>	<p>2000-2999: Classified Personnel Salaries Base \$227,802</p> <p>3000-3999: Employee Benefits Base \$128,561</p>	<p>2000-2999: Classified Personnel Salaries Base</p> <p>3000-3999: Employee Benefits Base</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> X All</p> <p><b>Location(s)</b> X All Schools</p>		
<p>Provide four non-student work days for professional development opportunities beyond early-release Mondays. These days are focused on intensive professional development to close the achievement gap for UDPs.</p> <p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p>	<p>1000-1999: Certificated Personnel Salaries Supplemental \$316,980</p> <p>3000-3999: Employee Benefits Supplemental 62747</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental</p> <p>3000-3999: Employee Benefits Supplemental</p>
<p><b>Students to be Served</b> X English Learners X Foster Youth X Low Income</p> <p><b>Scope of Services</b> X LEA-wide</p> <p><b>Locations</b> X All Schools</p>		
<p>Continued to provide ELD training so that EL students will be provided appropriate access to the California Content Standards based on data analysis of ongoing needs for our students in alignment with best practices.</p>	<p>Total Expenditure: \$7,000 1000-1999: Certificated Personnel Salaries Supplemental \$5,000</p> <p>3000-3999: Employee Benefits Supplemental \$2,000</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental</p> <p>3000-3999: Employee Benefits Supplemental</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>  X English Learners  X Foster Youth  X Low Income</p> <p><b>Scope of Services</b>  X LEA-wide</p> <p><b>Locations</b>  X All Schools</p>		
<p>The District's Technology Leadership Team met to provide guidance and support regarding the implementation of the District's Technology Plan with a primary focus on access for UDPs.</p>	<p>4000-4999: Books And Supplies Supplemental \$2000</p>	<p>4000-4999: Books And Supplies Supplemental</p>
<p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>  X English Learners  X Foster Youth  X Low Income</p> <p><b>Scope of Services</b>  X LEA-wide</p> <p><b>Locations</b>  X All Schools</p>		

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All actions and services were implemented. Upon completion of the final budget, analysis will be provided to determine where unspent or unused funds were distributed.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

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

The greatest challenge in the area of Conditions for Learning is still the aging facilities; however, with the passage of the bond, Measure LL, in November of 2018, plans are underway to address much needed large-scale repairs such as roofing and HVAC systems with the associated electrical and plumbing. We did have 100% of facilities with good or higher on the annual Facilities Inspection Tool (FIT) this year, which is an improvement from last year. There are still major areas in the poor or fair categories as subsections on the tool. Since the Major Maintenance Project at Olita was already approved and ready to go when the bids came back in high, it will be the first school to undergo construction. It is anticipated that in December of 2019, Olita will move to temporary housing at the Maybrook campus (owned by the district) that does not currently service any of our students. Roofing and HVAC will be updated with the students scheduled to return to Olita in the fall of 2020. The district will continue to prioritize and address additional needs outside of the scope of the bond as funds are available.



## Goal 2

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities: Academic Excellence and Fiscal Excellence

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> CA Dashboard SBAC Data</p> <p>CELDT/ELPAC Data Dataquest</p> <p>CELDT/ELPAC Data SBAC Data Reclassification Rates English Language Learner Assessment (ELLA) LAS Links for 2019-20</p> <p>Reclassification Rates/Accountability Data</p>	<p>2.1) With the school closures in March of 2020 and the suspension of state testing for that year, we do not have any state data to measure progress in English Language Arts or Mathematics for the 2019-2020 school year.</p> <p>2.2) With the school closures in March of 2020 and the suspension of state testing for that year, we do not have any state data to measure progress in English Language Arts or Mathematics for the 2019-2020 school year to determine a reduction in the achievement gap for our English Learners.</p> <p>2.3)</p> <p>2.4) According to Dataquest, our reclassification rate for the 2019-2020 school year was 36%, which is well above the state rate of 13.8% and the county rate of 15.4%. We anticipated an increase given the lag in redesignation with the shift from CELDT to ELPAC in the prior year.</p>

**Expected**

**19-20**

2.1) Student achievement will continue to be above state and county averages as measured by the California Assessment of Student Performance and Progress (CAASPP) for English Language Arts and Math. In addition, the number of students meeting or exceeding the standards will increase by 2% over the prior year.

2.2) Student achievement will increase 3% over the previous year for English learners for English Language Arts and Math to reduce the achievement gap. Given the current gap data, this will most likely remain a goal for the 2019-2020 year.

2.3) The percentage of ELs demonstrating progress toward English proficiency will be at or above 75.5%. This is based on Dataquest reporting of students who have made appropriate growth regardless of their actual score. All students should show growth on LAS Links with 75% or more of students scoring proficient. With the change to ELPAC our current baseline is 44% of students at Well Developed; 34% at Moderately Developed; 12% at Somewhat Developed; and 10% at Beginning Stage. We would like to increase the students scoring at Well Developed to 48%.

2.4) English learner reclassification rates will be 3-5% above both the state and county averages as measured by State reclassification ratings. There was a timing glitch with transition from CELDT to ELPAC, so our current rate of 4.7% is well below state averages. While this is over a 10% gain, it should be doable given the number of students who were reclassified after the fall certification in 2018.

**Actual**



## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>SPSA goals will be aligned to identified district goals shared at a regularly scheduled Board meeting. With changes in the template for the SPSA, sites are developing better tracking for expenditures in relation to their goals along with better monitoring for program effectiveness.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> X All</p> <p><b>Location(s)</b> X All Schools</p>	<p>Repeated Expense: accounted for in Goal 1 Action 1 1000-1999: Certificated Personnel Salaries Base \$0</p> <p>3000-3999: Employee Benefits Base \$0</p> <p>\$4,913 Repeated Expense: accounted for in Goal 1 Action 1 1000-1999: Certificated Personnel Salaries Base</p>	<p>1000-1999: Certificated Personnel Salaries Base</p> <p>3000-3999: Employee Benefits Base</p>
<p>K-8 benchmark exams will be revised as needed. Additional monies are used to support benchmarks, but this review targets data analysis of UDPs to determine if the benchmarks are giving us accurate data. Pacing Guides and Report Cards will also then be adjusted as needed.</p> <p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> X English Learners X Foster Youth X Low Income</p> <p><b>Scope of Services</b> X LEA-wide</p> <p><b>Locations</b> X All Schools</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental \$4,913</p> <p>3000-3999: Employee Benefits Supplemental \$861</p> <p>\$107,710 1000-1999: Certificated Personnel Salaries Supplemental</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental</p> <p>3000-3999: Employee Benefits Supplemental</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>District personnel will coordinate, revise and update the LJSD district-wide Multi-Tiered System of Support (MTSS) for intervention and remediation with Intervention Coordinators. Additional funds are used to target struggling and/or advanced students. As part of MTSS, our Homeless Liaison supports the overall monitoring of support for and achievement of our Homeless students in coordination with sites and the counselor at Rancho Starbuck. Our Foster Youth are also monitored weekly by either counseling or psych interns as assigned by their supervisor.</p> <p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b></p> <ul style="list-style-type: none"> <li>X English Learners</li> <li>X Foster Youth</li> <li>X Low Income</li> </ul> <p><b>Scope of Services</b></p> <ul style="list-style-type: none"> <li>X LEA-wide</li> </ul> <p><b>Locations</b></p> <ul style="list-style-type: none"> <li>X All Schools</li> </ul>	<p>Total Salary - \$134,638 1000-1999: Certificated Personnel Salaries Supplemental \$107,710</p> <p>Total Benefits - \$47,629 3000-3999: Employee Benefits Supplemental \$38,356</p> <p>Homeless Liaison 4000-4999: Books And Supplies Supplemental \$20,000</p> <p>Homeless Liaison 1000-1999: Certificated Personnel Salaries Title I \$26,928</p> <p>Homeless Liaison 3000-3999: Employee Benefits Title I \$10,890</p> <p>\$56,825 Total Salary - \$134,638 1000-1999: Certificated Personnel Salaries Supplemental</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental</p> <p>3000-3999: Employee Benefits Supplemental</p> <p>4000-4999: Books And Supplies Supplemental</p> <p>1000-1999: Certificated Personnel Salaries Title I</p> <p>3000-3999: Employee Benefits Title I</p>
<p>School libraries will continue to be open additional hours. This is in addition to the regular duties as Library Media Techs to support our students needing a place to do homework, get help with tutoring, and/or access to technology they may not have at home. There is a slight addition for the cost of a certificated Librarian as a consultant to oversee the Library Media Techs</p>	<p>2000-2999: Classified Personnel Salaries Supplemental \$56,825</p> <p>3000-3999: Employee Benefits Supplemental \$22,278</p> <p>5800: Professional/Consulting Services And Operating Expenditures Supplemental 5000 \$14,200 2000-2999: Classified Personnel Salaries Supplemental</p>	<p>2000-2999: Classified Personnel Salaries Supplemental</p> <p>3000-3999: Employee Benefits Supplemental</p> <p>5800: Professional/Consulting Services And Operating Expenditures Supplemental</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>  X English Learners  X Foster Youth  X Low Income</p> <p><b>Scope of Services</b>  X LEA-wide</p> <p><b>Locations</b>  X All Schools</p>		
<p>Principals and teachers will receive ongoing support in Universal Design for Learning to differentiate instruction to meet the needs of all learners. This includes additional coaching and training beyond the grant-funded activities with an emphasis on early literacy skills to build that strong reading foundation before 2nd grade.</p> <p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>  X English Learners  X Foster Youth  X Low Income</p> <p><b>Scope of Services</b>  X LEA-wide</p> <p><b>Locations</b>  X All Schools</p>	<p>Total Expenditure: \$16,000 1000-1999: Certificated Personnel Salaries Supplemental \$14,200</p> <p>3000-3999: Employee Benefits Supplemental \$1800</p> <p>4000-4999: Books And Supplies Supplemental 10,000</p> <p>\$104,137 Total Expenditure: \$16,000 1000-1999: Certificated Personnel Salaries Supplemental</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental</p> <p>3000-3999: Employee Benefits Supplemental</p> <p>4000-4999: Books And Supplies Supplemental</p>
<p>Support and monitor the reclassification of English learners. Our Bilingual Aides work directly with students under the supervision of certificated staff in addition to supporting teachers with pulling the data from Aeries for monitoring and tracking student progress. Teachers</p> <p>Annual Update for Developing the 2021-22 Local Control and Accountability Plan  Lowell Joint School District</p>	<p>Part of Bilingual Aides / Parent Liaison salaries 2000-2999: Classified Personnel Salaries Supplemental \$104,137</p>	<p>2000-2999: Classified Personnel Salaries Supplemental</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>meet with students and parents during conference time to discuss English learner progress. The aides complete the basic data portion (assessment scores, enrollment, etc.)</p> <p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> X English Learners</p> <p><b>Scope of Services</b> X LEA-wide</p> <p><b>Locations</b> X All Schools</p>	<p>3000-3999: Employee Benefits Supplemental \$66,565</p> <p>0 Part of Bilingual Aides / Parent Liaison salaries 2000-2999: Classified Personnel Salaries Supplemental</p>	<p>3000-3999: Employee Benefits Supplemental</p>
<p>Fully credentialed and appropriately assigned teachers will teach ELD on a daily basis. All 3-8 grade EL students will continue to individually track their own academic and language progress with goal sheets, and teachers will monitor the progress of English learners every trimester and/or quarter and interventions implemented as appropriate.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> X All</p> <p><b>Location(s)</b> X All Schools</p>	<p>Repeated Expenditure from Goal 1, Action 1 (12,876,894 salary, 5,178,787 benefits) 1000-1999: Certificated Personnel Salaries Base 0</p> <p>3000-3999: Employee Benefits Base</p> <p>0 Repeated Expenditure from Goal 1, Action 1 (12,876,894 salary, 5,178,787 benefits) 1000-1999: Certificated Personnel Salaries Base</p> <p>Total Expenditure: \$47,000</p> <p>\$23,236 - Accounted for in Goal 1, Action 1</p> <p>1000-1999: Certificated Personnel Salaries Supplemental 0</p> <p>Total Expenditure: 9202</p> <p>\$4,601 - Accounted for in Goal 1,</p>	<p>1000-1999: Certificated Personnel Salaries Base</p> <p>3000-3999: Employee Benefits Base</p> <p>1000-1999: Certificated Personnel Salaries Supplemental</p> <p>3000-3999: Employee Benefits Supplemental</p>
<p>Two sections of ELD will continue to be implemented to support ELs at the secondary level. This teacher also receives a stipend for monitoring the English learners at Rancho to provide extra support to our Long Term English learners. In addition, we are adding a Spanish elective to help build Spanish fluency. We have added a materials cost for this start up year with the elective for the purchase of Spanish materials.</p>	<p>Total Expenditure: \$47,000</p> <p>\$23,236 - Accounted for in Goal 1, Action 1</p> <p>1000-1999: Certificated Personnel Salaries Supplemental 0</p> <p>Total Expenditure: 9202</p> <p>\$4,601 - Accounted for in Goal 1,</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental</p> <p>3000-3999: Employee Benefits Supplemental</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> X English Learners</p> <p><b>Scope of Services</b> X Limited to Unduplicated Student Group(s)</p> <p><b>Locations</b> Specific Schools: Rancho Starbuck Intermediate</p>	<p>Action 1 3000-3999: Employee Benefits Supplemental 23764 \$4000; Rancho Site Allocation from Goal 1, Action 15 1000-1999: Certificated Personnel Salaries Base 4601 \$792; Rancho Site Allocation from Goal 1, Action 15 3000-3999: Employee Benefits Base \$19,000 4000-4999: Books And Supplies Supplemental \$19,000 Total Expenditure:\$47,000 \$23,236 - Accounted for in Goal 1, Action 1 1000-1999: Certificated Personnel Salaries Supplemental</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental 3000-3999: Employee Benefits Supplemental \$4,100 \$4,000</p>
<p>Continue to monitor English Learner language proficiency through the implementation of a formative language assessment. This measure can also be used for additional information to support reclassification. We changed the assessment to LAS links in the 2018-19 year, and we will continue to use as guidance for instructional strategies to better serve our English Learner population.</p> <p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> X English Learners</p> <p><b>Scope of Services</b> X Limited to Unduplicated Student Group(s)</p> <p><b>Locations</b> X All Schools</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental \$17,000 3000-3999: Employee Benefits Supplemental \$4,100 \$4,000</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental 3000-3999: Employee Benefits Supplemental</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>This Action was combined with Action 7 in 2018-19.</p> <p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>  X English Learners</p> <p><b>Scope of Services</b>  X Limited to Unduplicated Student Group(s)</p> <p><b>Locations</b>  X All Schools</p>		
<p>This Action was combined with Action 7 in 2018-19.</p> <p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>  X English Learners</p> <p><b>Scope of Services</b>  X LEA-wide</p> <p><b>Locations</b></p>		
<p>Continue to fund staff to provide bilingual educational support to students and serve as parent liaisons including more written translations in Spanish (three bilingual aide positions and a portion of one bilingual clerk). We will be monitoring the need for additional supports in this area with the addition of the Dual Language program at Jordan. As additional support from last year, we will be hiring additional staff to monitor and support our English learners since this continues to be an area of growth for our district.</p>	<p>Repeated Expenditure/Goal 2-Action 6 Salary \$104,17 2000-2999: Classified Personnel Salaries Supplemental 50,000</p> <p>Repeated Expenditure/Goal 2-Action 6 Benefits-\$66,565 3000-3999: Employee Benefits Supplemental 20,000</p>	<p>2000-2999: Classified Personnel Salaries Supplemental</p> <p>3000-3999: Employee Benefits Supplemental</p>



Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>  X English Learners  X Foster Youth  X Low Income</p> <p><b>Scope of Services</b>  X LEA-wide</p> <p><b>Locations</b>  X All Schools</p>		
<p>Continue to hire staff to provide for extended day intervention classes to targeted students including UDPs. We are looking at ways to increase the number of staff available and/or to partner with outside agencies to provide targeted support for our students needing tutoring.</p>	<p>Total Expenditure: \$85,000  1000-1999: Certificated Personnel Salaries Supplemental \$70,000  3000-3999: Employee Benefits Supplemental \$15,000</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental  3000-3999: Employee Benefits Supplemental</p>
<p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>  X English Learners  X Foster Youth  X Low Income</p> <p><b>Scope of Services</b>  X LEA-wide</p> <p><b>Locations</b>  X All Schools</p>		
<p>Continue to fund stipends for each school to hire an intervention coach. Coaches meet throughout the year with district personnel to discuss MTSS and needed adjustments to support our Unduplicated Pupil needs. They have been trained in Illuminate to run reports to facilitate the analysis of data in monitoring our subgroup populations to</p>	<p>Total Expenditure: \$21,000  1000-1999: Certificated Personnel Salaries Supplemental \$13,000</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>determine groupings for intervention and to identify gaps in supports with a primary focus on our English learners, Foster Youth, Homeless, and Socio-economically Disadvantaged. With the addition of the the Low Performing Block grant, Intervention Coordinators are also goal-setting and monitoring this group of students for targeted support. We have increased the stipend to reflect the added scope of work for these Coordinators.</p> <p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>  X English Learners  X Foster Youth  X Low Income</p> <p><b>Scope of Services</b>  X LEA-wide</p> <p><b>Locations</b>  X All Schools</p> <p>Teachers will collaborate regularly to monitor student progress, dialogue about best practices, and design intervention programs. This includes an additional FTE for a music teacher, which allows for additional collaboration time at the elementary level.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>  X All</p> <p><b>Location(s)</b>  X All Schools</p> <p>Continue to fund two sections of Science to the Rancho-Starbuck master schedule to lower class sizes and ensure UDPs have more 1:1 assistance.</p>	<p>3000-3999: Employee Benefits Supplemental \$3,000  EI Portal site Title 1 funds for a second Intervention Coach 1000-1999: Certificated Personnel Salaries Title I 1500  EI Portal site Title 1 funds for a second Intervention Coach 3000-3999: Employee Benefits Title I 293  Low Performing Block grant 1000-1999: Certificated Personnel Salaries Other 13000  Low Performing Block grant 3000-3999: Employee Benefits Other 1500</p>	<p>3000-3999: Employee Benefits Supplemental  1000-1999: Certificated Personnel Salaries Title I  3000-3999: Employee Benefits Title I  1000-1999: Certificated Personnel Salaries Other  3000-3999: Employee Benefits Other</p>
<p>Repeated expenditure (Salary \$12,876,894 and benefits \$5,178,787) 1000-1999: Certificated Personnel Salaries Base 0  3000-3999: Employee Benefits Base 0</p>	<p>1000-1999: Certificated Personnel Salaries Base  3000-3999: Employee Benefits Base</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration</p>
<p>Accounted for in Goal 1, Action 1</p>	<p>\$22,268 salary and \$10,782 benefits</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration</p>



Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>  X English Learners  X Foster Youth  X Low Income</p> <p><b>Scope of Services</b>  X Schoolwide</p> <p><b>Locations</b>  Specific Schools: Rancho Starbuck Intermediate</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental 0  3000-3999: Employee Benefits Supplemental 0</p>	<p>3000-3999: Employee Benefits Supplemental</p>
<p>Maintain Math intervention sections at the intermediate school for targeted students (one seventh grade section and one eighth grade section)</p> <p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>  X English Learners  X Foster Youth  X Low Income</p> <p><b>Scope of Services</b>  X Schoolwide</p> <p><b>Locations</b>  Specific Schools: Rancho Starbuck Intermediate</p>	<p>Accounted for in Goal 1, Action 1 \$23,720 salary and \$11,068 benefits  1000-1999: Certificated Personnel Salaries Supplemental 0  3000-3999: Employee Benefits Supplemental 0</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental  3000-3999: Employee Benefits Supplemental</p>
<p>Continue to fund a technology program/system to assist teachers in monitoring student progress and analyze data to close achievement gaps for UDPs (Illuminate). We are adding a component of the program to help better track student information in an early warning system to monitor attendance and achievement of our UDPs.</p>	<p>Illuminate 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$27,000</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>  X English Learners  X Foster Youth  X Low Income</p> <p><b>Scope of Services</b>  X LEA-wide</p> <p><b>Locations</b>  X All Schools</p>		
<p>Fund a stipend to coordinate additional access to STEAM activities and STEAM Innovation labs for every grade level, multiple times a year with an emphasis in supporting struggling students with math and science support.</p> <p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>  X English Learners  X Foster Youth  X Low Income</p> <p><b>Scope of Services</b>  X LEA-wide</p> <p><b>Locations</b>  X All Schools</p>	<p>Total Expenditure: \$15,498 1000-1999: Certificated Personnel Salaries Supplemental \$13,000</p> <p>3000-3999: Employee Benefits Supplemental \$2,498</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental</p> <p>3000-3999: Employee Benefits Supplemental</p>
<p>Maintain sections to the Rancho Starbuck master schedule for reading intervention (one for grade 7 and one for grade 8).</p>	<p>Accounted for in Goal 1, Action 1 \$32,000 salary and \$12,500 benefits</p> <p>1000-1999: Certificated</p>	

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b></p> <ul style="list-style-type: none"> <li>X English Learners</li> <li>X Foster Youth</li> <li>X Low Income</li> </ul> <p><b>Scope of Services</b></p> <ul style="list-style-type: none"> <li>X Schoolwide</li> </ul> <p><b>Locations</b></p> <p>Specific Schools: Rancho Starbuck Intermediate</p>	<p>Personnel Salaries Supplemental 0</p> <p>3000-3999: Employee Benefits Supplemental 0</p>	<p>3000-3999: Employee Benefits Supplemental</p>

### Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All actions and services were implemented. Upon completion of the final budget, analysis will be provided to determine where unspent or unused funds were distributed.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

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

data, which is becoming available now, to make decisions for the coming year. Overall we are still making progress on our goals connected to Pupil Outcomes. The majority of our students do well on both Academic Indicators and the Chronic Absentee Indicator. While we still have gaps with some student groups that we will continue to address, the students in those groups are still out performing state averages.

## Goal 3

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

State and/or Local Priorities addressed by this goal:

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

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

## Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b></p> <p>3.1) Annual Parent Survey PTA, SSC, ELAC/DELAC participation and input Sign-ins for volunteers, trainings, events</p> <p>3.2) Annual Parent Survey PTA, SSC, ELAC/DELAC participation and input Sign-ins for volunteers, trainings, events</p> <p>3.3) Attendance Data</p> <p>3.4) Attendance Data</p> <p>3.5) CA Dashboard - Suspension indicator Discipline Records</p> <p>3.6) Annual Parent Survey</p> <p>3.7) Dataquest Attendance Data</p> <p>3.8) Student Interviews/Surveys</p>	

Expected	Actual
<p><b>19-20</b></p> <p>3.1) 85% or more of the parent respondents will “Agree” or “Strongly Agree” with the statement, “I feel welcome at my student’s school”.</p> <p>3.2) 85% or more of the parent respondents will “Agree” or “Strongly Agree” with the statement, “I receive information about my student’s academic performance through report cards, progress reports, email, parent-notification letters, and/or parent conferences/phone calls”.</p> <p>3.3) Maintain the average attendance rate districtwide at 96% or higher as measured by P2 attendance data.</p> <p>3.4) Maintain or decrease the districtwide chronic absenteeism rate from the previous year as measured by attendance data.</p> <p>3.5) Suspensions and expulsion rates will remain below the State and county rates as measured by the California Department of Education’s database.</p> <p>3.6) 85% or more of the parent respondents will “Agree” or “Strongly Agree” with the statement, “My student is safe at school” as measured by the annual parent survey.</p> <p>3.7) The Middle School Dropout Rate will remain at 2% or fewer.</p> <p>3.8) 85% or more of students will “Agree” or “Strongly Agree” with the statement “I feel safe at school” and “I have opportunities to connect with my school”.</p>	

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



## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Continue to provide annual training and/or refreshers for School Site Council members on their roles and responsibilities. Each Title I school will hold a Title I meeting to inform parents of opportunities for advisory groups and volunteerism.</p> <p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>  X English Learners  X Foster Youth  X Low Income</p> <p><b>Scope of Services</b>  X LEA-wide</p> <p><b>Locations</b>  X All Schools</p>	<p>Repeated Expense 1000-1999: Certificated Personnel Salaries Supplemental \$0  3000-3999: Employee Benefits Supplemental 0</p>	<p>Repeated Expense 1000-1999: Certificated Personnel Salaries Supplemental 0  3000-3999: Employee Benefits Supplemental 0</p>
<p>Since not enough teachers were using the premium features of Pear Deck, we are not renewing the district license at this time. Teachers still have access to and are using the free version of Pear Deck, but there is no cost to this item.</p> <p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>  X English Learners  X Foster Youth  X Low Income</p> <p><b>Scope of Services</b>  X Schoolwide</p> <p><b>Locations</b>  X All Schools</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental 0</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental 0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Each school will continue to form a Parent Teacher Association (PTA) with district support to reach out to the parents of UDPs. Details of activities are identified in site SPSAs and in PTA minutes.</p> <p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b></p> <ul style="list-style-type: none"> <li>X English Learners</li> <li>X Foster Youth</li> <li>X Low Income</li> </ul> <p><b>Scope of Services</b></p> <ul style="list-style-type: none"> <li>X LEA-wide</li> </ul> <p><b>Locations</b></p> <ul style="list-style-type: none"> <li>X All Schools</li> </ul> <p>The District will support the efforts of the La Habra PTA Council and each school will send a representative to the council meetings. This community partnership is targeted for developing and supporting outreach to parents of our UDPs to increase their involvement in the PTA and on campuses.</p> <p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b></p> <ul style="list-style-type: none"> <li>X English Learners</li> <li>X Foster Youth</li> <li>X Low Income</li> </ul> <p><b>Scope of Services</b></p> <ul style="list-style-type: none"> <li>X LEA-wide</li> </ul> <p><b>Locations</b></p> <ul style="list-style-type: none"> <li>X All Schools</li> </ul>	<p>Repeated Expense 1000-1999: Certificated Personnel Salaries Supplemental \$0</p> <p>3000-3999: Employee Benefits Supplemental 0</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental 0</p> <p>3000-3999: Employee Benefits Supplemental 0</p>
<p>The District will support the efforts of the La Habra PTA Council and each school will send a representative to the council meetings. This community partnership is targeted for developing and supporting outreach to parents of our UDPs to increase their involvement in the PTA and on campuses.</p> <p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b></p> <ul style="list-style-type: none"> <li>X English Learners</li> <li>X Foster Youth</li> <li>X Low Income</li> </ul> <p><b>Scope of Services</b></p> <ul style="list-style-type: none"> <li>X LEA-wide</li> </ul> <p><b>Locations</b></p> <ul style="list-style-type: none"> <li>X All Schools</li> </ul>	<p>Repeated Expense 1000-1999: Certificated Personnel Salaries Supplemental \$0</p> <p>3000-3999: Employee Benefits Supplemental 0</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental 0</p> <p>3000-3999: Employee Benefits Supplemental 0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>While a District English Language Advisory Council (DELAC) will still be formed annually, the numbers of English Learners now mandate this committee, so it is no longer considered an Increased/Improved Service. Schools will continue to implement an English Language Advisory Council (ELAC) or transfer the responsibilities to the School Site Council.</p> <p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> X English Learners</p> <p><b>Scope of Services</b> X LEA-wide</p> <p><b>Locations</b> X All Schools</p>	<p>Repeated Expense 1000-1999: Certificated Personnel Salaries Supplemental \$0 3000-3999: Employee Benefits Supplemental 0</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental 0 3000-3999: Employee Benefits Supplemental 0</p>
<p>Both a Program Specialist and an ABA Teacher will be funded this year to increase overall services and opportunities for students struggling with behavior. The primary goal remains to re-engage students in meaningful learning opportunities by providing intervention for behavior, mental health, and other nonacademic barriers to learning.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> X All</p> <p><b>Location(s)</b> X All Schools</p>	<p>Out of Home Care and Mental Health Funds 1000-1999: Certificated Personnel Salaries Other \$116,288 Out of Home Care and Mental Health Funds 3000-3999: Employee Benefits Other \$44,312 Repeated Expenditure: Salary-\$64,544 in Goal 1 Action 1 1000-1999: Certificated Personnel Salaries Base \$64,544 Repeated Expenditure: Benefits-\$22,276 in Goal 1 Action 1 3000-3999: Employee Benefits Base \$22,276</p>	<p>1000-1999: Certificated Personnel Salaries Other 3000-3999: Employee Benefits Other 1000-1999: Certificated Personnel Salaries Base 3000-3999: Employee Benefits Base</p>
<p>Special Education parents will have the opportunity to participate in the Special Education Advisory Council for our SELPA. This is a responsibility of the Director of Special Education.</p>	<p>1000-1999: Certificated Personnel Salaries Base \$140,913</p>	<p>1000-1999: Certificated Personnel Salaries Base</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>  X Students with Disabilities</p> <p><b>Location(s)</b>  X All Schools</p>	<p>3000-3999: Employee Benefits Base \$49,186</p>	<p>3000-3999: Employee Benefits Base</p>
<p>Each school will provide unique opportunities for parents. These are outlined in the Single School Plan for Student Achievement (SPSA). Where it is beneficial, these services and or trainings are offered across the district for all parents with an emphasis on our UDPs for outreach.</p> <p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>  X English Learners  X Foster Youth  X Low Income</p> <p><b>Scope of Services</b>  X LEA-wide</p> <p><b>Locations</b>  X All Schools</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental \$2,000</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental</p>
<p>The District will continue to offer parent education trainings and/or institutes for parents of Unduplicated Pupils (UDPs). This is an area for growth in our district as we look to increase helpful information for parents in dealing with aspects of the digital age, increased issues with vaping, and other areas of concern and support such as the path to college and career readiness.</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental \$7,000</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>  X English Learners  X Foster Youth  X Low Income</p> <p><b>Scope of Services</b>  X LEA-wide</p> <p><b>Locations</b>  X All Schools</p>		
<p>Fund tools to support parent outreach: phone outreach system and websites for the district, sites, and teachers.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p>	<p>5000-5999: Services And Other Operating Expenditures Base \$42,100</p>	<p>5000-5999: Services And Other Operating Expenditures Base</p>
<p><b>Students to be Served</b>  X All</p> <p><b>Location(s)</b>  X All Schools</p>		
<p>An annual parent survey will be administered through the Superintendent's office to provide parents with an opportunity for feedback and ideas for enhancing educational programs. This is in addition to Coffee with Coombs held at each site during the year for parents. This is also in addition to the input gathered at PTA meetings for the LCAP in February and March. To ensure the parents of UDPs are represented, we also have phone calls made to our EL parents by the Bilingual Aides, and the survey is distributed in Spanish as needed. The DELAC participates in the LCAP process as well as the Parent Advisory Committee which pulls primarily from the parents of our UDPs.</p>	<p>Repeated Expense 1000-1999: Certificated Personnel Salaries Supplemental \$0  3000-3999: Employee Benefits Supplemental 0</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental  3000-3999: Employee Benefits Supplemental</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>  X English Learners  X Foster Youth  X Low Income</p> <p><b>Scope of Services</b>  X LEA-wide</p> <p><b>Locations</b>  X All Schools</p>		
<p>Student absences will be monitored regularly and attendance letters sent out for students with signs of chronic absenteeism. We are also looking at a better Dashboard to identify students in danger of becoming chronically absent to intervene earlier. Since our UDPs are typically the student groups with the highest absentee rates, we are looking at additional incentives and systems for increasing their attendance rates.</p> <p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p>	<p>Repeated Expense 1000-1999: Certificated Personnel Salaries Supplemental \$0</p> <p>3000-3999: Employee Benefits Supplemental 0</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental</p> <p>3000-3999: Employee Benefits Supplemental</p>
<p><b>Students to be Served</b>  X English Learners  X Foster Youth  X Low Income</p> <p><b>Scope of Services</b>  X LEA-wide</p> <p><b>Locations</b>  X All Schools</p>		
<p>The district will implement an attendance incentive program. This is done at P1 and P2 each year based on the sites with both the highest and most improved percentages for that time period.</p>	<p>4000-4999: Books And Supplies Base \$2,000</p>	<p>4000-4999: Books And Supplies Base</p>



Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> X All</p> <p><b>Location(s)</b> X All Schools</p>		
<p>Continue to provide counseling services at the Intermediate school and monitor social/emotional needs for UDPs. This includes a stipend for supervising the counseling interns throughout the year (CREW) along with generating reports on supports for students served.</p> <p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> X English Learners X Foster Youth X Low Income</p> <p><b>Scope of Services</b> X Schoolwide</p> <p><b>Locations</b> Specific Schools: Rancho Starbuck</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental \$88,747</p> <p>\$2,000 Counselor Intern Supervisory Stipend / \$1,000 Mental Health &amp; \$1,000 Out of Home Care 3000-3999: Employee Benefits Supplemental \$27,020</p> <p>\$2,000 Counselor Intern Supervisory Stipend / \$1,000 Mental Health &amp; \$1,000 Out of Home Care 1000-1999: Certificated Personnel Salaries Special Education \$2,000</p> <p>\$198 - Mental Health &amp; \$198 - Out of Home Care 3000-3999: Employee Benefits Special Education 396</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental</p> <p>3000-3999: Employee Benefits Supplemental</p> <p>1000-1999: Certificated Personnel Salaries Special Education</p> <p>3000-3999: Employee Benefits Special Education</p>
<p>Counseling and psych support will be provided at each elementary school with additional support for Rancho. Eight paid interns will be hired (4 counseling and 4 psych) to work directly with current personnel to increase these much needed services. The primary focus for these interns continues to be checking in with our Unduplicated Pupils (UDPs) to address any social-emotional needs potentially acting as barriers for academic success. These services are in addition to the existing partnership with the Gary Center (no cost), a partnership with Supervisor Hahn's Office for limited counseling support (no cost), and</p>	<p>\$14,400-Salaries / \$2,090-Benefits 2000-2999: Classified Personnel Salaries Supplemental \$14,490</p> <p>\$12,480-Salaries / \$1,814-Benefits 2000-2999: Classified Personnel Salaries Special Education \$14,294</p>	<p>2000-2999: Classified Personnel Salaries Supplemental</p> <p>2000-2999: Classified Personnel Salaries Special Education</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>existing counselor (Goal 3, Action 14) and existing Psych services (Goal 3, Action 16).</p> <p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>  X English Learners  X Foster Youth  X Low Income</p> <p><b>Scope of Services</b>  X LEA-wide</p> <p><b>Locations</b>  X All Schools</p>	<p>Out of Home Care - \$48,000- Salaries / \$6,952-Benefits 2000-2999: Classified Personnel Salaries Special Education \$54,952</p> <p>Mental Health Funding - \$21,120- Salaries / \$3,054-Benefits 5800: Professional/Consulting Services And Operating Expenditures Special Education \$24,174</p> <p>(Salary \$103,000 plus portion of Coordination stipend \$600) 1000-1999: Certificated Personnel Salaries Supplemental 103600</p> <p>3000-3999: Employee Benefits Supplemental 42000</p> <p>4000-4999: Books And Supplies Supplemental 5000</p>	<p>2000-2999: Classified Personnel Salaries Special Education</p> <p>5800: Professional/Consulting Services And Operating Expenditures Special Education</p> <p>1000-1999: Certificated Personnel Salaries Supplemental</p> <p>3000-3999: Employee Benefits Supplemental</p> <p>4000-4999: Books And Supplies Supplemental</p>
<p>Provide psychological support services to students as appropriate. The added costs for services has been added to Action 15; however the stipend to coordinate the new psych interns (proportionally charged to each source) has been added here with the supplemental portion accounted for in Action 15.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>  X All</p> <p><b>Location(s)</b>  X All Schools</p>	<p>1000-1999: Certificated Personnel Salaries Base \$102,594</p> <p>3000-3999: Employee Benefits Base \$41,602</p> <p>1000-1999: Certificated Personnel Salaries Special Education \$96,437</p> <p>3000-3999: Employee Benefits Special Education \$40,318</p> <p>Supervisory Stipend for Psychologist Interns \$1,000-Mental Health &amp; \$1,000 Out of Home Care</p> <p>1000-1999: Certificated</p>	<p>2000-2999: Classified Personnel Salaries Base</p> <p>3000-3999: Employee Benefits Base</p> <p>1000-1999: Certificated Personnel Salaries Special Education</p> <p>3000-3999: Employee Benefits Special Education</p> <p>1000-1999: Certificated Personnel Salaries Special Education</p>



Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Personnel Salaries Special Education \$2,000</p> <p>\$199-Mental Health &amp; \$199-Out of Home Care 3000-3999: Employee Benefits Special Education \$398</p> <p>Repeated Expenditure 4000-4999: Books And Supplies Base \$0</p>	<p>3000-3999: Employee Benefits Special Education</p> <p>4000-4999: Books And Supplies Base</p>	
<p>Each school will provide activities and programs to promote student engagement (site allocations). These expenditures are detailed in the Single School Plan for Student Achievement (SPSA) and presented to the Board each year in November.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> X All</p> <p><b>Location(s)</b> X All Schools</p>		
<p>District personnel will work in collaboration with the Lowell Joint Education Foundation. This allows for additional monies to support our instructional programs to better meet the needs of students.</p> <p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> X English Learners X Foster Youth X Low Income</p> <p><b>Scope of Services</b> X LEA-wide</p> <p><b>Locations</b> X All Schools</p>	<p>Repeated Expense 1000-1999: Certificated Personnel Salaries Supplemental \$0</p> <p>3000-3999: Employee Benefits Supplemental 0</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental</p> <p>3000-3999: Employee Benefits Supplemental</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>As was noted in the Annual Update, we lost the part time SRO for the 2018-19 school year, and funds were not available to hire a full time SRO. The district is looking at ways to fund this through grant dollars and/or other funding sources for the coming year since it is no longer an option to have a part time person.</p> <p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b></p> <ul style="list-style-type: none"> <li>X English Learners</li> <li>X Foster Youth</li> <li>X Low Income</li> </ul> <p><b>Scope of Services</b></p> <ul style="list-style-type: none"> <li>X Schoolwide</li> </ul> <p><b>Locations</b></p> <p>Specific Schools: Rancho Starbuck Intermediate</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental \$33,455</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental 0</p>
<p>Collaborate with key staff at the county child welfare agency, mental health agency, and other entities providing care and services to foster youth and other UDPs (partial funding for the District Nurse). Additional services will be provided with a Nursing Assistant not funded out of Supplemental dollars.</p>	<p>Total Expenditure: \$10,500 2000-2999: Classified Personnel Salaries Supplemental \$6,000</p> <p>3000-3999: Employee Benefits Supplemental \$2,446</p>	<p>2000-2999: Classified Personnel Salaries Supplemental</p> <p>3000-3999: Employee Benefits Supplemental</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b></p> <ul style="list-style-type: none"> <li>X English Learners</li> <li>X Foster Youth</li> <li>X Low Income</li> </ul> <p><b>Scope of Services</b></p> <ul style="list-style-type: none"> <li>X LEA-wide</li> </ul> <p><b>Locations</b></p> <ul style="list-style-type: none"> <li>X All Schools</li> </ul>		

### Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All actions and services were implemented. Upon completion of the final budget, analysis will be provided to determine where unspent or unused funds were distributed.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Survey data again suggests that there is still a high level of both student and parent engagement which is an indication that our Actions and Services reflect the needs of our families. There is definitely a need to provide additional supports and communication with our families. We are also exploring the difference in students getting along and treating each other well based on their responses from the student survey. This was an interesting distinction at both the elementary and intermediate level. The SPSAs include detailed information on parent activities and trainings, and we are looking to expand this for the coming year. The challenges that both parents and students face in the digital age along with more mental health issues are having an impact on school culture and climate. The eight interns hired have had an enormous positive impact and their effectiveness is discussed below.

The response to C.R.E.W. (Creative Response to Emotional and Educational Wellness) has been overwhelmingly positive on all school campuses. In the first quarter of implementation, C.R.E.W interns were able to have 581 meetings with students. The interns held 149 meetings with Special Education Students, 33 meetings with ELD students, 55 meetings with 504 students, 5 meetings with Foster Youth and 11 meetings with McKinney-Vento students. In quarter two, the interns held 532 meetings with students. The interns

held 35 504 meetings, 27 McKinney-Vento meetings, 90 special education meetings, 8 Foster Youth meetings and 19 ELD meetings. While these are not all of the meetings held, this data illustrates the types of needs being met through the implementation of the C.R.E.W. program. While the majority of these meetings are one-on-one, there are group meetings being held as well. The counseling and psychologist interns are also meeting student needs in a variety of ways. The vast majority of counseling done through the interns has been personal/social counseling at 79% of the counseling services. The next largest counseling type has been academic counseling. As we know, those two issues go hand-in-hand. If a student is struggling personally, there is a good change there are academic issues as well and if there are academic issues, there are usually personal struggles present. The types of counseling completed in quarter two are very similar with 78% of counseling being personal/social, 21% being academic and .2% being group counseling. While the numbers of students serviced and the type of counseling being done can speak for themselves, the true benefit comes in the relationships built with students and staff. It has been a joy to see and hear students connect with the interns and seek them out when they have problems or questions. Hearing about students who were closed off to talking to adults or had trouble taking turns with their peers blossom into students who look forward to counseling sessions and who have friends is the real benefit. Staff appreciate that there are more hands on deck to help students in all areas from academic to personal/social needs. It has been helpful to provide more personalized supports for students. For example, when an SST is held for a student it is now feasible to offer weekly check-ins with a counseling/psychologist intern as a way to support student progress. The interns have done presentations in classes on topics such as "how to be a good friend" and career interest inventories. They have held group sessions for students struggling with grief or for students who struggle to complete homework. They work with students that have trouble controlling their anger which can play out in aggression in the classroom or with their peers and they work with students suffering from anxiety and overwhelming emotional issues. The interns have helped with supervision, a key role in the job of a school counselor, as well as helped with FLEX classes. The counseling interns have also sat in on SST's and IEPs and will help with the College Planning Night parent night at Rancho. Overall, the implementation of C.R.E.W. has been a success and it will only continue to grow. Teachers and staff have appreciated the support as we continue to meet the needs of students, and students are continuing to benefit from the support and encouragement that the interns provide. Making the SRO position full time to increase services will be the next layer in ensuring essential supports for our most needy students.

# Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

## In-Person Instructional Offerings

### Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase Personal Protective Equipment (PPE) such as masks, face shields, plexiglass shields and dividers as a safety measure for students and staff. Provide enhanced sanitation to classrooms and school offices in addition to pressure washers at each site to support the deep cleaning of playground equipment and outdoor spaces. Hand sanitizers for every classroom and temperature scanners were also purchased for the overall safety of staff and students.	42,000		No
Additional custodians were hired to support the increased sanitation requirements for in-person instruction.	22,200		No

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

### Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

We were unable to bring students back in-person until March of 2020. Our special needs students were able to return in October with a brief return to complete distance learning at the beginning of the 2020 year when the health directives became more restrictive again. We had all TK-1st grade students return the first week of March. This allowed us the opportunity to check the drop off and pick up procedures, temperature checking, social distancing, sanitization and other safety protocols before the entire school population returned. In-person instruction was then rolled out for 2nd-4th grade students the second week of March, and for 5th and 6th grade students the third week of March. Students are in A/B cohorts for attending two days a week with all students at home on Wednesdays for distance learning. We have a small group of students who have elected to remain in distance learning in a cohort C. Because the

incoming 7th graders had never been on campus, we had them return following the 5th and 6th grade students for a few days on campus before the 8th grade class was added. The slow, rolling opening, allowed the sites to address any issues before having the higher number of students on campus. Two additional long-term, certificated substitutes were hired for the elementary sites to provide additional support in transitioning back to campus. They were able to help with drop off and pick up, float between classrooms to provide small group instruction or take over a class when needed. This is in addition to the Educational Assistants (classified personnel) that were hired for distance learning to support the monitoring of students and some small group support under the direction of a teacher. These Educational Assistants have been maintained even in the return to in-person instruction to support the students who are live streaming on their days not on site. For the most part, both the distance learning and in-person instructional offerings were fairly successful. The greatest challenges in returning have been the social-emotional needs of students and those who have disengaged entirely that we are working to get back into the schools. Both of these challenges are discussed in greater depth in the sections of the update reflecting on the Mental/Social/Emotional Well Being and the Pupil/Family Engagement and Outreach.

# Distance Learning Program

## Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
<p>The purchase of newer Chromebooks and Hot Spots to provide UDP students with a device in the home and ensure connectivity to be able to access the Distance Learning Program. While the district had already purchased Chromebooks for use in the classroom, there was a need to update some as the sole device in the homes of some of our UDPs without access to devices capable of operating under the greater demands in accessing programs from home. While SB 98 allows for other means of engaging students who are not able to do so virtually through check-ins and phone calls, packets, and so forth, we felt it was in the best interest of our low income families to upgrade the devices provided through the district since many families chose to use a better, family-owned device in the spring. Head phones needed to be purchased for those students lacking access as well. With the varying roles of support staff in providing intervention and support to our Unduplicated students, a few devices/headphones also needed to be provided to aides as direct support to unduplicated students during synchronous instruction. The cost reflects about 30% of devices purchased for the district which is well below the almost 40% of families who are low income within the district traditionally.</p>	309,000		Yes
<p>Professional Development for staff related to best practices in virtual learning, technology platforms needed to support the Distance Learning Program, and in social-emotional considerations for working with students and families in the current climate. Daily support is available for teachers through sign-ups with the three Teachers on Special Assignment described below for the Tech and STEAM TOSA and in the Pupil Learning Loss/Pupil and Family Engagement and Outreach.</p>	30,000		No
<p>A Teacher on Special Assignment (TOSA) to assist staff in the integration of technology with the content standards to provide access to specialized support programs and resources for differentiating</p>	251,000		Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
<p>instruction for distance learning with our unduplicated pupils. In addition to the existing Tech TOSA, an additional TOSA was funded to support STEAM. Because we were in the middle of adopting new science materials, our current program does not have a digital platform to support the virtual instruction of science, a core content area, to high levels of rigor. Our coding platform, Tynker, along with Gizmos for virtual labs and Studies Weekly Science were all purchased to support virtual science instruction until the pilot of materials can be resumed. The STEAM TOSA is working with teachers to differentiate instruction for our unduplicated pupils to ensure access to these programs.</p>	15,000		No
<p>A number of tools were provided to support teachers with online instruction including licenses for Seesaw, Kami for working with PDFs, Loom, Flipgrid, and Google Applications for Educators along with Zoom.</p> <p>In addition to the resources needed for students, some teacher devices needed to be upgraded to operate the necessary systems for Distance Learning. This includes an additional monitor and camera to be able to monitor the students in distance learning in the hybrid model with some in the classroom.</p>	100,000		No

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

### Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Overall, the Distance Learning Program was able to support students and families in staying connected and moving forward despite the challenges of the year. While we had hoped to begin the year in-person, we planned for the reality of a start to the year with students at home in terms of Access to Devices and Connectivity. Because we were able to get Chromebooks distributed to all



students along with necessary hotspots at the end of the 2019-2020 school year, we had systems in place for how to distribute both at the start up of the year. Arrangements were made at each site for students to pick up materials (including the device), and resources were provided to parents to help with managing log-ins especially for younger students. Staff made themselves available to meet with parents to walk through any technical difficulties they were having in addition to the "helpdesk" line and email for any questions or concerns. Families were directed to the district office if in need of support with internet connectivity to receive hotspots. We applied for a small grant through T-Mobile to expand the number of hot spots we had available even from the initial school closures in March of 2020. Throughout the year, devices were repaired and/or replaced as needed to ensure participation in the instructional program.

As part of our normal Data Confirmation process and Healthy Families Updates from the Superintendent's Office, all enrolled families were communicated with on a regular basis throughout the summer as additional information became available. When we realized that we would not be returning as expected, we made the decision to hold off on a Virtual Academy with parents having to commit to remaining in the Academy for the year due to staffing constraints. Instead, we left students assigned to their in-person teacher in anticipation of returning in a hybrid model with live streaming. We were especially grateful that we made this decision for the purposes of Continuity of Instruction since we ended up having to remain in Distance Learning through March of 2021. While this created some challenges for teachers, they were willing to jump in and learn how to manage live streaming since students would only be returning in-person twice a week. In order to maximize instruction, it was felt that the students were better served by conducting the class with the live streaming option as opposed to more asynchronous work on days not attending in-person. With that in mind, we purchased all the necessary equipment for teachers to be able to begin the year in Distance Learning. For some this meant laptops that could be used remotely, cameras for the synchronous blocks each day, and a number of additional software programs to facilitate instruction along with additional staffing to meet the very unique needs of students and staff during this time. During Distance Learning we did not reduce the number of instructional minutes to the bare minimum required by the state in order to better serve our students and families. We made adjustments along the way with feedback from parents and staff with a primary focus on keeping kids connected and learning as much as possible.

# Pupil Learning Loss

## Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
<p>District personnel will coordinate, revise and update the LJSD district-wide Multi-Tiered System of Support (MTSS) for intervention and remediation with Intervention Coordinators. Additional funds are used to target struggling and/or advanced students. As part of MTSS, our Homeless Liaison supports the overall monitoring of support for and achievement of our Homeless students in coordination with sites and the counselor at Rancho Starbuck. Our Foster Youth are also monitored weekly by either counseling or psych interns as assigned by their supervisor.</p>	213,157		Yes
<p>Support and monitor English learners. Our Bilingual Aides work directly with students under the supervision of certificated staff in addition to supporting teachers with pulling the data from Aeries for monitoring and tracking student progress. Teachers meet with students and parents during conference time to discuss English learner progress. The aides complete the basic data portion (assessment scores, enrollment, etc.) Bilingual Aides are also contacting families for engagement and working with students in small groups.</p>	170,702		Yes
<p>Fully credentialed and appropriately assigned teachers will teach ELD on a daily basis. All 3-8 grade EL students will continue to individually track their own academic and language progress with goal sheets, and teachers will monitor the progress of English learners every trimester and/or quarter with interventions implemented as appropriate.</p>	0		No
<p>Additional section of English Language Development at Rancho to support our Long-Term English learners and those struggling to reclassify before entering high school. This is a section in addition to their English Language Arts course using READ 180 for targeted support in developing language.</p>	15,000		Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
<p>Continue to monitor English Learner language proficiency through the implementation of a formative language assessment (LAS Links). This measure can also be used for additional information to support reclassification. We will continue to use as guidance for instructional strategies to better serve our English Learner population.</p>	18,000		Yes
<p>Continue to fund stipends for each school to hire an intervention coach. Coaches meet throughout the year with district personnel to discuss MTSS and needed adjustments to support our Unduplicated Pupil needs. They have been trained in Illuminate to run reports to facilitate the analysis of data in monitoring our subgroup populations to determine groupings for intervention and to identify gaps in supports with a primary focus on our English learners, Foster Youth, Homeless, and Socio-economically Disadvantaged.</p>	21,000		Yes
<p>Maintain Math intervention sections at the intermediate school for targeted students (one seventh grade section and one eighth grade section)</p>	34,000		Yes
<p>Resource bags for special needs students and English learners to support learning in the home. The cost reflected here is for only the English learners.</p>	6,000		Yes
<p>Additional instructional minutes to mitigate learning loss from the spring and provide continuity of instruction between distance learning and in-person instruction.</p>	800,000		No
<p>The newly created Early Literacy TOSA will provide academic supports for our primary grades, parent trainings to develop school readiness skills, develop community partners in reaching students ages 0-5, coordinate efforts with the First Five Commission and La Habra Little Learners as part of a 3-year grant, and continue with work to establish a state-funded preschool in the district. In addition to salary costs, the grant provides some funds for program development and trainings. All of these responsibilities are with a primary focus on English learner and low income families to increase engagement and academic success for students.</p>	120,000		Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

### **Analysis of Pupil Learning Loss**

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

At the beginning of each year, certificated staff administer various universal screeners as a first step to determining the needs of students. This is normally done with DIBELS at the elementary level and the HM Reading Inventory for Rancho Intermediate. Because DIBELS is timed in part, having the students complete it virtually with having to look at passages and then respond on a computer, we felt it would not provide accurate data. Our Kindergarten through 2nd grade have been using A2i (Assessment to Instruction) as a platform for monitoring student progress as part of a research study/grant for the last two years. Since 3rd grade was being added this year and students are already familiar with the platform, the decision was made to use this platform for determining needs of students to drive instructional practice to address any gaps that students may be experiencing from the school closures in the spring and ongoing distance learning in the fall. Upper elementary and Rancho will use Interim Assessment Blocks (IABs) from the state CAASPP system as an initial screener. Trimester/Quarter benchmarks will continue to be used to monitor ongoing progress and needs for students in addition to assessment data gathered from student programs such as Lexia and ST Math, classroom assessments by the teacher, and additional assessments conducted for specific student groups. For our English learners, in addition to monitoring overall academic progress above, the district uses LAS Links, a language assessment, for identifying needs and monitoring progress along with results from the Initial ELPAC and/or Summative ELPAC where that data is available.

As part of a district-wide strategy to mitigate learning loss, we maintained a higher level of instructional minutes than the state minimum. This allowed teachers time for small group instruction or one-on-one support with struggling students. Teachers had set office hours to support students in their specific learning needs, and this allowed us to maximize the distance learning time to ease the transition into a hybrid model with live-streaming. As part of our overall MTSS system, universal screeners are used to determine student need regardless of classification within a particular student group. Based on that data, interventions and supports are identified for the most struggling students. Students meet in smaller groupings with an intervention teacher or in sections for reading and math support at the intermediate level. An English Language Development class is provided at Rancho in addition to a double-block of English language arts to support English learners in language development before moving on to high school. Our Bilingual Aides provided small group and one-on-one support for English learners to access core curriculum in their instructional program. Our Intervention Coordinators met with English learners in grades 3 and up to complete goal setting sheets and monitor progress in addition to the Progress Monitoring forms completed by teachers to track language development. We are using LAS Links to assess language development specific to the needs of our English learners. The best assessment data actually came from students returning to campus and teachers being able to interact with them. It was clear from some of the assessments that students were getting help on them, so they were not a true picture of learning. While this is understandable, it made it difficult to identify true gaps. With the completion of the Summative ELPAC and SBAC testing in May, we are just now getting a more accurate picture of true gaps. Based

on engagement and attendance data, one of our biggest concerns is for the primary grades. There were a greater number of students from TK-2nd grade that missed schooling during the course of the year in distance learning. As these students returned in March, teachers were better able to assess gaps and begin supporting those who were missing foundational skills. We were able to keep the Educational Assistants in the primary grades to support more flexibility in the classroom for teachers to differentiate instruction. The two additional certificated subs were also able to support small group instruction in addition to the intervention teacher and the bilingual aides. So we have a much clearer picture moving forward for our primary grades. We had already begun work around early literacy, but with the hiring of an Early Literacy TOSA, we will be able to support students and teachers in closing gaps over the next few years.

For our students in grades 4-6 that we were able to compare scores from 2019-2020 to 2020-2021 on the Interim Assessment Blocks, there are actually some areas of growth. Our 4th grade students did better on Number and Operations in Base Ten and Operations and Algebraic Thinking. Our 5th grade students had a dip in the Number and Operations-Fractions, but they were about the same in Operations and Algebraic Thinking. For 6th grade, students were about the same for the Number System with a significant difference for Expressions and Equations. There were approximately 40 more students Below Standard than in the 2019-2020 school year, so this will be a targeted area of support for next year. For Rancho Intermediate, our 7th graders were about 3-4% higher in Below Standard with a 1% gain on the Number System. 8th graders were about the same with a marked difference in Functions showing an additional 60 plus students struggling in this area. This will also be a targeted area for intervention next year. In English Language Arts for our 4-6th grade students, the pattern is fairly similar. Most differences are less than 5%, which means it is an additional ten students either having done somewhat better or slightly worse than in the prior year. The two IABS were Reading Informational Texts and Reading Literary Texts. Both 4th and 5th grades had a 4% increase in the students Below Standard for the Reading Literary Texts, which is approximately 10 students. Scores were almost the same as the prior year for Reading Informational Texts. 6th grade students showed an increase in the number Below Standard for both assessments with an additional 10 or students for each. For Rancho, the IAB data will be available in the next few weeks for comparison.

The Homeless Liaison continues to follow up with both our homeless student population and Foster Youth to make referrals for any necessary supports beyond what they are already afforded under our existing MTSS. We are also monitoring our English learners and our special needs students for the same. The first step in beginning to support all students is gathering additional data to confirm gaps and identify targeted needs. The feed back from teachers upon the return of students to in-person instruction has been that many students are struggling with motivation and engagement. The social-emotional needs are outweighing the drive for academic progress. Our primary goal from March-May to close out the 2020-2021 school year has been on addressing these needs along with reasonable academic growth.

Because teachers are monitoring student engagement on a weekly basis and all support staff have access to the Weekly Engagement Summary, we are monitoring if re-engagement strategies and academic supports are effective. In addition to these weekly checks, trimester and quarter benchmark assessments will continue to provide data on student progress toward mastery of state standards as will SBAC results for 2021. For our primary grades, this is data tracked through Assessment to Instruction (A2i). Because we were already part of a three-year study, we have a lot of quantitative data on the progress of students from last year to this year to support identification of gaps as well as progress in regaining ground as measured against national norms during non-COVID times. Our

students in 1st-3rd grade have been monitored since Kindergarten with A2i assessments, so this will provide concrete data on both learning loss and subsequent gains. As teachers, Intervention Coordinators, and other support personnel are working with students, adjustments will be made and/or additional interventions identified based on need. The Director of Educational Services oversees the Bilingual Aides and services for English learners, MTSS, Attendance and Engagement, and Homeless and Foster Youth. In a small district with approximately 200 English learners, about the same in Homeless, and 15 or so Foster Youth (and many duplicated within those categories and our low-income population), individual contacts by the Director, Intervention Coordinators, or other support staff are the most effective way to determine if student needs are being met.



## **Analysis of Mental Health and Social and Emotional Well-Being**

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

The District will be using CoVitality as a screener to identify and monitor student's social emotional status twice in the year: once in the Fall and once in the Spring. Videos from the counselor and interns highlighting SEL strategies are shown weekly in homeroom classes at the junior high level and all Rancho students are a part of the counselor's Google Classroom that has resources and ways to connect with the counselor at the junior high level. All students are being taught mindfulness techniques by the school counselor and interns, and the counseling interns are teaching social-emotional lessons in all elementary classes. School counseling and school psychologist interns are working closely with school staff in identifying students who may be in need of social emotional support. They are providing check-ins with students via zoom sessions and phone calls with students and their families and emails. As students are monitored for engagement, referrals to counseling and psych services are a part of the Tier2/Tier3 supports for re-engagement. Bark notifications are also closely monitored by the school counselor and/or site Principals to assess if students are talking about or writing concerning things so that contact can be made in a timely manner to intervene. Beginning in second semester, more in-depth SEL lessons will be taught weekly in homeroom classes at the junior high level. For staff, teachers are currently implementing mindfulness strategies in their classrooms and practicing along with their students. Weekly videos are shown in class with the teachers so that they can learn the positive coping strategies as well. These weekly mindfulness videos were created and posted/emailed to all students and families through school emails, website and social media, and additional resources were added to the website for students and families. Regarding Trauma and other impacts of COVID-19, professional development will be provided to school staff through site staff meetings. School counseling and school psych interns will ensure that staff has an understanding of trauma, signs of student trauma, and ways in which to support and address such trauma. District-wide professional development for the year has already begun teaching staff how to handle critical conversations with students and other staff members, especially in light of COVID-19 and other events of 2020. The District will continue to support students through the use of school counseling interns, the school counselor, school psychology interns, and school psychologists. Students will be provided with counseling support via small group and individual sessions. Parents and school staff can continue to refer students who have experienced trauma given the impacts of COVID-19. Counseling resources including outside agencies, mindful coloring pages and mindfulness videos are available on the District's website to all students and families. Counselors and psychs are receiving specific instruction with webinars and virtual professional development opportunities to help support both students and staff with the overall mental health and social-emotional well-being of both staff and students. Teachers, site administrators, support service providers (Occupational Therapist, Speech and Language Specialists, etc.), and other key personnel will receive the professional development, and additional offerings and supports will be made available as issues arise and/or as training requests are processed.

## **Analysis of Pupil and Family Engagement and Outreach**

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

The Superintendent continued sending out Healthy Family Updates on a regular basis to communicate with both staff and families during the 2020-2021 school year. In addition to these regular updates, families were surveyed regarding the various models and

comfort level in returning to in-person instruction, a hybrid model, or remaining in full distance learning multiple times as information changed and health directives were modified. To honor the feedback from those parents who expressed concern about starting back even months before the school year began, the district developed a Virtual Academy for those families that may opt to remain in distance learning due to health or other related issues. We also received input from families on what worked and what didn't work during the initial school closures in March of 2020 as part of community meetings to take into consideration for developing programs moving forward to support the engagement of students in the learning environment whether in-person or online. A parent meeting for those interested in the Virtual Academy was held in mid-July to explain how distance learning moving forward would be very different than the spring in terms of expectations. Ultimately, with having all students in distance learning for the beginning of the year, the Virtual Academy was put on hold. When we began the transition to hybrid in March of 2021, we did have families opt to remain home in Distance Learning. These students continued to live stream each day along with the cohorts that returned for in-person instruction two days a week. Rather than uproot and reassign the students opting to remain in Distance Learning into a Virtual Academy given the lateness in the year, all stakeholders felt it best to provide the means for these students to live stream into the class with the teacher and students they had been with since August. The Superintendent has continued to meet with representatives from PTA on a regular basis to ensure the parent voice in planning. This is in addition to DELAC meetings, LCAP meetings, and attendance at PTA meetings by staff from the Educational Services department to both elicit feedback and share resources to support families.

As a frame for developing both engagement and outreach strategies in addition to normal practices within the district, district personnel participated in the six-session Student Engagement and Attendance series through the LA County Office of Education, in partnership with CDE, covering topics such as Attendance Changes/Requirement (SB98), Student Engagement and Attendance Strategies for Distance Learning, Student Information System Solution Session, Strategies for Pupil and Family Engagement and Outreach with LEA Sharing, Support for Students with Unique Needs and Addressing Learning Loss, and Leveraging a Multi-Tiered System of Support in Distance Learning. As part of this and other meetings regarding the implementation of requirements in SB98, we developed a Weekly Engagement Summary that includes identified Tier 1 supports at the teacher level for reaching out to support students and families who were struggling to engage in distance learning and now in the hybrid model. This included everything from a quick email or phone call to referral to services or the district office for support. Because the Weekly Engagement Summary was developed in a shared folder with access by the Principal, Attendance Clerk, Office Manager, and District personnel, the Tier 2 and 3 strategies are a part of the same document. This way, teachers can easily see the follow up as can appropriate district personnel, and students can be monitored for intervention and support. For any student who was absent, families were contacted through traditional means (the Attendance Clerk and/or Office Manager for clearing absences). In addition to this, as part of Tier 1 support on the Weekly Engagement Summary, teachers identified any students who may be experiencing signs of mental health issues, motivation or engagement issues, connectivity or device issues, language barriers, and so forth for referral to appropriate personnel. Principals, School Psychologists, and the Counselor have access to these as does the Attendance Supervisor for the district (the Director of Educational Services) and the Assistant Superintendent of Educational Services. Overall, the majority of our students have remained engaged and connected throughout this difficult year. The various PTAs have continued to sponsor events in partnership with the sites to create positive experiences for students and support families in whatever ways they can. Parents have expressed their appreciation regularly for the open communication and timely information, the resources to support learning in the home, the tech support, and the additional resources available through Nutrition Services to offset food insecurity during these difficult times.



The Attendance Supervisor continues to work with Principals on those students who have disengaged from learning. A spread sheet was created in Google Drive to ensure access to the information for all necessary staff. There are 145 students amongst the six sites that have struggled with attendance during the year. Approximately 30 of these moved out of district boundaries and unenrolled, with another handful having gone to Mexico at some point in the year making internet connectivity and services a challenge. We do have staff reaching out daily to connect with the students they can in order to support their learning even while out of the country. Staff continue to work through the SST process, referrals, and other means of outreach (Social workers, home visits, law enforcement, etc.) to reconnect these students as we move away from Distance Learning. It is clear from what data we have that the families with the youngest students were impacted the most in terms of attendance and engagement. While the average for Chronic Absenteeism is 4% across the district, the number for our Kindergarten families (9%) and our 1st and 2nd grade students (6%) is significantly higher. By 3rd grade, the percentage is less than 3% with a slight increase in 5th (3.7%) and 6th (4.2%). On our School Attendance and Review Board (SARB) report for the county, 37 students are Severely Chronic Absentee, which means they have been absent for more than 25% of the days enrolled. A few of these have shown improvement as we transition back to in-person; however, we are still working with stakeholders and community partners to identify the issues, and provide supports to get these students back in school.

## **Analysis of School Nutrition**

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

In response to concerns over the spread of the Novel Coronavirus (COVID-19) in March of 2020, the Nutrition Services Department took action to submit waivers through the California Department of Education (CDE) and the United States Department of Agriculture (USDA) for the Seamless Summer Option waiver, the non-congregate waiver, and the meal pattern waiver. Each waiver was approved which allowed the District to serve meals at all sites and to remove the requirement for the meals to be consumed on campus. The waivers provided significant flexibility for the Nutrition Services program along with the on-site adjustments enabling schools to maintain social-distancing standards.

Meals were distributed across all 6 school sites. Given the volume of meals, (over 350,000 to date), consolidating sites would have created challenges maintaining social distancing as families received meals. In addition, had the non-congregate waiver not been approved, children and parents would have been in close quarters and unable to maintain social-distancing guidelines. Sites distributed meals across tables to ensure social-distancing during the "hand-off" of meals. On the production side, the central kitchen expanded into the multi-purpose room at Rancho Starbuck Intermediate to assemble meals. Nutrition Services staff prepared meals in the kitchen on different work-stations to ensure 6 feet of social-distancing. Long lunch tables were used to place meal components into bags and each table only had 1-2 people at any given time in an assembly-line fashion. This was essential in providing the necessary space between staff members.

Meal distribution has been quite successful throughout the year. As the plan to return in a hybrid model was developed, it was clear that we would be unable to meet the sanitation and social distancing requirements with students on campus. This was a driving force in scheduling the on-campus time to end before lunch was served. Students were then able to take bagged lunches as they left the

campus while those at home continued with the regular pick-up routine established during Distance Learning for those off-site. Tubs were purchased for Nutrition Services staff to deliver pre-packaged snacks to each room for the Nutrition Break on a daily basis. Families were also able to pick-up a larger provision on Fridays to offset time away from the schools over the weekend. Arrangements were also made in partnership with a local church for food distribution roughly once a month. Families who participated were given upwards of 40 pounds of food for the entire family to augment the School Nutrition programs. This has been well-received and of great service to our families in need.

# Additional Actions and Plan Requirements

## Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-Being	Counseling and Psych support will be provided at each elementary school with additional support for Rancho. Eight paid interns will be hired (4 counseling and 4 psych) to work directly with current personnel to increase these much needed services. The primary focus for these interns continues to be checking in with our Unduplicated Pupils (UDPs) to address any social-emotional needs potentially acting as barriers for academic success. These services are in addition to the existing partnership with the Gary Center (no cost), a partnership with Supervisor Hahn's Office for limited counseling support (no cost), and an existing counselor, and existing Psych services.	218,510		Yes
Mental Health and Social and Emotional Well-Being	Purchased the CoVitality universal screener for all students in grades 4-8. This short, online questionnaire will help us identify students that need more social-emotional support through various data points. This will give us student specific as well as overall school data. This data can show us percentages of students that are in the low, medium and high risk groups as well as overall numbers of students who feel connected and supported on campus or virtually.	6,000		No
Mental Health and Social and Emotional Well-Being	Continue to provide counseling services at the Intermediate school and monitor social/emotional needs for UDPs. This includes a stipend for supervising the counseling interns throughout the year (CREW) along with generating reports on supports for students served.	120,163		Yes

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-Being	Collaborate with key staff at the county child welfare agency, mental health agency, and other entities providing care and services to foster youth and other UDPs. Additional services will be provided with a Nursing Assistant.	65,000		Yes
Pupil Engagement and Outreach	Student absences will be monitored regularly and attendance letters sent out for students with signs of chronic absenteeism. Since our UDPs are typically the student groups with the highest absentee rates, we are looking at additional incentives and systems for increasing their attendance rates. The district will implement an attendance incentive program. This is normally done at P1 and P2 each year based on the sites with both the highest and most improved percentages for that time period. This will be modified for distance learning to encourage online participation and submission of work.	12000		No
School Nutrition	Additional hours were added to staff to be able to meet the increased demands on nutritional services. The district has not provided breakfast/lunch for summer months or over weekends, so this is supplemental to our base program and principally directed toward ensuring our low income students have food outside of school days.	12,000		Yes

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

## Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021-24 LCAP.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021-24 LCAP, especially for pupils with unique needs.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

## Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

One of the things that became very clear with the school closures at the end of the 2020 school year and the suspension of state testing was that we needed to have a better assessment system on the local level to monitor student progress more consistently across the district. With state assessment data unavailable and no ability to administer the Interim Assessment Blocks (IABs) at that point in time which we use for Benchmark assessments in grades 3-8, it was very difficult to gather aggregated data across the sites. While we were able to rely on formative assessments in planning for the 2020-2021 school year, it became evident during distance learning that the data we were obtaining was often skewed by other factors in terms of varying conditions within the home for support. As students began returning in March of 2021, teachers were able to get a better sense of the needs in terms of gaps. This had a tremendous impact on instruction when students were also struggling with the transition to being back on site. For elementary students in particular, the focus to complete the 2020-2021 school year was often on routines, trying to help students focus and engage for longer periods of time in-person, and address some of the social and emotional needs from begin disconnected from peers and some of the structure that school affords for a year.

## **Instructions: Introduction**

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020-21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

*For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## **Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year**

### **Annual Update**

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

#### **Goal Analysis**

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

## **Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan**

### **Annual Update**

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

### **Actions Related to In-Person Instructional Offerings**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

### **Actions Related to the Distance Learning Program**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - Continuity of Instruction,
  - Access to Devices and Connectivity,



- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

### **Actions Related to Pupil Learning Loss**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

### **Analysis of Mental Health and Social and Emotional Well-Being**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

### **Analysis of Pupil and Family Engagement and Outreach**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

### **Analysis of School Nutrition**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

## **Analysis of Additional Actions to Implement the Learning Continuity Plan**

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

## **Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan**

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

## **Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan**

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.



# Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Funding Source	Total Expenditures by Funding Source	
	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	25,489,919.00	0.00
Base	4,000.00	0.00
Other	22,033,921.00	0.00
Special Education	1,284,999.00	0.00
Supplemental	234,969.00	0.00
Title I	1,892,419.00	0.00
	39,611.00	0.00

\* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	25,489,919.00	0.00
	4,000.00	0.00
1000-1999: Certificated Personnel Salaries	14,382,435.00	0.00
2000-2999: Classified Personnel Salaries	2,141,674.00	0.00
3000-3999: Employee Benefits	6,780,601.00	0.00
4000-4999: Books And Supplies	721,380.00	0.00
5000-5999: Services And Other Operating Expenditures	1,070,655.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	56,174.00	0.00
6000-6999: Capital Outlay	333,000.00	0.00

\* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	25,489,919.00	0.00
	Base	4,000.00	0.00
	Base	0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	13,197,046.00	0.00
1000-1999: Certificated Personnel Salaries	Other	129,288.00	0.00
1000-1999: Certificated Personnel Salaries	Special Education	100,437.00	0.00
1000-1999: Certificated Personnel Salaries	Supplemental	927,236.00	0.00
1000-1999: Certificated Personnel Salaries	Title I	28,428.00	0.00
2000-2999: Classified Personnel Salaries	Base	1,640,126.00	0.00
2000-2999: Classified Personnel Salaries	Other	71,266.00	0.00
2000-2999: Classified Personnel Salaries	Special Education	69,246.00	0.00
2000-2999: Classified Personnel Salaries	Supplemental	361,036.00	0.00
3000-3999: Employee Benefits	Base	6,190,669.00	0.00
3000-3999: Employee Benefits	Other	83,945.00	0.00
3000-3999: Employee Benefits	Special Education	41,112.00	0.00
3000-3999: Employee Benefits	Supplemental	453,692.00	0.00
3000-3999: Employee Benefits	Title I	11,183.00	0.00
4000-4999: Books And Supplies	Base	266,880.00	0.00
4000-4999: Books And Supplies	Other	378,500.00	0.00
4000-4999: Books And Supplies	Supplemental	76,000.00	0.00
5000-5999: Services And Other Operating Expenditures	Base	694,200.00	0.00
5000-5999: Services And Other Operating Expenditures	Other	334,000.00	0.00
5000-5999: Services And Other Operating Expenditures	Supplemental	42,455.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Special Education	24,174.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	32,000.00	0.00
6000-6999: Capital Outlay	Base	45,000.00	0.00
6000-6999: Capital Outlay	Other	288,000.00	0.00

\* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	23,485,658.00	0.00
Goal 2	811,719.00	0.00
Goal 3	1,192,542.00	0.00

\* Totals based on expenditure amounts in goal and annual update sections.



# Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$64,200.00	
Distance Learning Program	\$705,000.00	
Pupil Learning Loss	\$1,397,859.00	
Additional Actions and Plan Requirements	\$433,673.00	
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$2,600,732.00</b>	

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$64,200.00	
Distance Learning Program	\$145,000.00	
Pupil Learning Loss	\$800,000.00	
Additional Actions and Plan Requirements	\$18,000.00	
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$1,027,200.00</b>	

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program	\$560,000.00	
Pupil Learning Loss	\$597,859.00	
Additional Actions and Plan Requirements	\$415,673.00	
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$1,573,532.00</b>	



*A Tradition of Excellence Since 1906*

## Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

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

## Plan Summary [2021-22]

### General Information

A description of the LEA, its schools, and its students.

The Lowell Joint School District was established in 1906 and encompasses 8 square miles in the cities of La Habra, La Habra Heights, Whittier, and portions of unincorporated Los Angeles County. The District serves the educational needs of approximately 3,150 students in Transitional Kindergarten through eighth grade at five TK-6 elementary schools and one intermediate school. There is also a special needs preschool at one elementary site. The race/ethnic break down of the student population includes significant subgroups for Hispanic at 68% and White, non-Hispanic at 22%. There are also 4% Asian, 1% Filipino, and 1% African American with a few students in other ethnicities. Within the overall student population, approximately 12% qualify for Special Ed services, 7% for English Learners, 6% McKinney Vento, with 41% low income. While we do not have a significant number of Foster Youth (less than 1%), we monitor all of these student groups to provide targeted support based on need in our overall Multi-Tiered System of Supports or MTSS. All six schools have received the California Distinguished School Award and the Gold Ribbon Award. Rancho Starbuck Intermediate was also designated as a School To Watch in the 2016-17 school year and was redesignated in the 2020 school year. All Title 1 schools were honored with the Title I Academic Achievement Award in 2015-16 as well as the Business Excellence Award. The District is committed to providing strong academics, basic skills, and a well-rounded program of traditional subject offerings. We emphasize the importance of education, the family, and traditional American values: higher education, personal integrity, social responsibility, Character Education, and an appreciation of our national heritage are all stressed at District schools. All students have access to Chromebooks as part of our 1:1 Chromebook Initiative along with professional development for teachers in instructional practices for technology integration. All students have access to technology in a computer lab set up and through

STEAM activities either within the classroom or in the STEAM Lab including 3D printers, Virtual Reality, Green Screen set-ups, and Ozobots. Both Rancho Starbuck and El Portal have been honored with Golden Bell Awards, and El Portal has been selected as a No Excuses University site (2019).

With the support of our community, Lowell Joint was able to pass a bond measure (Measure LL) in 2019 that is allowing the district to tackle some much needed improvements to the aging facilities since most schools were built in the 1950s and 60s. Work has already been completed at Olita and El Portal with Macy currently under renovation. The scope of work includes roofing, HVAC systems, associated electrical, sewer lines, replacement of wood affected by termites and/or wood rot, and various other projects related to bringing our schools into the 21st century. We have been able to add

On October 2, 2017, the Board of Trustees reaffirmed the Guiding Goals and accompanying descriptions which serve as the overarching vision for the Lowell Joint School District. These are affirmed each year by the Board. The Mission and Board Goals are listed below:

**Mission:** The Lowell Joint School District is committed to providing a strong academic program of 21st Century Skills with a well-rounded program of diverse and innovative subject offerings. All District Schools emphasize the importance of education, the family, and traditional values. We stress the value of personal; integrity, social responsibility, and a respect for our national heritage. The Lowell Joint School District envisions a culture where technology empowers all members of the school community to achieve success and expand learning beyond the walls of the classroom. All stakeholders will utilize technology to become highly competent in a technological world through continuous improvement in academics, career, and life.

#### Guiding Goals

##### **DISTRICT GOAL 1: ACADEMIC EXCELLENCE - LEARNING FOR ALL STUDENTS**

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

##### **DISTRICT GOAL 2: SAFE, ORDERLY, POSITIVE, RESPECTFUL LEARNING ENVIRONMENTS**

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

##### **DISTRICT GOAL 3: HIGH QUALITY STAFF PROVIDING HIGH QUALITY SERVICE**

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

#### DISTRICT GOAL 4: SCHOOL/ FAMILY/ COMMUNITY PARTNERSHIPS & COMMUNICATION

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

#### DISTRICT GOAL 5: ACQUISITION & ALLOCATION OF RESOURCES TO SUPPORT FISCAL EXCELLENCE

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

## Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Given that the California School Dashboard only reported enrollment data in terms of race and ethnicity and the percentage of students who are English learners, Foster Youth, Students with Disabilities, Homeless, and low income for the 2020 school year, the majority of data used to develop goals and actions was based on local data and input from stakeholders. Some targeted areas of focus from the 2019-2020 school year will remain in place until we have better data to monitor overall progress using the same metrics. Overall, getting students to participate in distance learning and engage in the school community while managing a pandemic was a huge success. Comparatively speaking, we had relatively high attendance with a district average of approximately 96%. While we know that attendance in distance learning was not always equal to attendance in-person with regard to focus and time-on-task, our students were engaged in learning.

In the midst of the pandemic, we still received some noteworthy recognitions. A Special Education Blue Ribbon Action Team was formed to completely revamp Board policies and procedures to better serve our students with disabilities. This committee included teachers, district personnel, SELPA representation, a lawyer from OCDE, and a professor from Biola in order to ensure that best practices and education code were all forefront in discussions. All policies and procedures were reviewed, revised, and submitted for Board approval. As a result of all this work, the district was honored with the very prestigious Magna award from the National School Boards Association. Members of this committee presented at the ACSA Region 17 Administrator Conference and will be sharing at a staff meeting for each of the six sites during the 2021-2022 school year to develop a better understanding of these policies and procedures for all staff. We were also honored with an award from the College Board for encouraging girls in the area of science as a result of the students who took the AP Computer Science exam this last year. Our Superintendent, as a member of the Orange County Superintendents group, was awarded the Maureen DiMarco Award, "In Recognition of Exemplary Leadership for Youth and the Education Community Amidst a Global Health Pandemic". Our principal at Rancho Starbuck was nominated for Educator of the Year through the California League of Schools and was selected out of nearly 750 school employees across the nation as a LifeChanger winner through the The National Life Group Foundation. These are just a few examples of the recognition received through outside agencies that helps to validate the incredibly dedicated staff in Lowell Joint who strive to make things better in service of our students.

We hired 11 paid interns for the 2020-2021 school year (5 counseling and 6 psych) to work directly with current personnel to increase services through our C.R.E.W. (Creative Response to Emotional and Educational Wellness) program. This was the third year of this program that received a Golden Bell Award. These services are in addition to the existing partnership with the Gary Center (no cost), a partnership with Supervisor Hahn's Office for limited counseling support (no cost), an existing counselor and existing Psych services. The response to C.R.E.W. has been overwhelmingly positive on all school campuses. In the first quarter of implementation, C.R.E.W interns were able to have 581 meetings with students. The interns held 149 meetings with Special Education Students, 33 meetings with ELD students, 55 meetings with 504 students, 5 meetings with Foster Youth and 11 meetings with McKinney-Vento students. In quarter two, the interns held 532 meetings with students. The interns held 35 504 meetings, 27 McKinney-Vento meetings, 90 special education meetings, 8 Foster Youth meetings and 19 ELD meetings. While these are not all of the meetings held, this data illustrates the types of needs being met through the implementation of the C.R.E.W. program. While the majority of these meetings are one-on-one, there are group meetings being held as well. The counseling and psychologist interns are also meeting student needs in a variety of ways. The vast majority of counseling done through the interns has been personal/social counseling at 79% of the counseling services. The next largest counseling type has been academic counseling. As we know, those two issues go hand-in-hand. If a student is struggling personally, there is a good change there are academic issues as well and if there are academic issues, there are usually personal struggles present. The types of counseling completed in quarter two are very similar with 78% of counseling being personal/social, 21% being academic and .2% being group counseling. While the numbers of students serviced and the type of counseling being done can speak for themselves, the true benefit comes in the relationships built with students and staff. It has been a joy to see and hear students connect with the interns and seek them out when they have problems or questions. Hearing about students who were closed off to talking to adults or had trouble taking turns with their peers blossom into students who look forward to counseling sessions and who have friends is the real benefit. Staff appreciate that there are more hands on deck to help students in all areas from academic to personal/social needs. It has been helpful to provide more personalized supports for students. For example, when an SST is held for a student, it is now feasible to offer weekly check-ins with a counseling/psychologist intern as a way to support student progress. The interns have done presentations in classes on topics such as "how to be a good friend" and career interest inventories. They have held group sessions for students struggling with grief or for students who struggle to complete homework. They work with students that have trouble controlling their anger, which can play out in aggression in the classroom or with their peers. They work with students suffering from anxiety and overwhelming emotional issues, which has been especially helpful during the pandemic. The interns have helped with supervision, a key role in the job of a school counselor, as well as helped with FLEX classes when students were on campus. The counseling interns have also sat in on SST's and IEPS and will help with the College Planning Night for parents at Rancho. Teachers and staff have appreciated the support as we continue to meet the needs of students, and students are continuing to benefit from the support and encouragement that the interns provide. Overall, the implementation of C.R.E.W. has been a success and will only continue to grow.

The community passed Measure LL in November of 2018 with overwhelming support for our Lowell Joint schools. The bond will allow for the upgrade and modernization of facilities that were constructed in the 1950s and 60s. In the 2019-2020 school year, architects for each site were hired and the scope of work was outlined in relation to roofing, HVAC, and the associated electrical and plumbing as identified in the bond measure. Since the Olita major maintenance project had already been approved with all plans submitted to the appropriate agencies, it was the first to begin modernization during the summer of 2020. With the school closures during the pandemic, the work was started earlier than expected with no students on campus as did the summer work scheduled for El Portal. This allowed for completion of construction in a more timely manner, which moved up the timeline for the work at Macy. Because the students were not actually on site at Maybrook (the

location for temporary housing during construction), there was no need to postpone the return to the Olita campus or delay moving Macy to the Maybrook site. The original plan was to have the sites there for a full year so as not to disrupt instruction. With the students in distance learning, this became unnecessary. This saved on construction costs and ultimately allowed for the issuance of the bonds saving the tax payers five million in interest by shortening the repayment schedule by eleven years.

## Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Dashboard data typically shows our students performing above state and county averages in all areas with some performance gaps based on our student group data. While the relatively small numbers of students in these isolated student groups are very sensitive to fluctuations based on very few students moving up or down, we take all performance gaps very seriously and are striving to support the individual needs of all students. In the 2020-2021 school year, we had 17 Foster Youth (.5%), 80 Homeless (2.5%), 210 English Learners (6.7%), 370 Students with Disabilities (11.8%), and 1,274 low income students (40.5%). It became very clear during the pandemic that much of our aggregated assessment data for the district relied heavily on the state assessment system (ELPAC, SBAC and IABs) that was suspended in 2020 and other systems that were difficult to administer remotely during the 2020-2021 school year. We administered the ELPAC and SBAC in the spring of 2021 as opposed to a local assessment option, but we have not received any data from the state as of yet. While benchmarks were administered, there were clear examples of inaccurate data where the testing environment could not be controlled. As students returned to campus in March of 2021, teachers began to develop a better sense of the true needs of students. A group of teachers were asked to evaluate a more comprehensive assessment system to ensure that we are better able to monitor and track progress at both the individual teacher level and the district level. iReady was reviewed by this group of teachers as well as the principals and district staff. The purchase of iReady will allow us to have a more comprehensive system since outside of SBAC and IABs we are not able to pull much of the data from the individual sites to aggregate at the district level currently. One of our areas for growth prior to the pandemic included the Academic Indicator for both Language Arts and Mathematics. Using the iReady system will allow us to evaluate student needs at the beginning of the 2021 school year and provide appropriate supports both in the classroom and through intervention and enrichment. As a district, "All Students", were in the "Green" performance band on both Academic Indicators (ELA and Mathematics) in 2019. For Mathematics, there were three performance gaps: English Learners (EL), Socioeconomically Disadvantaged (SED), and Students with Disabilities (SWD) were in the "Orange" performance band with Homeless and Hispanic in "Yellow". All other reported student groups were in the "Green" or "Blue" performance bands. For ELA, we had four student groups that dropped into the "Orange" performance band creating a performance gap: English Learners, Students with Disabilities, Socioeconomically Disadvantaged, and Homeless. It is important to note that these student groups are still performing above state averages for both ELA and Mathematics. We are anticipating that these gaps will still exist once we have SBAC data for the 2021 school year. We will continue to identify needs and support students through our overall Multi-Tiered System of Support (MTSS). For all sites, providing intervention opportunities within the school day has been an ongoing focus and will remain so for the 2021-2022 school year. In anticipation of greater student need around academics, we have already budgeted for additional intervention support at each of the elementary sites.

Refining our Multi-tiered System of Support (MTSS) to meet the behavior and social-emotional needs of all students has also been a priority. Echoed in feedback from all stakeholder groups, there is a serious concern for the social-emotional well-being of students, staff, and families

in returning to campus after a year of disruption, loss, and trauma on varying levels for everyone. We had already begun to develop some supports in this area, with the introduction of C.R.E.W. prior to the pandemic as described above. Having these interns, along with district support personnel, check-in with students on a regular basis helped to maintain student engagement throughout distance learning and in transitioning back to in-person learning. The need exists, however, to increase the focus on social emotional learning in the classroom on a daily basis given the past year. In April, we had a guest speaker talk to staff about the importance of self-care and then provided some examples of strategies that can be used in the classroom. Each teacher was given a copy of The Calm Classroom to begin implementing easy, three-minute or less, self-care activities with students. More training will come for this in the fall of 2021-2022. Covitality, a universal social-emotional screener for grades 4-8 that was purchased as part of the Learning Continuity Plan, was used to identify students at risk that could be supported by interns and other school personnel. The limited scope of Covitality is being augmented by adding Care Solace as a partner. Care Solace will develop a website for our district to connect students, families, and staff to mental health supports in the area, help them navigate issues such as insurance and referrals, and check in to determine if the services are meeting the need. Individuals can use the site themselves or district personnel can refer individuals to the site for support. We are looking at additional guest speakers and supports for teachers to continue in the coming year. The counselor and interns provided lessons on social emotional issues throughout the 2020-2021 school year, but in an effort to increase the focus for the coming year, we have also purchased the Social Emotional Learning (SEL) curriculum from Studies Weekly for students in grades TK-6. This is a platform already used by students and teachers with our History/Social Studies curriculum and as a supplement to our current Science textbook during distance learning that had no digital resources.

Two of our greatest areas of need from the 2019-2020 school year were Suspensions and Chronic Absenteeism both of which are a bit skewed for the 2020-2021 school year. While we have no Dashboard data to determine improvements in the color bands, we do anticipate a need to address these areas as students return full-time. Based on our SARB reports submitted to both LA and Orange County, our Chronic Absentee rate for the year was just over 4%. The majority of the grades were under 3% with a significant increase for our primary grades (9% in Kindergarten and over 6% for both 1st and 2nd grade). While understandable, we know that this will create additional needs for these students in preparing for the next grade level. We have established a more concrete goal around Early Literacy to support building a strong foundation in students as they move forward in schooling to close any potential gaps that may exist. In terms of Suspensions, there were only six for the entire 2020-2021 school year. We will continue with the work that we were doing around this area prior to the pandemic. The increased focus on social emotional learning is designed to support both the behavioral and mental health needs of students to increase engagement and decrease behaviors resulting in suspensions.

## LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The LCAP has five identified goals to address both the eight State priorities and the five local, Board goals. The first goal focuses on the basic conditions of learning necessary to ensure student success. The second goal highlights Early Literacy, which is a new area of growth for us. Over the last two years, we have been working toward adding a state-funded preschool and additional services to support school readiness for children ages 0-5 within our district boundaries. While the pandemic froze state funding for the preschool, we continued to plan for a Learning Link that creates a space where parents can come with their child to engage in activities designed to support school readiness. With some of our youngest learners in TK-2nd grade having the greatest issues with attendance and engagement during distance learning,



there is a significant need to address gaps in skill development. The third goal centers around the need to modernize facilities for the safety and well being of staff and students. The community passed Measure LL in November of 2018 with overwhelming support for our Lowell Joint schools. This bond is supporting the upgrade and modernization of facilities that were constructed in the 1950s and 60s. With the closing of the private school at the district's Maybrook site, that space is being used for housing students temporarily as we rotate sites through over the next few years. This has allowed for completion of construction in a more timely manner without having to work around students on campus, which is less disruptive for their educational experience. With the additional bond monies for identified upgrades to roofing, HVAC, and associated plumbing and electrical, district funds for maintenance will be available to expedite much needed repairs and/or upgrades to the sites outside of the scope of the bond. Olita and El Portal have already been completed with Macy finishing up in the next few months. Completing the work at three schools in the timing that was originally projected for 2 years has saved the district and the taxpayers added costs from inflation and expenses related to the extended timeline. The projects at Jordan, Meadow Green, and Rancho will be managed through this new three-year LCAP cycle. Goal four includes the expansion of our Multi-Tiered System of Support (MTSS), which truly drives the overall vision of the district in meeting the Academic Excellence goal where "every student experiences educational success at the highest levels of achievement...[and] each student has a unique ability to learn in an environment that is enriched with challenging curriculum, where learning is modeled and expectations are both known and high". MTSS encompasses the academic, behavioral, and social emotional well being of each and every student as we strive to create an environment with supports and enrichment for all students to reach their full potential. The fifth goal is designed to focus on another area of growth for us in building enrichment opportunities and developing 21st century skills in our students. This again is a reflection of the mission of the district that "envisions a culture where technology empowers all members of the school community to achieve success and expand learning beyond the walls of the classroom". It is a difficult year to plan for the needs of students over the next three years given the current reality of students returning to school after a year in distance learning. Students were only on campus twice a week for a total of 22 face-to-face opportunities or less depending on the grade level. Engaging in the ongoing cycle of inquiry (Center for Educational Leadership) beginning with the analysis of evidence has been challenging without our traditional measures for academic progress. We can be confident, however, in knowing that our systems of support are designed to flex and change with the unique needs of any group of students, so transitioning back from COVID will be no different. We know that there will be academic, behavioral, and social emotional needs that we will continue to evaluate, determine a focus, implement and support, and then analyze the impact or Plan, Do, Study, Act to borrow from the Deming Cycle (The Deming Institute).

## **Comprehensive Support and Improvement**

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

### **Schools Identified**

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

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



### **Support for Identified Schools**

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

We do not have any schools identified for CSI at this time; however, we require all schools complete a School Plan for Student Achievement (SPSA) whether they receive Title I funding or not. As part of the development of that plan, schools conduct a needs assessment and work with the School Site Council to develop goals based on the analysis of that data. As part of the overall Multi-Tiered System of Support, schools identify specific, evidence-based interventions to support the targeted needs of students. A universal screener is used at each site with additional assessments as needed to determine flexible groupings which shift on a regular basis based on student need. In addition to clear expectations for first, best instruction in Tier 1, the district continues to refine supports in Tier 2 and 3 each year based on analysis of the data to determine gaps and the greatest areas of need.

### **Monitoring and Evaluating Effectiveness**

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

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

## Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Each year, the Assistant Superintendent of Educational Services meets with stakeholders to gather input for the Local Control Accountability Plan (LCAP). After analyzing assessment data from the prior year and information released on the California Dashboard in November, an LCAP Advisory Committee is formed that includes parents, staff, union representation, and SELPA representation. Meetings are scheduled from January-April to gather input from the LCAP Advisory Committee, the Parent Advisory Committee, DELAC, Cabinet, Instructional Leadership, staff, parents, students, and the unions for both certificated and classified staff. Regular updates are provided to the Board of Trustees and annual surveys are sent out in February to parents, staff, and students to gather additional information to develop the LCAP. Goals and Actions within the LCAP are regularly discussed at Administration meetings and as Principals develop their Single School Plan for Achievement (SPSA) to support the district in meeting its goals. Ultimately, the LCAP is posted on the district website for public input as well as presented for Public Hearing in June prior to LCAP approval by the Board of Trustees. In addition to the meetings and surveys this year, an online document (a Padlet) was created for stakeholders to post input on from February through May. Stakeholders were encouraged to email the Assistant Superintendent directly as well, and then the suggestions from these emails were added to the online document. While the unique challenges created by the pandemic in terms of face-to-face meetings meant meeting online through Zoom, there were actually more parents in attendance at meetings and a much greater response in the parent surveys as compared to prior years. With approximately 2242 families in the district representing about 3150 students, we had 1291 parent surveys returned. This is 58% of our families in comparison to a return rate typically in the 20-25% range. We increased many of our avenues of communication and accuracy of our contact information within our Student Information System through the pandemic, so we are hopeful that this will be a trend moving forward for increased input. Input from all the various stakeholder groups was shared with the LCAP Advisory Committee and as a public document, the Padlet was available for all to see, comment on, and add to.

The following represents the formal meetings to gather input from various stakeholders:

LCAP Advisory Committee: January 13th and February 24th of 2021 with the Letter from the Superintendent to be mailed in June  
Parent Advisory Committee: January 13th and February 24th of 2021 with the Letter from the Superintendent to be mailed in June  
DELAC: September 22, 2020 and April 24, 2021  
PTA: January 19th, 2021 (Jordan), January 19th, 2021 (El Portal), January 21, 2021 (Rancho Starbuck), January 21, 2021 (Olita), February 4th, 2021 (Meadow Green), February 11th, 2021 (Macy)  
Staff Meetings: March 3rd, 2021 (Meadow Green), April 1st, 2021 (Olita), April 7th, 2021 (Rancho Starbuck), April 7th (El Portal), April 8th, 2021 (Jordan), April 15th, 2021 (Macy)  
CSEA: February 17th, 2021  
LJEA: April 12th, 2021

These are in addition to the survey, regular updates at Board meetings, and discussion at regularly scheduled Instructional Leadership meetings which include Cabinet and all Principals.

A summary of the feedback provided by specific stakeholder groups.

A common theme for all stakeholder groups centered around the need to address the social emotional learning of students in the coming year as we transition out of the pandemic and back to full, in-person learning for the 2021-2022 school year. Being disconnected from peers and the routines of school life in addition to experiencing the potential traumas associated with the pandemic (loss, food insecurity, change in living situation, unemployment, lack of supervision, etc.) has taken a toll on our students and families. Understandably, there is great concern around reconnecting kids and being sure their mental health and social emotional needs are being met. Another common theme across groups was the need to support intervention for students who will need extra support in developing skills they may not have fully learned in distance learning. The flip side to this is supporting the students who may also need enrichment opportunities both to challenge and engage them in extending what they have learned or already know even through the disrupted learning for their peers. Having a structured Physical Education program that can support social emotional learning was also a theme from staff, parents, and at the LJEA meeting (certificated union). For teachers, an additional area of focus included class size with a hope that they would remain low or be lower and that there would not be combination classes in order to support the anticipated needs of students in the coming year.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

With the above in mind, the district has created a specific goal around enrichment, early literacy, and social emotional well-being to focus on these areas over the next few years. This is in addition to the goals that describe maintenance of basic operations, facilities upgrades which has been and continues to be in the forefront of the community, and the overall Multi-Tiered System of Support (MTSS) that continues to expand in order to meet the needs of every student within the Lowell Joint Community. As most districts in Orange County face declining enrollment, Lowell Joint has had fairly consistent enrollment. This has allowed us to maintain our negotiated staffing ratios while using some one-time dollars to add extra support. We have budgeted for an extra intervention person at each elementary site which will allow for more flexible grouping to support smaller ratios for intervention.

# Goals and Actions

## Goal

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

An explanation of why the LEA has developed this goal:

This goal addresses the basic conditions necessary to open the doors of our schools and support the successful learning of our students. Staffing and basic operations are accounted for here to address the Local Control Funding Formula (LCFF) State Priority #1, which is Basic (Conditions for Learning). In addition, evidence for the sufficiency of materials to address the LCFF State Priority #2 Implementation of State Standards (Conditions for Learning) is also included. Beyond just having materials, staff are surveyed each year to determine their level of comfort with implementing state standards. Additionally, given the need for proficiency in technology, digital resources as part of core programs, and the changes in instructional practice due to the recent school closures, access to devices and the internet have become a part of ensuring that students have access to the resources they need to be successful with state standards. Partnering with parents is a critical component to ensuring success for our students, which is LCFF Priority #3 Family Engagement. Parents are actively involved in the school community through School Site Council, PTAs, volunteer opportunities, and parent training. This also addresses all five Board Goals: Fiscal Excellence, Academic Excellence, High quality staff providing high quality service, and Safe, orderly, positive, respectful learning environments, and School/Family/Community Partnerships and Communication.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Credential Audit and data from CBEDS	One teacher has an Internship Credential working on a full credential with another on a short-term Staffing Permit working toward an Internship Credential and then a full credential. All remaining teachers were fully credentialed and appropriately				All teachers will be fully credentialed and appropriately assigned.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Board minutes for William's sufficiency	assigned in the 2020-2021 school year. Every student has standards-aligned materials as measured by Williams compliance documentation.				All students will continue to have standards-aligned materials.
Certificated staff survey on implementation of standards	94% of certificated staff members who teach core content areas said they Agree or Strongly Agree with the statement "I am comfortable in my understanding and implementation of California State Standards" as measured by the annual teacher survey.				95% of certificated staff members who teach core content areas will Agree or Strongly Agree with the statement "I am comfortable in my understanding and implementation of California State Standards".
Distribution of devices and hot spots (as needed) to ensure access to instructional resources to support the development of proficiency in state standards.	All students were provided a device in the 2020-2021 school year due to distance learning. When students are back on campus, a system has been created to assign devices for those in need while continuing to provide devices within each classroom for student				All students will have access to devices and internet to support progress on state standards and proficiency in 21st century skills.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	use. Qualifying families will also be able to check out a hot spot and/or be connected with low-cost internet providers.				

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Certificated Staffing-Teachers	Fully credentialled teachers will be employed and appropriately assigned. This includes some teachers that support unduplicated pupils; however, those services are documented elsewhere within the Local Control Accountability Plan (LCAP). Where the documentation of services is provided, the expense is identified as a repeated expenditure.	\$20,000,000.00	No
2	Certificated Staffing-Administration and other Support Staff	This includes certificated personnel working at the district office, Principals, the Assistant Principal at Rancho Starbuck, School Psychologists, and SLPs (Speech and Language Pathologists).		No
3	Classified Staffing-Technology Department	The Technology Department, consisting of three full-time and one part-time employee, will oversee the District's technology needs. This includes monitoring the networks and infrastructure for access to the internet and online testing for the state. With the Chromebook Initiative, maintenance and support of devices is an ongoing need. Go Guardian was implemented as well across the district to allow teachers the ability to monitor students on their Chromebooks for added safety. Communication tools such as websites, phone, and email systems will also be maintained by the Tech Department as will safety and security measures such as Raptor which was purchased for implementation in the 2018-19 school year. Raptor is an electronic	\$340,000.00	No

Action #	Title	Description	Total Funds	Contributing
		check in system for all people visiting a campus that alerts staff to potential issues with a visitor. Catapult is an emergency management system for communication during emergency situations such as a lock down, which is also managed by the Tech Department. It allows for better coordination with outside emergency personnel such as police and fire as well as internally for teachers to account for students. Tech staff also work with students in specialized opportunities to learn about technology such as drones, programming, and robotics.		
4	Classified Staffing-Custodial, Maintenance, and Grounds	Provide basic custodial, maintenance, and grounds services.	\$2,200,000.00	No
5	Basic Utilities	Basic utilities including electrical and water.	\$620,000.00	No
6	Instructional Materials-Textbooks and Software	In order to ensure that all students have standards-aligned instructional materials, the district has a Textbook Adoption timeline to plan for the expenditure of funds to stay in alignment with the release of new frameworks under the state adoption cycle. This also includes the purchase of any necessary supplemental materials and software programs that are part of the overall instructional program designed to support progress on mastery of state standards. For the 2021-2022 school year, we anticipate the purchase of new science materials since the pilot was interrupted in the 2020 school year. Software items included here are those purchased by the district that directly impact student progress on standards and/or tools teachers use for instructional purposes within the classroom including Lexia, ST Math, SeeSaw, Kami, and Google Enterprise.	\$803,000.00	No
7	Site Technology Allocation	Each school is provided with a technology allocation to update and expand equipment inventory with a priority placed on any teacher computer that is five or more years old. After those replacements have been made, the sites work with their site leadership teams to determine how best to use the funds in alignment with their identified	\$45,000.00	No

Action #	Title	Description	Total Funds	Contributing
		needs and goals in their School Plan for Student Achievement (SPSA).		
8	Instructional Supplies-Per Pupil Site Allocation	Each school was provided with a per pupil allocation for the purchase of instructional supplies. This allocation is based on overall enrollment at the site as calculated from CBEDS data in October. It is adjusted each year in alignment with the Consumer Price Index (CPI).	\$270,000.00	No
9	Maintenance of Chromebooks	Maintain and refresh devices from the first cycle of purchasing in 2015-16. As new Chromebooks are purchased, we have been able to expand the 1-1 Chromebook initiative for grades 3-8 to include the TK-2nd grade classrooms. With sending home devices during the pandemic, there is a greater need for replacement of devices in the coming year in addition to the anticipated need to refresh the older devices.		No
10	Classified Staffing-Data Systems Analyst	With the increase in state-required reporting through CalPads in addition to the need for the management of the Student Information System (Aeries), it is necessary to maintain a classified position for the data input and monitoring. As a small district, this position also supports the monitoring of our unduplicated pupils in running queries and reports for English learners, Foster Youth, McKinney-Vento Youth, and low income families. That portion of the salary is accounted for under Goal 4, Action 14.	\$45,000.00	No
11	Single Plan for Student Achievement (SPSA)	SPSA goals will be shared at a regularly scheduled Board meeting including conclusions drawn from data analysis to highlight the unique needs of each individual school site. Each school will provide opportunities for parents to engage with the school community, attend trainings or parent nights designed to support the Home School Connection. These are outlined in the site's Single School Plan for Student Achievement (SPSA).		No



Action #	Title	Description	Total Funds	Contributing
12	School Site Council and DELAC	Continue to provide annual training and/or refreshers for School Site Council members on their roles and responsibilities. Each Title I school will hold a Title I meeting to inform parents of opportunities for advisory groups and volunteerism. Schools will continue to implement an English Language Advisory Council (ELAC) or transfer the responsibilities to the School Site Council. The ELAC representative from the site along with other parents of English learners attend District English Language Advisory Committee (DELAC) meetings to provide input on services for English learners at the district level.		Yes
13	Parent Teacher Associations (PTA)	Each school will continue to form a Parent Teacher Association (PTA) with district support to reach out to the parents of UDPs. Meetings are scheduled both in the morning and in the evening to allow for greater attendance. PTAs strive to include parents in meaningful ways from event planning to roles within the PTA. At least once a year, district personnel attend meetings to discuss the LCAP in addition to parent meetings held by the Superintendent known as "Coffee with Coombs". Site Principals regularly attend meetings to provide information and receive feedback for planning purposes. The District will support the efforts of the La Habra PTA Council and each school will send a representative to the council meetings.		
14	Family Engagement	Fund tools to support parent outreach: phone outreach system and websites for the district, sites, and teachers. The District will continue to offer trainings and/or institutes designed to partner with parents in supporting student success. An annual parent survey will be administered to provide parents with an opportunity for feedback and ideas for enhancing educational programs.		No

## Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

## Goals and Actions

### Goal

Goal #	Description
2	Early Literacy

An explanation of why the LEA has developed this goal.

As the community needs have shifted over the last few years, it has become evident that Lowell Joint needs to provide more opportunities to develop school readiness skills for incoming students. Over the last few years, Transitional Kindergarten classes have been opened at each elementary site. The district also runs a preschool to service students with special needs. Prior to the school closures in March of 2020, the district had applied for and received a fundable score for a state-funded preschool program. With two preschools in the area closing even before the pandemic, this was identified as a need from our families. With the freezing of funding to new programs in March of 2020, we were unable to move forward with a preschool at that time. We became involved with the First Five Orange County: Children and Families Commission when asked to administer the Early Developmental Index (EDI) to Kindergarten students in order to provide comprehensive data for the city of La Habra. This led to discussions about using the information for our district with the need to include our Los Angeles county schools as well. First Five LA and First Five OC were able to work together to fund this for our district prior to the pandemic. First Five OC provided consultants to support the writing of our application for a state-funded preschool, and ultimately, First Five OC included us in their last round of funding so that we received an Early Childhood grant to develop programs and services to better support early literacy. So while the district is still on hold with state-funding for a preschool, we have continued to move forward with planning to better meet the early literacy needs of our community. A Teacher on Special Assignment (TOSA) was hired to support the deliverables for the grant and provide professional development around early literacy needs within the district. During the school closures, our primary grades were the most impacted in terms of attendance and engagement. Our Kindergarten student had a chronic absentee rate of over 9% with both 1st and 2nd grades above 6%. This is significantly higher than the other grade levels that ran between 2-4% for a district average of 4.34%. Given that we may have additional students that postponed entry into schooling due to the pandemic along with the disrupted schooling for many of our local preschools, we are anticipating this will be an area of greater focus through the cycle of this LCAP at minimum. This goal helps to address the LCCF State Priority #2 Implementation of State Standards (Conditions for Learning) as well as State Priority #4 Pupil Achievement (Pupil Outcomes). This also addresses the Board Goals of Academic Excellence and School/Family/Community Partnerships and Communication.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Early Childhood Accountability Plan	The Early Childhood Leadership Team has met to develop the				The three-year plan will have been developed and

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
and quarterly updates on progress.	<p>beginnings of the Early Childhood Accountability Plan. Quarterly updates were provided during the 2020-2021 school year; however, progress on some goals was delayed due to school closures including the opening of a state-funded preschool. The hope is to complete the plan in the coming year with programs and services beginning in the 2021-2022 school year.</p>				implemented including quarterly updates to the plan.
Agendas and Minutes from the Early Childhood Leadership Team.	<p>The agendas and minutes from the 2020-2021 school year reflect the initial planning of this group for reaching out to engage stakeholders to help develop the vision and plan for early literacy within Lowell Joint. The committee includes primary teachers, a principal, the district nurse, various other district personnel, parents, and</p>				<p>The Early Childhood Leadership Team will continue to assess data around the needs of our early learners and their families to develop programs and connect families with resources to support school readiness.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
<p>Data from Constant Contact for Newsletters and Brochures with Early Literacy Information; Participation with Ready4K</p>	<p>community members to support outreach to families with children ages 0-5 that are not enrolled within our school system.</p> <p>The Early Literacy Teacher on Special Assignment (TOSA) has begun sending out newsletters through Constant Contact and is developing a brochure to support parents with understanding developmental milestones for early learners. There are 58 participants signed up to receive monthly newsletters after initial emails to staff and parents. Ready4K licenses have been purchased with 47 people currently signed up to receive weekly texts with activities and information for parents targeting the specific ages of their children.</p>				<p>Data from Constant Contact and Ready4K will show an increase in the number of families subscribed to these resources.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Sign-ins to document parent involvement in the Learning Link.	The Learning Link has not opened yet, so we have no data.				Parents will regularly make use of the Learning Link to build school readiness skills in children ages 0-5.
Enrollment in the preschool program.	The preschool program has not opened yet. A for-fee option is being developed for the beginning of the 2022 year with the potential for a state-funded preschool should funding become available.				All slots within a for-fee and/or state-funded preschool will be filled to provide support for our earliest learners.
Attendance at and implementation of professional development around language acquisition as measured by sign-in sheets, classroom observation and ongoing coaching.	While many of the teachers attended training in OCDE Project GLAD in 2013-14 and 2014-15, there has not been any follow up. Additionally with many new staff in the district over the last 6 years, a number of people need to attend the initial 2-day training and the 4-day demo. Eight teachers attended the 2-day in June of 2021.  A google site was started to provide				All teachers will have attended both the initial 2-day training and the 4-day demonstration for OCDE Project GLAD. In addition, regularly scheduled follow up sessions will be provided along with in-class modeling and coaching by the Early Literacy TOSA who is also a trainer for OCDE Project GLAD. Implementation by teachers is clearly evident through artifacts within the

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
	resources across grade levels that is specific to the implementation of OCDE Project GLAD within Lowell Joint				room and shared resources developed by teachers in on the google site.

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Early Literacy Teacher on Special Assignment (TOSA)	The Early Literacy Teacher on Special Assignment (TOSA) is responsible for coordinating the development of the Early Childhood Accountability Plan and its deliverables while also supporting teachers with strategies for the development of literacy. This includes the actions specifically identified within the LCAP as well as those in the Early Childhood Accountability Plan that is required by the grant funding from First Five Orange County. The Early Literacy TOSA will work with teachers on identifying areas of need through the data gathered in the Early Developmental Index and district-wide benchmarks. This is especially important in returning from disrupted schooling to ensure that the foundational skills developed in the primary grades are addressed in supporting students with proficiency in reading and writing.	\$110,000.00	Yes
2	Early Literacy Committee	Convene an Early Childhood Leadership Team that will develop an Early Childhood Accountability Plan (ECAP) with evidence of implementation and support.		No
3	Early Literacy-Community Engagement	The following include strategies identified for engaging with community providers, parent groups and individuals to support early learners with a primary focus on our families needing support with community resources and navigating school readiness:	\$40,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>• Establish relationships with neighboring community providers, parent groups and individuals in the LJSD district boundaries.</li> <li>• Develop ongoing communication with existing providers, parent groups and individuals to work collaboratively in supporting early learning.</li> <li>• Utilize YES (Young Essential Scholars) Newsletter to showcase community providers, parent groups and individuals that support early learners.</li> <li>• Provide a Learning Link for families to engage in meaningful activities linked to early learning.</li> <li>• Provide access to Ready4K to target resources to existing families and those with children ages 0-5 within our community.</li> <li>• Utilize quarterly informational brochure documenting early childhood milestones for families supporting children ages 0-5.</li> </ul>		
4	Early Literacy- Preschool Program and Learning Link	<p>With approximately 40% of our families within Lowell Joint meeting the requirements for free and reduced lunch, there is a tremendous need to support our community with access to quality preschool at no charge. As the discussion began around opening a state-funded preschool, many additional families expressed an interest in having a fee-based program as well since we would be able to offer a program at less expensive rates than some of the local alternatives. We are in the process of applying for a preschool license so that we are able to move forward with a state-funded preschool as funds become available and explore the fee-based options. Until we are able to open a preschool program, we are preparing to open a Learning Link: a space where parents come with their children ages 0-5 to engage in activities designed to develop and support school readiness skills. The goal would be to have the space open for 10 hours a week.</p>	\$55,000.00	Yes
5	Transitional Kindergarten	<p>Transitional Kindergarten is not currently compulsory, however, those students who would not otherwise be enrolled in preschool or other</p>		Yes



Action #	Title	Description	Total Funds	Contributing
		school readiness programs prior to entry into Kindergarten are at a serious disadvantage without the opportunity to participate in activities designed to nurture and develop foundational skills.		

## Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

# Goals and Actions

## Goal

Goal #	Description
3	Modernization and Maintenance of Facilities

An explanation of why the LEA has developed this goal.

The schools in Lowell Joint were built in the 1950s and 60s and are in desperate need of major maintenance and modernization. The District continues to prioritize facility needs, and with the passing of a bond in 2018 (Measure LL), there will be additional monies available to begin the modernization and upgrading of all sites over the next few years. The primary focus of the bond is related to roofing and HVAC with the associated electrical and plumbing. These additional dollars will allow District funds for maintenance to be used on other needs in the prioritized list. Facilities projects were identified beginning with the Olita Major Maintenance project that began in 2020. There was an unexpected vacancy at the Maybrook site within the district that had been leased to a private school. This allowed for the consideration of using that site as temporary housing for the six schools as the repairs to roofing and HVAC systems are completed. No students present on site allows for a faster construction timeline, which decreases the overall cost of the project. It also means students will not be disrupted during the day by construction. Olita was technically moved to the Maybrook campus at the beginning of the 2020 school year while we were still in distance learning. Because we were not able to return to in-person instruction until March of 2021, there was little disruption for students who were meeting virtually. Construction was completed on the Olita site and Macy was moved to Maybrook mid-year. With the work at El Portal being done over the summer, three of the six schools were able to complete major construction and modernization within about a year. This allowed the district to complete the issuance of the bonds, which ultimately saved the tax payers approximately five million dollars in addition to some construction savings. Jordan is being moved to the Maybrook site for the 2021-2022 school year. Meadow Green and Rancho Starbuck will follow after construction is completed at Jordan. Given that the primary purpose of the bond was to upgrade basic necessities (roofing, HVAC, electrical and plumbing), there is still much work to be done. The district will continue to address major areas for improvement in conjunction with the projects identified in the scope of work for the bond. This goal helps to address the Local Control Funding Formula (LCFF) State Priority #1, which is Basic (Conditions for Learning).

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Board agendas and minutes Bond Oversight Committee agendas and minutes	The Facilities Master Plan will be Board approved and implementation will begin with regular updates to the Board				Identified timelines for priorities within the Facilities Master Plan will be met including projects completed under the bond.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SARCs and FIT Reports	<p>All school sites were inspected using the Facilities Inspection Tool (FIT) to ensure that facilities are in "Good Repair" or higher.</p>				All school sites will continue to receive a "Good Repair" or higher marking on the annual FIT reports that are then reported in the School Accountability Report Cards (SARCs)
Board agendas and minutes Bond Oversight Committee agendas and minutes	<p>Three of the sites have completed the scope of work identified in the bond with some additional district-funded work being completed in the summer of 2021 (marques, painting).</p>				All schools will have completed the work identified in Measure LL including new roofing, HVAC systems, and the associated electrical and plumbing. Some sites also required updated piping for sewer lines. Additional district-funded projects will be completed including marques, painting, and water bottle filling stations.

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Facilities Master Plan	Given the scope of work necessary to support the aging facilities within the district, a Facilities Master Plan needs to be approved to prioritize the major maintenance projects in conjunction with the work		No

Action #	Title	Description	Total Funds	Contributing
		being done through Measure LL. The primary focus of the bond is related to roofing and HVAC with the associated electrical and plumbing. These additional bond dollars will allow District funds for maintenance to be used on other needs on the prioritized list within the Facilities Master Plan. The plan will set the vision for the next 20 plus years as "Caretakers of a Legacy". The plan was developed over the last few years and is ready to be submitted for Board approval. Once approved, there will be regular updates to the Board.		
2	FIT Reports	Continue to inspect all school sites to ensure that facilities are in "Good Repair."		No

## Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

# Goals and Actions

## Goal

Goal #	Description
4	In order to meet the unique academic, behavioral, and social emotional needs of all students, a Multi-Tiered System of Support (MTSS) will continue to be expanded and refined.

An explanation of why the LEA has developed this goal.

In order to meet the unique needs of all students within the Lowell Joint School District, there has been a focus on developing clear levels of support for students in academics, behavior, and social emotional learning over the last few years under the larger umbrella of a Multi-Tiered System of Support (MTSS). The work began with identifying district-wide initiatives to support first, best instruction in the classroom that would meet the needs of the majority of students. This is also known as Tier 1. Then additional supports (Tier 2 and Tier 3) were developed and layered in to address smaller, more targeted groups of students based on need. As those systems were put in place, we began to tackle the supports for Behavior and now Social Emotional/Mental Health needs. The overall system is constantly being refined based on data and the ever-changing needs of our student population. All stakeholders have expressed concern for student's growth and well-being as we return to campuses full time in the 2021-2022 school year. Specific, more targeted goals have been identified for the Social Emotional and Mental Health needs of students and for Early Literacy. While these fall within the Multi-Tiered System of Support, it was important to spotlight these areas given the current context for our students and the increased need in these areas. Just as important is the attention to potential changes in that first, best instruction that may need to take place to provide opportunities for learning around skill sets that may not have been fully developed due to interrupted schooling, changes in instructional practice in distance learning, and other barriers making learning difficult. So represented in this goal are some of the ongoing practices that have been successfully supporting students prior to the pandemic as well as additional actions designed to address both the greater number of students needing intervention and the varied challenges facing students in the coming years.

Refining our overall Multi-Tiered System of Support continues to be an ongoing means of addressing the needs of students at all levels. We are developing additional services and interventions for our English Learners and Students with Disabilities. While we maintained the supports from the prior year, there is clearly a need to provide additional intervention for students to close the achievement gap as opposed to maintaining growth. We are adding some additional counseling and psychological supports for our UDPs, which will allow for more targeted support and monitoring for these student groups that are below the overall average for the district. This is especially true for our English learners and Socioeconomically Disadvantaged students. We want to continue to monitor both the academic and socio-emotional needs of our Foster Youth as well. We are currently evaluating the data from the LAS Links assessment to determine the focus for our English learners next year. We had hoped to have the data in February for planning purposes, however, delays due to COVID and school closures did not allow for the this. With the close out of the year, we will look at the data as baseline information to plan with over the summer for beginning the 2021-2022 school year with any necessary adjustments to our English learner supports. This will also allow us to analyze current SBAC data and ELPAC Summative data, which is becoming available now, to make decisions for the coming year.

This addresses the LCFF State Priorities 2: State Standards (Conditions of Learning), Priority 5: Student Engagement (Engagement), Priority 6: School Climate (Engagement), Priority 7: Course Access (Conditions of Learning), and Priority 8: Other Pupil Outcomes (Pupil Outcomes). On a local level, this goal is designed to meet Board expectations around Academic Excellence, School/Family/Community Partnerships and Communication, High quality staff providing high quality service, and Safe, orderly, positive, respectful learning environments

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Learner Progress Indicator (ELPI) ELPAC Data Las Links	Roughly 48% of English learner students were making progress towards English Language proficiency in 2019 with 19% scoring well-developed (4) on the ELPAC and another 44% at moderately developed (3).				60% of English Learners will be making progress towards English language proficiency with 25% scoring well-developed and 50% at moderately developed.
SBAC Data	For ELA, 23% of English learners met or exceeded the standard with only 16% in mathematics. This is in comparison to English only students with 64% meeting or exceeding the standard for ELA and 56% for mathematics.				To close the achievement gap while still raising achievement levels for all students, English learners will need to gain 5% each year with English only students gaining at least 2% in both ELA and mathematics.
Dataquest-Reclassification Rates	19% of students were reclassified in the 2020-2021 school year, which is well above LA county at				Reclassification rates will remain above both county and state rates.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
iReady Data	<p>8.1% and the state at 8.6%.</p> <p>An initial diagnostic will be administered by September of 2021 since this is a new assessment system. From this both goals and stretch goals will be determined for each student.</p> <p>IReady data will allow us to track Spanish proficiency for our Dual Language students, which we have not done in the first 2 years of the program with a formal assessment tool.</p>				<p>80% of students will meet their goals with 30% completing stretch goals. These numbers will be re-evaluated upon training within the system and monitoring growth over the first year of implementation.</p> <p>60% of Spanish learners will be making progress towards Spanish Language proficiency in alignment with our goal for developing English proficiency with our English learners. This may be adjusted after baseline data is gathered in the fall of 2021.</p>
Professional Development records Classroom Observations	All teachers hired before the pandemic have been trained in Thinking Maps with 2 additional days in				All teachers will be trained in both Thinking Maps and Write from the Beginning.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Write from the Beginning.</p> <p>8 teachers hired after 2015 were trained in the 2-day Research portion of Project GLAD with the 4-day Demonstration scheduled for the fall since elementary teachers were trained in 2013-3015.</p> <p>All teachers hired before the school closures were trained in Explicit, Direct Instruction (EDI).</p>				<p>All teachers will have been through both the 2-day and 4-day portions of Project GLAD training and a system of ongoing follow-up and coaching will be in place to support implementation.</p> <p>All teachers will be trained in Explicit, Direct Instruction (EDI).</p>
<p>Absentee letters</p> <p>SARB packets</p> <p>Monthly Chronic Absentee lists</p>	<p>Letters are automatically generated in Aeries on the 3rd, 5th, 7th, 9th, and 13th absence to notify parents for both truancy and chronic absenteeism.</p> <p>One student was taken through the SARB process prior to school closures.</p> <p>Principals are given monthly Chronic</p>				<p>Continue to generate letters and monitor student attendance.</p> <p>All students who are severely chronically absent (more than 25% of days enrolled) will begin the SARB process.</p> <p>Principals will continue to receive monthly lists of chronically absent students as well as</p>



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Absentee lists to follow up with students.				those in danger of becoming chronically absent to engage in preventative measures.

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Development (District-wide)	Provide non-student work days for professional development opportunities beyond early-release Mondays. These days are focused on intensive professional development to close the achievement gap for unduplicated pupils. The focus prior to the pandemic was on Thinking Maps as a foundation to the Write from the Beginning program since writing is an identified need across the district. Having the ability to use nonlinguistic representations of complex thinking to remove language barriers is a critical component in supporting our English learners. Another training component will be the new iReady assessment system to support the identification of student needs for both intervention support and enrichment opportunities. Woven within these days will also be training for the social emotional side of our most vulnerable students in reconnecting after the pandemic. This includes our students from low income households along with our English learners who were especially impacted by the school closures. Early-release Mondays will also be used for training in social emotional learning, iReady, and Thinking Maps, along with collaborative planning time.	\$420,000.00	Yes
2	Professional Development- English Learners	Continue to provide ELD training so that EL students will be provided appropriate access to the California Content Standards based on data analysis of ongoing needs for our students in alignment with best practices. This includes support for the district-wide initiative in implementing OCDE Project GLAD (Guided Language Acquisition	\$35,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3	Progress Monitoring and Support of English Learners	<p>In addition to teachers who provide Designated English Language Development (ELD) and Integrated ELD on a daily basis as part of Tier 1 instruction, four Bilingual Aides provide additional support to both students and parents. All 3-8 grade English learners track their own academic and language progress with goal sheets, and teachers will monitor the progress of English learners every trimester and/or quarter with interventions implemented as appropriate. Our Bilingual Aides work directly with students under the supervision of certificated staff in addition to supporting teachers with pulling the data from Aeries for monitoring and tracking student progress. Teachers meet with students and parents during conference time to discuss English learner progress. The aides complete the basic data portion (assessment scores, enrollment, etc.) Intervention Coordinators at each site meet one-on-one with English learners to support the development of their goals after discussing progress data on local measures and/or state assessment data. All English learners (including those reclassified that are still being monitored for progress), are given a language assessment to track language proficiency and provide additional supports as needed. This has been done through Las Links as an additional assessment specific to our English learners.</p>	\$270,000.00	Yes
4	Dual Immersion Program	<p>The district developed a Dual Immersion Program two years ago both to support our English learners and provide the opportunity for English only students to develop a second language. There are currently 4 grades available (TK-3rd grade). iReady also includes assessments in Spanish that will allow us to better track students on their Spanish language proficiency.</p>		Yes

Action #	Title	Description	Total Funds	Contributing
5	ELD and Spanish Elective at Rancho	In addition to a double block of English for all students, English learners at Rancho Starbuck are included in an English Language Development elective to increase language proficiency before entering high school. We typically have less than 15 long-term English learners across the entire district, but the added support helps to prepare students for the increased language demands at both the intermediate and high school levels. A Spanish elective allows for a cognitive break in the day for English learners who are also in need of developing Spanish language proficiency. Some English only students are also in the class to develop beginning Spanish, which also allows native Spanish speakers the opportunity to support their English only peers.	\$30,000.00	Yes
6	Before and After School Intervention	Continue to hire staff to provide for extended day intervention classes principally directed towards the needs of our UDPs. We are looking at ways to increase the number of staff available and/or to partner with outside agencies to provide targeted support for our students needing tutoring.	\$80,000.00	Yes
7	Intervention Coordinators	Continue to fund stipends for each school to hire an intervention coach. Coaches meet throughout the year with district personnel to discuss MTSS and needed adjustments to support our Unduplicated Pupil needs. They have been trained in Illuminate to run reports to facilitate the analysis of data in monitoring our subgroup populations to determine groupings for intervention and to identify gaps in supports with a primary focus on our English learners, Foster Youth, Homeless, and low income students.	\$20,000.00	Yes
8	Intervention Support During the Day	The district is using Expanded Learning Opportunities funds to support the addition of personnel to provide intervention during the day. Some sites have used Title I funds to target their most struggling students with an Intervention Aide, but given the greater need for targeted supports and small group instruction, the district will fund a support person for each site.	\$160,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
9	Teacher Planning/Choir Teacher	Teachers will collaborate regularly to monitor student progress, dialogue about best practices, and design intervention programs. This includes an additional FTE for a music teacher, which allows for additional collaboration time at the elementary level while also increasing student access to the Arts.	\$85,000.00	No
10	Science sections-Rancho-Starbuck	Continue to fund two sections of Science in the Rancho-Starbuck master schedule to ensure unduplicated students have more one-on-one assistance. With the added ELD, Reading, and Mathematics Intervention sections, there is often a disproportionate number of unduplicated students within certain sections of Science as a result of master scheduling. With a focus on developing 21st century skills and the shift to NGSS standards, which incorporate more hands-on learning through labs, there was a need to support two additional sections to increase the success of our most struggling students.	\$30,000.00	Yes
11	Math Intervention-Rancho Starbuck	Maintain Math intervention sections at the intermediate school for targeted students (one seventh grade section and one eighth grade section).	\$40,000.00	Yes
12	Illuminate	Continue to fund a technology program/system to assist teachers in monitoring student progress and analyzing data to close achievement gaps for UDPs (Illuminate). We are in the process of evaluating the need for this with the addition of iReady. Aeries is our student information system, so Illuminate is an additional resource.	\$25,000.00	Yes
13	Reading Intervention-Rancho Starbuck	Maintain sections to the Rancho Starbuck master schedule for reading intervention (one for grade 7 and one for grade 8).	\$40,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
14	Coordination of Services	Coordination and administration of all programs funded through Supplemental Grant dollars. This includes monitoring the progress of Unduplicated Pupils (UDPs) by certificated personnel at the District Office. With the growing supports and services from the inception of LCFF for our Unduplicated Pupils (from just over \$230,000 to over \$2 million), there is a need to add an additional classified person in fiscal services related to the administration of program actions and expenditures. This also includes half of the classified salary for our Data Systems Analyst position to provide aggregated and disaggregated data for the LCAP, reports to principals each month on attendance, chronic absenteeism, and suspensions, and support for monitoring each of the unduplicated pupil groups so that students are receiving appropriate services. The remainder of that salary is in Goal 1, Action 10.	\$215,000.00	Yes
15	ABA Class and Program Specialist Position	Both a Program Specialist and an ABA Teacher are funded to increase overall services and opportunities for students struggling with behavior. The primary goal is to re-engage students in meaningful learning opportunities by providing intervention for behavior, mental health, and other nonacademic barriers to learning.	\$240,000.00	
16	Learning Hubs-Libraries	School libraries will continue to be open additional hours to provide homework and tutoring help. This is in addition to their regular duties as Library Media Techs to support our students needing a place to do homework, get help with tutoring, and/or access to technology they may not have at home. This also allows for before and after school intervention to be housed in the school library so that students are able to receive the targeted support they need in flexible groupings.	\$100,000.00	
17	MTSS Coordination and Monitoring of UDPs	District personnel will coordinate, revise and update the LUSD district-wide Multi-Tiered System of Support (MTSS) for intervention and remediation with Intervention Coordinators. Additional funds are used to target struggling and/or advanced students. As part of MTSS, our Homeless/Foster Youth Liaison supports the overall monitoring of	\$155,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		support for and achievement of our Homeless students in coordination with sites and the counselor at Rancho Starbuck. The Director of Educational Services is the Homeless and Foster Youth Liaison as well as the Attendance Supervisor for the district.		
18	Assessment System	In order to assess unduplicated pupils and provide appropriate supports, the district needs to invest in a more comprehensive system that will allow for benchmarks, language proficiency assessments and intervention content targeted to student need. A group of teachers were brought together to evaluate the iReady program along with district personnel and Principals. We will be introducing the new system in the 2021-2022 school year, which will necessitate new baseline data for benchmarks as well as training for staff. The data provided from the system will better allow us to assess and monitor our unduplicated students although it will benefit all	\$280,000.00	Yes
19	Classified Staff-Custodial Support	Continue to fund additional night custodians beyond base needs to provide daily cleaning of classrooms. This allows for a safe and positive school environment when increasing the demands on existing custodial staff due to before and after school interventions, parent engagement activities, extended professional development, collaboration meetings, and other events funded by supplemental monies.	\$200,000.00	Yes
20	Attendance Monitoring	Student absences will be monitored regularly and attendance letters sent out for students with signs of chronic absenteeism. The district will continue with the attendance incentive program to encourage sites to explore unique ways to promote attendance. The Director of Educational Services is also the Attendance Supervisor for the district and will continue to work through the SARB process with principals as needed.		

Action #	Title	Description	Total Funds	Contributing
21	Creative Response to Emotional and Educational Wellness	<p>The Creative Response to Emotional and Educational Wellness or C.R.E.W. has been an overwhelming success. During the pandemic, counseling and psych interns were able to check in and connect with students, provide social emotional lessons during class sessions, and support the overall mental health of students during the pandemic. The counselor and interns monitor the social emotional needs of our UDPs along with a Program Specialist funded through the SELPA and four school psychologists to ensure that both counseling and psychological needs are being met. These services are especially critical in the coming year to meet the social emotional needs of those students experiencing the effects of trauma from the pandemic.</p> <p>This year, we have added services through Care Solace, a third-party vendor who operates as a resource for connecting students, families, and staff with mental health resources. This includes finding the right support, navigating insurance, and checking in to determine if the issues are being addressed. We continue to hire counseling interns to expand support services to our students with only one counselor for the district. Having interns allows every site to provide much needed services. These services are in addition to the existing partnership with the Gary Center (no cost) and a partnership with Supervisor Hahn's Office for limited counseling support.</p>	\$528,000.00	Yes
23	Nurse and Nursing Assistant	Collaborate with key staff at the county child welfare agency, mental health agency, and other entities providing care and services to foster youth and other UDPs (partial funding for the District Nurse). Offsetting the cost for support to these students along with other local funds has allowed us to hire a nursing assistant as well.	\$15,000.00	Yes

## **Goal Analysis [2021-22]**

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**



## Goals and Actions

### Goal

Goal #	Description
5	Enrichment and 21st Century Skill Development

An explanation of why the LEA has developed this goal.

With more than 40% of our students coming from low income homes, it became very evident during the pandemic that not all students have equal access to opportunities outside of school to experience and develop 21st century skills which often require access to pathways that some families are able to provide and some are not. As a district, Lowell Joint has continued to add programs to support enrichment and talent development without a formalized GATE program. Both staff and parents have provided feedback that we need to develop more opportunities and a more cohesive program while not limiting access to just formally identified GATE students. With this in mind, the district is developing a comprehensive identification system that includes multiple measures and local norms for GATE identification, training all teachers in best practices for working with GATE students to impact instruction within the day, and creating enrichment opportunities that do not require GATE identification for participation. We continue to believe that all students should have access to music and the arts, coding and STEAM, leadership opportunities and outlets to showcase their unique talents and abilities.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Completion of GATE Certification	Three staff members have currently completed GATE certification (meeting the requirements outlined by the OCC GATE consortium). There are an additional 30 plus teachers scheduled to be trained in the 2021-2022 school year.				All teachers within the district will be GATE certified.
GATE Assessments and Local Norms	We are in the process of purchasing				Appropriate staff will be trained on

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
	assessments and developing local norms.				administering assessments and evaluating criteria for GATE identification using local norms.
TOSA Calendar	Supports in the 2020-2021 school year focused on the elements necessary for distance learning with a heavy emphasis on technology support, software resources, and blended learning models. With the first GATE training this summer, the TOSA will be able to schedule time to support teachers with implementation of strategies within the classroom in the 2021-2022 school year.				The TOSA's calendar will reflect in-class support of teachers in implementing strategies, facilitation of the identification process with the GATE Advisory Committee, and equal time developing and supporting the STEAM program.

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Development-GATE Certification	Training teachers in depth and complexity to support critical thinking and high levels of rigor in the classroom benefits all students. As a small district with typically two teachers at a grade level per site, it is important to train all teachers. This ensures that all students will have access to a highly qualified teacher who understands the unique	\$108,000.00	No

Action #	Title	Description	Total Funds	Contributing
		needs of gifted and talented learners and can differentiate instruction accordingly. A portion of the Teacher on Special Assignment who will coordinate trainings and provide coaching support to teachers around implementation of strategies is included here along with the costs for training and resources.		
2	GATE Identification	The primary goal of developing comprehensive identification criteria is to ensure that typically under-represented student groups (including English learners, low income, and Foster Youth) are afforded access to GATE services. Measures of leadership and creativity along with a non-verbal assessment will be included along with more traditional measures. A primary goal in training all teachers in the characteristics of gifted and talented students is to ensure teachers are not just identifying students who are doing well in school.	\$15,000.00	Yes
3	STEAM Enrichment	Continue to expand access to STEAM programs at the elementary level above offerings within the classroom as part of traditional science. This becomes increasingly important as we develop College and Career Pathways for our elementary sites to feed into Rancho Starbuck programs such as the AP Computer Science course or the Conservatory of the Fine Arts (CoFA). This is especially true for our unduplicated pupils who lack access to technology and STEAM experiences outside of the school system. In evaluating STEAM labs at each of the sites, there are some costs for resources such as equipment and tables at a few sites with some additional costs for materials at all sites. This also includes an ongoing partnership with Fullerton Joint Union High School District to develop pathways that feed into high school programs. Included here is a portion of the cost for the Teacher on Special Assignment who is developing the STEAM program along with overseeing GATE. During the pandemic, the STEAM and Tech TOSAs started a Computer Science club to help engage students in some enrichment activities outside of classroom instruction. Almost 300 students attended the initial meeting with more than 200 continuing to meet throughout the end of the year.	\$105,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
4	Technology Integration-21st Century Skills	Continue to fund a Teacher on Special Assignment (TOSA) to assist staff in the integration of technology with the content standards to provide access to specialized support programs and resources for differentiating instruction for UDPs. The TOSA also provides support for illuminate and training teachers on reports for data analysis to monitor progress for English learners, students from low income families, and Foster Youth. This often means supporting parents of these students as well who need training in navigating digital resources for use in the home. With the completion of the Chromebook initiative, we are developing training for interactive displays that will allow for more student interaction to support the use of visuals as well as anchoring academic vocabulary within the room through the use of sentence stems, concept maps, and Thinking Maps for example in support of our English learners. Includes stipend for work outside contracted days.	\$220,000.00	Yes

### Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
8.22%	2,156,798

**The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.**

### Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

The Actions and Services best support our UDPs because they are integrated services as part of a Multi-Tiered System of Support. With 1,274 students counted as low income and as few as 17 Foster Youth, 80 Homeless and 210 English learners across six schools, it is not in the best interest of these students to isolate supports outside of MTSS. We realize this allows access for other students while maximizing resources although the services are principally directed toward one or more unduplicated pupil group.

#### English Learners

A unique need for our English learner population includes the communication with and opportunities for parents in their primary language, which we have built into the LCAP. In the California Department of Education's Improving Education for English Learners: Research-Based Approaches (2010), there are 8 guidelines in Chapter 4 for "Effective English Literacy Instruction for English Learners". Guideline 8 relates to honoring the home language. Increased communication and opportunities for both parents and students in their primary language support this research. Guidelines 1 and 5 are related to essential components of literacy and oral language development, which are addressed through both first, best instruction in the classroom and intervention with Lingual Learning materials through small group instruction during intervention as part of the overall MTSS program. Guideline 2, "effective instruction for English learners is similar to effective instruction for native speakers" and Guideline 7, "well prepared teachers" are addressed in the research chart for all students. This is also true for Guidelines 3 (instruction adjusted to meet their needs) and 6 (instruction is differentiated) as part of both the overall MTSS program with the specific focus on Universal Design for Learning to meet the needs of all students-including English learners and first, best instruction practices. The comprehensive and multidimensional approach recommended in Guideline 4 will be enhanced this year through an expansion of MTSS services with a focus on Universal Design for Learning. This focus will allow teachers to improve classroom instruction in literacy for English learners. With the addition of an Early Literacy TOSA, we are also able to provide much needed professional development around language acquisition through Project GLAD training and follow up. This is principally directed at meeting the needs of our English learners, however, all students in need of language development support will benefit.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

The Actions and Services best support our UDPs because they are integrated services as part of a Multi-Tiered System of Support. With 1,274 students counted as low income and as few as 17 Foster Youth, 80 Homeless and 210 English learners across six schools, it is not in the best interest of these students to isolate supports outside of MTSS. We realize this allows access for other students while maximizing resources although the services are principally directed toward one or more unduplicated pupil group. All of the positions listed with 100% are complementary to the Base program. Any action/service less than 100% is an expansion or improvement of existing services.

#### English Learners

Goal Action 4, Action 1: 75% Professional Development on Thinking Maps and Write from the Beginning which focuses on nonlinguistic representations of thinking with scaffolded supports for writing to support English learners.

Goal Action 4, Action 2: 100% Professional Development on CCSS and ELD standards including specific strategies for working with ELs in both Integrated and Designated ELD (Project GLAD).

Goal 4, Action 3: Progress Monitoring and Support of English learners (Bilingual Aides) including communication with and outreach to parents.

Goal Action 4, Action 4: 100% Dual Immersion program which supports the development of truly biliterate students.

Goal 4, Action 5: ELD and Spanish electives at Rancho. This is in addition to an ELA class with Designated ELD and Integrated ELD within other subject area courses. We have also added a Spanish elective to support primary language fluency.  
Monitor language progress with iReady

#### Multi-Tiered System of Support

English learners, Foster Youth, and Low-income students

Universal Design for Learning (UDL) is an educational framework based on research in the learning sciences, including cognitive neuroscience, that guides the development of flexible learning environments that can accommodate individual learning differences. Working within this framework allows teachers to plan for and use the most effective strategies for students with different learning needs, which is especially important for our English learners in literacy. In the context of our Multi-Tiered System of Support, in addition to the unique academic needs of our students, we are addressing the social-emotional and behavioral needs, which include supports for our Foster Youth, Socioeconomically Disadvantaged, Homeless, and English learners as appropriate. Prior to the 2015- 16 school year, there were no interventions offered within the school day. Much of the work from 2015 to 2019 has been in creating the structures and supports to provide intervention within the school day. Additional training and resources for teachers to be able to analyze data for placement into intervention and then provide instruction for intervention has also been a priority. This is in line with the research to provide comprehensive intervention to students, especially with increased access during the day, while the existing before and after school offerings to provide extended learning opportunities have been expanded. Hattie's research also supports the need for decreasing disruptive behaviors (ES=.53), the climate of the classroom (ES=.52), and staff and student relationships (ES=.72). Counseling services, the SRO, and EMHRS support have been identified as actions to develop safe, school climates conducive to learning. RtI, the intervention component embedded within our MTSS program, has

an effect size of 1.07 in Hattie's research. For that reason, it has been and continues to be a priority of the district to develop the necessary supports and systems of a comprehensive, MTSS model to ensure the needs of all our students are being met with a primary focus of supports for our UDPs through the use of Supplemental funds.

#### Parents

Hattie's research shows an effect size of .51 for parent involvement in learning. This is echoed in the research from Proven Interventions to Increase Student Achievement of Poor and Minority Students where engaging families, parents, and the community is vital to the success of students. Supporting parents is also identified by the National Education Association (NEA) as researched- based, best practices in Strategies for Closing the Achievement Gap.

Access to Technology, Student Engagement, Rigorous Curriculum, College and Career Readiness (21st century skills)  
English learners, Foster Youth, and Low-income students

Again pulled from Hattie's research, Problem Based Learning (ES=.65), Goals (ES=.56), and High Expectations (ES=.43) are all effective strategies in engaging students at high levels and providing access to career paths that might otherwise be out of reach for our UDPs. This same finding is echoed in Proven Interventions to Increase Student Achievement of Poor and Minority Students, which talks about having high expectations and providing a rigorous curriculum and also in Strategies for Closing the Achievement Gap. The actions and services outlined below are designed to provide both access and opportunities principally directed at our UDPs to meet this need.



**Total Expenditures Table**

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$26,063,000.00	\$1,691,000.00	\$130,000.00	\$60,000.00	\$27,944,000.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$25,453,000.00	\$2,491,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	XAll	Certificated Staffing-Teachers	\$20,000,000.00				\$20,000,000.00
1	2	XAll	Certificated Staffing-Administration and other Support Staff					
1	3	XAll	Classified Staffing-Technology Department	\$340,000.00				\$340,000.00
1	4	XAll	Classified Staffing-Custodial, Maintenance, and Grounds	\$2,200,000.00				\$2,200,000.00
1	5	XAll	Basic Utilities	\$620,000.00				\$620,000.00
1	6	XAll	Instructional Materials-Textbooks and Software	\$163,000.00	\$640,000.00			\$803,000.00
1	7	XAll	Site Technology Allocation	\$45,000.00				\$45,000.00
1	8	XAll	Instructional Supplies-Per Pupil Site Allocation	\$270,000.00				\$270,000.00
1	9	XAll	Maintenance of Chromebooks					
1	10	XAll	Classified Staffing-Data Systems Analyst	\$45,000.00				\$45,000.00
1	11	XAll	Single Plan for Student Achievement (SPSA)					
1	12	XLow Income	School Site Council and DELAC					
1	13		Parent Teacher Associations (PTA)					
1	14	XAll	Family Engagement					
2	1	XEnglish Learners XFoster Youth XLow Income	Early Literacy Teacher on Special Assignment (TOSA)	\$40,000.00		\$70,000.00		\$110,000.00
2	2	XAll	Early Literacy Committee					

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	3	XEnglish Learners XFoster Youth XLow Income	Early Literacy-Community Engagement			\$30,000.00	\$10,000.00	\$40,000.00
2	4	XEnglish Learners XFoster Youth XLow Income	Early Literacy-Preschool Program and Learning Link		\$25,000.00	\$30,000.00		\$55,000.00
2	5	XEnglish Learners XFoster Youth XLow Income	Transitional Kindergarten					
3	1	XAll	Facilities Master Plan					
3	2	XAll	FIT Reports					
4	1	XEnglish Learners XLow Income	Professional Development (District-wide)	\$420,000.00				\$420,000.00
4	2	XEnglish Learners	Professional Development- English Learners	\$20,000.00			\$15,000.00	\$35,000.00
4	3	XEnglish Learners	Progress Monitoring and Support of English Learners	\$250,000.00			\$20,000.00	\$270,000.00
4	4	XEnglish Learners	Dual Immersion Program					
4	5	XEnglish Learners	ELD and Spanish Elective at Rancho	\$30,000.00				\$30,000.00
4	6	XEnglish Learners XFoster Youth XLow Income	Before and After School Intervention	\$80,000.00				\$80,000.00
4	7	XEnglish Learners XFoster Youth XLow Income	Intervention Coordinators	\$20,000.00				\$20,000.00
4	8	XEnglish Learners XFoster Youth XLow Income	Intervention Support During the Day		\$160,000.00			\$160,000.00
4	9	XAll	Teacher Planning/Choir Teacher	\$85,000.00				\$85,000.00
4	10	XEnglish Learners XFoster Youth XLow Income	Science sections-Rancho-Starbuck	\$30,000.00				\$30,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	11	XEnglish Learners XFoster Youth XLow Income	Math Intervention-Rancho Starbuck	\$40,000.00				\$40,000.00
4	12	XEnglish Learners XFoster Youth XLow Income	Illuminate	\$25,000.00				\$25,000.00
4	13	XEnglish Learners XFoster Youth XLow Income	Reading Intervention-Rancho Starbuck	\$40,000.00				\$40,000.00
4	14	XEnglish Learners XFoster Youth XLow Income	Coordination of Services	\$215,000.00				\$215,000.00
4	15		ABA Class and Program Specialist Position	\$100,000.00	\$140,000.00			\$240,000.00
4	16		Learning Hubs-Libraries	\$100,000.00				\$100,000.00
4	17	XEnglish Learners XFoster Youth XLow Income	MTSS Coordination and Monitoring of UDPs	\$140,000.00			\$15,000.00	\$155,000.00
4	18	XEnglish Learners XFoster Youth XLow Income	Assessment System		\$280,000.00			\$280,000.00
4	19	XEnglish Learners XFoster Youth XLow Income	Classified Staff-Custodial Support	\$200,000.00				\$200,000.00
4	20		Attendance Monitoring					
4	21	XEnglish Learners XFoster Youth XLow Income	Creative Response to Emotional and Educational Wellness	\$270,000.00	\$258,000.00			\$528,000.00
4	23	XEnglish Learners XFoster Youth XLow Income	Nurse and Nursing Assistant	\$15,000.00				\$15,000.00
5	1	XAll	Professional Development-GATE Certification	\$65,000.00	\$43,000.00			\$108,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
5	2	XEnglish Learners XFoster Youth XLow Income	GATE Identification	\$15,000.00				\$15,000.00
5	3	XEnglish Learners XFoster Youth XLow Income	STEAM Enrichment	\$60,000.00	\$45,000.00			\$105,000.00
5	4	XEnglish Learners XFoster Youth XLow Income	Technology Integration-21st Century Skills	\$120,000.00	\$100,000.00			\$220,000.00

**Contributing Expenditures Tables**

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$2,030,000.00	\$3,088,000.00
LEA-wide Total:	\$1,890,000.00	\$2,948,000.00
Limited Total:	\$30,000.00	\$30,000.00
Schoolwide Total:	\$110,000.00	\$110,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	12	School Site Council and DELAC	XSchoolwide Xlimited to Unduplicated Student Group(s)	XLow Income	Specific Schools: Title 1 Schools		
2	1	Early Literacy Teacher on Special Assignment (TOSA)	XLEA-wide	XEnglish Learners XFoster Youth XLow Income	XAll Schools	\$40,000.00	\$110,000.00
2	3	Early Literacy-Community Engagement	XLEA-wide	XEnglish Learners XFoster Youth XLow Income	XAll Schools TK-2nd grades		\$40,000.00
2	4	Early Literacy-Preschool Program and Learning Link	XLEA-wide	XEnglish Learners XFoster Youth XLow Income	Specific Schools: Jordan (at the Maybrook site for 2021-2022) Ages 0-5		\$55,000.00
2	5	Transitional Kindergarten	XLEA-wide	XEnglish Learners XFoster Youth XLow Income	Specific Schools: Elementary sites Transitional Kindergarten		
4	1	Professional Development (District-wide)	XLEA-wide	XEnglish Learners XLow Income	XAll Schools	\$420,000.00	\$420,000.00
4	2	Professional Development-English Learners	XLEA-wide	XEnglish Learners	XAll Schools	\$20,000.00	\$35,000.00



Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
4	3	Progress Monitoring and Support of English Learners	XLEA-wide	XEnglish Learners	XAll Schools	\$250,000.00	\$270,000.00
4	4	Dual Immersion Program	XSchoolwide	XEnglish Learners	Specific Schools: Jordan Elementary TK-3rd grade		
4	5	ELD and Spanish Elective at Rancho	Xlimited to Unduplicated Student Group(s)	XEnglish Learners	Specific Schools: Rancho 7th and 8th grade	\$30,000.00	\$30,000.00
4	6	Before and After School Intervention	XLEA-wide	XEnglish Learners XFoster Youth XLow Income	XAll Schools	\$80,000.00	\$80,000.00
4	7	Intervention Coordinators	XLEA-wide	XEnglish Learners XFoster Youth XLow Income	XAll Schools	\$20,000.00	\$20,000.00
4	8	Intervention Support During the Day	XLEA-wide	XEnglish Learners XFoster Youth XLow Income	Specific Schools: All elementary sites		\$160,000.00
4	10	Science sections- Rancho-Starbuck	XSchoolwide	XEnglish Learners XFoster Youth XLow Income	Specific Schools: Rancho Starbuck 7th and 8th	\$30,000.00	\$30,000.00
4	11	Math Intervention- Rancho Starbuck	XSchoolwide	XEnglish Learners XFoster Youth XLow Income	Specific Schools: Rancho Starbuck 7th and 8th	\$40,000.00	\$40,000.00
4	12	Illuminate	XLEA-wide	XEnglish Learners XFoster Youth XLow Income	XAll Schools	\$25,000.00	\$25,000.00
4	13	Reading Intervention- Rancho Starbuck	XSchoolwide	XEnglish Learners XFoster Youth XLow Income	Specific Schools: Rancho Starbuck 7th and 8th	\$40,000.00	\$40,000.00
4	14	Coordination of Services	XLEA-wide	XEnglish Learners XFoster Youth XLow Income	XAll Schools	\$215,000.00	\$215,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
4	17	MTSS Coordination and Monitoring of UDPs	XLEA-wide	XEnglish Learners XFoster Youth XLow Income	XAll Schools	\$140,000.00	\$155,000.00
4	18	Assessment System	XLEA-wide	XEnglish Learners XFoster Youth XLow Income	XAll Schools		\$280,000.00
4	19	Classified Staff-Custodial Support	XLEA-wide	XEnglish Learners XFoster Youth XLow Income	XAll Schools	\$200,000.00	\$200,000.00
4	21	Creative Response to Emotional and Educational Wellness	XLEA-wide	XEnglish Learners XFoster Youth XLow Income	XAll Schools	\$270,000.00	\$528,000.00
4	23	Nurse and Nursing Assistant	XLEA-wide	XEnglish Learners XFoster Youth XLow Income	XAll Schools	\$15,000.00	\$15,000.00
5	2	GATE Identification	XLEA-wide	XEnglish Learners XFoster Youth XLow Income	XAll Schools	\$15,000.00	\$15,000.00
5	3	STEAM Enrichment	XLEA-wide	XEnglish Learners XFoster Youth XLow Income	XAll Schools	\$60,000.00	\$105,000.00
5	4	Technology Integration-21st Century Skills	XLEA-wide	XEnglish Learners XFoster Youth XLow Income	XAll Schools	\$120,000.00	\$220,000.00

### Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

<b>Totals:</b>	<b>Planned Expenditure Total</b>	<b>Estimated Actual Total</b>
Totals:		



# Instructions

Plan Summary

Stakeholder Engagement

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

*For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California Education Code [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- o Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

# Plan Summary

## Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

## Requirements and Instructions

**General Information** – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

**Reflections: Identified Need** – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

**Comprehensive Support and Improvement** – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

# Stakeholder Engagement

## Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

## Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

### Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

**Prompt 1:** “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

**Prompt 2:** “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

**Prompt 3:** “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

### Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

### Focus Goal(s)

**Goal Description:** The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

**Explanation of why the LEA has developed this goal:** Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

### ***Broad Goal***

**Goal Description:** Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

**Explanation of why the LEA has developed this goal:** Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

### ***Maintenance of Progress Goal***

**Goal Description:** Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

**Explanation of why the LEA has developed this goal:** Explain how the actions will sustain the progress exemplified by the related metrics.

### ***Measuring and Reporting Results:***

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.



Timeline for completing the “Measuring and Reporting Results” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> .

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

**Actions:** Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

**Actions for English Learners:** School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in EC Section 306, provided to students and professional development activities specific to English learners.

**Actions for Foster Youth:** School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

**Goal Analysis:**

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

## **Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students**

### **Purpose**

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

### **Requirements and Instructions**

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

**Percentage to Increase or Improve Services:** Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

**Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students:** Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

**Required Descriptions:**

**For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.**

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

**Principally Directed and Effective:** An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

**COEs and Charter Schools:** Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

### **For School Districts Only:**

#### **Actions Provided on an LEA-Wide Basis:**

**Unduplicated Percentage > 55%:** For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

**Unduplicated Percentage < 55%:** For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions are the most effective use of the funds to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

#### **Actions Provided on a Schoolwide Basis:**

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

**For schools with 40% or more enrollment of unduplicated pupils:** Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

**For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils:** Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

**“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”**

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

## Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
  - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
  - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.

LOWELL JOINT SCHOOL DISTRICT  
June 14, 2021

To: President Hinz and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Presentation and Approval of Single School Plans  
For Student Achievement

INFORMATION/  
ACTION

The *Single Plan for Student Achievement* (SPSA) is a plan of action for each school site to raise the academic performance of all students. The SPSA for each school site is linked to the Board's Strategic Goals, the Local Control Accountability Plan (LCAP) and the District's Local Education Agency Plan (LEA Plan).

All schools have conducted a comprehensive analysis of data and educational, research-based practices to identify focused areas for improvements. The sites' SPSAs describe the specific goals and strategies school staffs will implement.

Copies of the *Single Plan for Student Achievement* (SPSA) are available for review in the Educational Services Department and on the District and schools websites.

It is recommended that the Single Plans for Student Achievement be approved and that the Superintendent or designee be authorized to execute the necessary documents.

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Superintendent's Comment:

APPROVAL RECOMMENDED.

School Year: 2021-22



# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
El Portal Elementary School	19647666020127	5/20/21	June 14, 2021

## Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

X Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

El Portal's School Plan for Student Achievement is written to align and support the Lowell Joint School District's three LCAP goals: Goal 1 - All students of the Lowell Joint School District will have appropriate conditions for successful learning outcomes. Goal 2 - All students in the Lowell Joint School District will demonstrate continuous student achievement and progress toward being college and career ready. Goal 3 - Stakeholders, including parents and students, will be engaged in supporting student learning in a positive and safe school climate. El Portal's specific goals address creating an environment that supports academic achievement for all students, a positive school climate, and an environment that provides opportunity and access for all students.



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# Comprehensive Needs Assessment Components

## Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

## Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Parents and guardians are important to the success of El Portal School and we value their input. 230 El Portal Parents completed the 2020/21 LCAP Parent Survey. That is a big increase in participation. Last year's survey was only completed by 61 families. The survey addresses parents' understanding of school programs and the two-way communication between school and home. Survey questions included parent opinion on the educational program (curriculum, academic progress, assessment, program structure and general impressions). The results rated El Portal very strong in many areas. A significant number of parents answered "Don't Know" to questions that asked if "our school offers opportunities for students to work above grade-level, if appropriate" and does "our school provide academic support." These results inform us that we may not be communicating clearly to our families about all of the resources we have available to our students. This has been the case in past surveys. Parents also answered "Don't know" in a significant number to questions about English Learner identification and programs and supports for English Learners. Like all surveys, this information provides the El Portal staff with insight on areas that need improvement. All information from all of the surveys was shared with staff, School Site Council, PTA, and ELAC parent groups. We did not conduct a School Climate survey this school year with students. At the time of the last survey about 27% of students answered "Sometimes" to the question, "I like school." This is a concerning amount of responses. 88% of students surveyed responded "Often" and "Always" to the question "There is an adult at my school who will help me if I need it." 90% of students surveyed answered "Always" to the statement, "My school wants me to do well." These results reflect the hard work of El Portal staff to create a school climate and culture that encourages students to come to school, do their best and be successful.

## Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Evaluation, both formal and informal, is a vital form of communication, the intent of which is to reinforce knowledge of school standards and expectations, to assist individual teachers to maintain effective teaching skills and subject matter knowledge, and to encourage further development in proficiency. The result is a dynamic teaching staff that provides a high quality instructional program for all students. All probationary teachers have three formal observations and two formal evaluations each year. All tenured staff, ten years or more, have one observation and one formal evaluation every other year. The site administrator also does frequent informal classroom observations and teachers are substituted out to observe each other. Current year observations have shown that teachers have a strong understanding of Explicit Direct Instruction. Each classroom uses Zoom or Google Meet to hold synchronous learning sessions.

## Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

## Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

El Portal's instructional program is in transition to full implementation of the California Core State Standards (CCSS). Currently, transitional kindergarten - grade six are implementing the California Core State Standards, CCSS. The curriculum and instruction is well aligned to each set of standards. Grade level long-range plans/pacing guides reflect the standards, and both state and local assessments are used to measure student growth. This assessment information is used to guide instructional practice and modify instruction where needed. Trimester district benchmarks are also used to identify and target at-risk students who need additional support and intervention classes. CAASPP data from the 2018-2019 test administration shows that in ELA, 69% of all students Met or Exceeded standards. 60% of Socio-Economically Disadvantaged students Met or Exceeded standards in ELA. However only 26% of Students With Disabilities Met or Exceeded standards. CAASPP data from the 2018-2019 test administration shows that in Math, 63% of all students Met or Exceeded standards. 52% of Socio-Economically Disadvantaged students Met or Exceeded standards in Math. However only 18% of Students With Disabilities Met or Exceeded standards.

As part of our Multi Tiered System of Support (MTSS) we continually evaluate both state and local measures to target support and intervention and enrichment opportunities.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

The Illuminate Data Systems is the student tracking software used in the Lowell Joint School District. Administrators and teachers are able to access the student data from district benchmarks, CAASPP, and the ELPAC assessments and use that information to modify instruction and create intervention classes. Teachers use chapter tests and quizzes from our math adoption to monitor students' understanding of standards-based concepts. Throughout their lessons teachers use Checking For Understanding practices to ensure that students are understanding the content of the lesson.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All of the El Portal teaching staff is highly qualified. Our school district's Human Resources office ensures that all staff is highly qualified.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All staff is credentialed and all meet regularly in professional learning communities. Professional development includes: Data Works, Project GLAD, Thinking Maps, technology and engagement strategies. They also meet weekly as grade-level teams.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

All instruction is currently aligned to and focusing on the implementation of the California Content Standards and part of the ongoing adoption cycle. The focus for the 2019-2020 School year is the Social Studies adoption. Due to a need for writing support the district has implemented Thinking Maps to improve instruction in writing.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

El Portal receives support from our district's Teacher On Special Assignment (TOSA) for technology. Our TOSA assists with the Illuminate program and other technology. El Portal also has two intervention coaches, who support staff with instructional strategies and design and implement the Intervention that takes place throughout the day.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

El Portal teachers meet weekly by grade-level to plan curriculum and each trimester as a district in grade-level teams.

## Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All transitional kindergarten through sixth grade is implementing the California Core State Standards and use a standards based report card.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

All classrooms meet or exceed the recommended instructional minutes for ELA and mathematics.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

EI Portal uses the district pacing guide which is aligned to each of the district benchmarks. After an analysis of each of the benchmark tests, intervention groups are created and students are assigned to Intervention classes to meet their needs. Intervention also occurs in the classrooms after whole class direct instruction. The RSP program also offers support to students who qualify. AIM and Learning at Lunch is offered to any student that needs support. EI Portal also has a thirty minute Academic Language class to support the academic language needs.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All instructional materials are standards-based and appropriate for all student groups.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All instructional and intervention materials are standards-based and appropriate to all student groups.

## Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Service provided by the common core aligned programs in both ELA and Math that enable underperforming students to meet standards include:

- \*Mind Math Institute(ST Math)
- \*Reading Plus
- \*Lexia, Core 5
- \*Reading Counts
- \*No Excuses University
- \*Interns and Counselors

Evidence-based educational practices to raise student achievement

Research-based practices used at EI Portal:

- \*Data Works, Explicit Direct Instruction
- \*Mind Math Institute(ST Math)
- \*Reading Plus
- \*Lexia, Core 5
- \*Reading Counts
- \*Intervention Classes - Small Group Instruction
- \*Academic Vocabulary Classes

## Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

EI Portal offers AIM (a homework help) daily during first recess, before school and after-school. EI Portal uses different computer-based online software programs that can be accessed at home for more practice. Programs include: ST Math, Reading Counts, Go Math, Lexia and Reading Plus. Our Annual Back to School Night and newly implemented No Excuses University (NEU) Parent University sessions help our families understand the mindset our staff here at EI Portal possesses.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

EI Portal has a School Site Council, ELAC representative, and an active PTA.

## Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Intervention Classes and computer programs are funded by Title 1, Part A  
Parent Nights are funded by Title 1, Part A: Parent Involvement  
EL support is funded by District and Site Title 1 funds.

Fiscal support (EPC)

Title 1, PTA donations, Site Allocations, Tech Allocation, Before/After School Intervention Allocation and a STEAM Allocation.

## Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

### Involvement Process for the SPSA and Annual Review and Update

Collaborating on the 2021-22 SPSA, EI Portal took the following steps:

Parents and staff reviewed and discussed actions and progress on the 2020-21 goals at School Site Council (SSC) meetings with feedback from the English Language Advisory Committee (ELAC) representative, PTA meetings, meetings with the Leadership Team, and at staff meetings.

We reviewed information on the California Dashboard to see which areas are still in need of improvement. All areas in orange or red from 2019-2020 will be specifically addressed and monitored since there is no new CAASPP data.

We discussed and reviewed the input from the 2021 LCAP Parent Survey. Teachers were also surveyed as to what the are current needs of EI Portal.



With the help of the El Portal stakeholders, the 2021-22 SPSA goals and actions steps were created.

## Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

There are achievement gaps for some of our student subgroups. Students with disabilities (SWD) have not met standard in both the ELA and Math portions of the CAASPP at a much higher percentage than all students. 52.94 % of SWD did not meet standard in ELA and 47.06% did not meet standard in Math. Students with disabilities need to have access to in-school and after-school academic interventions on top of the services they already receive as part of their IEP. Due to COVID-19 we are anticipating larger achievement gaps for some of our at-risk student groups.



# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.19%	0.2%	0.4%	1	1	2
African American	1.52%	1%	1.0%	8	5	5
Asian	2.86%	3.2%	4.3%	15	16	22
Filipino	1.14%	1.6%	1.8%	6	8	9
Hispanic/Latino	66.48%	65%	64.7%	349	325	332
Pacific Islander	%	0%	%		0	
White	24%	24.4%	21.8%	126	122	112
Multiple/No Response	%	2.6%	2.5%		10	13
<b>Total Enrollment</b>				525	500	513

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	82	72	63
Grade 1	78	60	62
Grade 2	70	84	71
Grade 3	76	72	89
Grade 4	66	75	77
Grade 5	73	65	85
Grade 6	80	72	66
<b>Total Enrollment</b>	525	500	513

### Conclusions based on this data:

1. Our enrollment has remained steady for the last 3 school years.
2. We maintain a culture of universal achievement, which benefits all students.
3. Our largest subgroups continue to be Hispanic and White students.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
<b>English Learners</b>	85	50	60	16.2%	10.0%	11.7%
<b>Fluent English Proficient (FEP)</b>	56	75	74	10.7%	15.0%	14.4%
<b>Reclassified Fluent English Proficient (RFEP)</b>	2	39	8	2.2%	45.9%	16.0%

### Conclusions based on this data:

1. Due to the supports in place for English Language Learners, there has been an initial increase in our reclassification rate noted in the 16-17 year and then in the 17-18 year the numbers decreased because we had fewer students that were classified as English learners. This trend continued for the 2018-19 school year.
2. There has been a steady decrease in the percentage of students who remain English Language Learners. We attribute this success to the differentiated instruction in the classrooms throughout the day, which incorporates English Language Development supports alongside interventions and enrichment.
3. Our total number of English Learners increased this year.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	66	59	78	65	59	77	65	59	77	98.5	100	98.7
Grade 4	79	71	63	79	70	63	79	70	63	100	98.6	100
Grade 5	65	77	72	64	77	72	64	77	72	98.5	100	100
Grade 6	63	68	83	63	67	83	63	67	83	100	98.5	100
All	273	275	296	271	273	295	271	273	295	99.3	99.3	99.7

\* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2440.	2439.	2451.	27.69	30.51	32.47	30.77	27.12	28.57	23.08	22.03	27.27	18.46	20.34	11.69
Grade 4	2490.	2523.	2518.	26.58	48.57	49.21	35.44	20.00	26.98	25.32	21.43	9.52	12.66	10.00	14.29
Grade 5	2502.	2505.	2557.	21.88	20.78	40.28	25.00	32.47	36.11	29.69	19.48	15.28	23.44	27.27	8.33
Grade 6	2525.	2549.	2567.	15.87	22.39	28.92	33.33	40.30	37.35	23.81	22.39	22.89	26.98	14.93	10.84
All Grades	N/A	N/A	N/A	23.25	30.40	36.95	31.37	30.04	32.54	25.46	21.25	19.32	19.93	18.32	11.19

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	26.15	32.20	27.27	47.69	47.46	57.14	26.15	20.34	15.58	
Grade 4	29.11	48.57	36.51	58.23	40.00	53.97	12.66	11.43	9.52	
Grade 5	25.00	28.57	51.39	53.13	51.95	43.06	21.88	19.48	5.56	
Grade 6	17.46	26.87	34.94	52.38	55.22	48.19	30.16	17.91	16.87	
All Grades	24.72	34.07	37.29	53.14	48.72	50.51	22.14	17.22	12.20	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	33.85	27.12	24.68	53.85	44.07	61.04	12.31	28.81	14.29
Grade 4	32.91	38.57	36.51	55.70	50.00	53.97	11.39	11.43	9.52
Grade 5	31.25	31.17	40.28	46.88	44.16	44.44	21.88	24.68	15.28
Grade 6	26.98	32.84	32.53	38.10	47.76	53.01	34.92	19.40	14.46
All Grades	31.37	32.60	33.22	49.08	46.52	53.22	19.56	20.88	13.56

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	26.15	28.81	25.97	61.54	55.93	64.94	12.31	15.25	9.09
Grade 4	16.46	42.86	42.86	70.89	50.00	49.21	12.66	7.14	7.94
Grade 5	18.75	10.39	31.94	65.63	72.73	58.33	15.63	16.88	9.72
Grade 6	17.46	14.93	21.69	68.25	80.60	73.49	14.29	4.48	4.82
All Grades	19.56	23.81	29.83	66.79	65.20	62.37	13.65	10.99	7.80

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	18.46	25.42	32.47	64.62	54.24	50.65	16.92	20.34	16.88
Grade 4	21.52	50.00	42.86	65.82	42.86	46.03	12.66	7.14	11.11
Grade 5	17.19	23.38	45.83	59.38	51.95	45.83	23.44	24.68	8.33
Grade 6	23.81	28.36	40.96	52.38	59.70	48.19	23.81	11.94	10.84
All Grades	20.30	31.87	40.34	60.89	52.01	47.80	18.82	16.12	11.86

**Conclusions based on this data:**

1. 3rd and 4th grades consistently score between 60-75% Meets or Exceeds standards.
2. 5th grade has the most significant improvement in percentage of students meeting and exceeding standards from the 2017-18 school year to the 2018-19 school year. (+23%)
3. 6th grade varies between 45-62% Meets/Exceeds.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	66	59	78	65	59	77	65	59	77	98.5	100	98.7
Grade 4	79	71	63	79	70	63	79	70	63	100	98.6	100
Grade 5	65	77	72	64	77	72	64	77	72	98.5	100	100
Grade 6	63	68	83	63	67	83	63	67	83	100	98.5	100
All	273	275	296	271	273	295	271	273	295	99.3	99.3	99.7

\* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2470.	2453.	2456.	30.77	25.42	33.77	43.08	35.59	27.27	18.46	22.03	22.08	7.69	16.95	16.88
Grade 4	2513.	2538.	2512.	29.11	50.00	31.75	36.71	24.29	36.51	29.11	21.43	23.81	5.06	4.29	7.94
Grade 5	2529.	2505.	2548.	18.75	15.58	33.33	29.69	27.27	30.56	42.19	31.17	26.39	9.38	25.97	9.72
Grade 6	2554.	2569.	2557.	30.16	28.36	22.89	26.98	35.82	36.14	22.22	23.88	30.12	20.63	11.94	10.84
All Grades	N/A	N/A	N/A	27.31	29.67	30.17	34.32	30.40	32.54	28.04	24.91	25.76	10.33	15.02	11.53

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	49.23	45.76	44.16	41.54	38.98	38.96	9.23	15.25	16.88	
Grade 4	51.90	65.71	55.56	36.71	27.14	30.16	11.39	7.14	14.29	
Grade 5	29.69	25.97	41.67	50.00	46.75	45.83	20.31	27.27	12.50	
Grade 6	42.86	43.28	40.96	25.40	38.81	43.37	31.75	17.91	15.66	
All Grades	43.91	44.69	45.08	38.38	38.10	40.00	17.71	17.22	14.92	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	41.54	33.90	38.96	44.62	50.85	40.26	13.85	15.25	20.78
Grade 4	30.38	42.86	30.16	55.70	45.71	53.97	13.92	11.43	15.87
Grade 5	25.00	16.88	30.56	57.81	48.05	52.78	17.19	35.06	16.67
Grade 6	28.57	23.88	21.69	49.21	58.21	61.45	22.22	17.91	16.87
All Grades	31.37	28.94	30.17	52.03	50.55	52.20	16.61	20.51	17.63

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	35.38	33.90	37.66	52.31	45.76	41.56	12.31	20.34	20.78
Grade 4	36.71	48.57	38.10	48.10	44.29	47.62	15.19	7.14	14.29
Grade 5	17.19	14.29	23.61	65.63	55.84	63.89	17.19	29.87	12.50
Grade 6	28.57	29.85	21.69	44.44	56.72	50.60	26.98	13.43	27.71
All Grades	29.89	-31.14	29.83	52.40	50.92	50.85	17.71	17.95	19.32

**Conclusions based on this data:**

1. 3rd grade students scored at 61% Meets or Exceeds standards for both the 2017-18 and 2018-19 school years.
2. 5th grade has the most significant improvement in percentage of students meeting and exceeding standards from the 2017-18 school year to the 2018-19 school year. (+21%)
3. Students scored lowest in the areas of Communicating Reasoning (30% Above Standard) and Problem Solving and Modeling/Data-Analysis (30%).

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1451.0	1413.7	1453.5	1420.1	1445.0	1398.3	32	12
Grade 1	1496.1	1475.8	1477.1	1460.3	1514.4	1491.0	19	11
Grade 2	*	*	*	*	*	*	*	*
Grade 3	1486.1	*	1475.9	*	1495.8	*	11	*
Grade 4	*	*	*	*	*	*	*	9
Grade 5	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	5
All Grades							88	45

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	53.13	8.33	40.63	58.33	*	16.67		16.67	32	12
1	78.95	18.18	*	63.64		9.09		9.09	19	11
2	*	*	*	*		*		*	*	*
3		*	*	*	*	*	*	*	11	*
4	*	*	*	*	*	*		*	*	*
5	*	*	*	*		*		*	*	*
6	*	*	*	*	*	*		*	*	*
All Grades	50.00	22.22	37.50	51.11	*	15.56	*	11.11	88	45

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	59.38	8.33	*	58.33	*	16.67		16.67	32	12
1	73.68	9.09	*	63.64		18.18		9.09	19	11
2	*	*	*	*		*		*	*	*
3	*	*	*	*	*	*	*	*	11	*
4	*	*	*	*		*		*	*	*
5	*	*	*	*		*		*	*	*
6	*	*	*	*		*		*	*	*
All Grades	55.68	26.67	37.50	51.11	*	13.33	*	8.89	88	45

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	43.75	16.67	*	50.00	*	16.67		16.67	32	12
1	78.95	18.18	*	63.64		18.18		0.00	19	11
2	*	*	*	*		*		*	*	*
3		*	*	*	*	*	*	*	11	*
4		*	*	*	*	*		*	*	*
5	*	*	*	*	*	*		*	*	*
6	*	*	*	*	*	*	*	*	*	*
All Grades	44.32	17.78	30.68	44.44	19.32	24.44	*	13.33	88	45

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K	90.63	25.00	*	66.67		8.33	32	12	
1	100.00	81.82		18.18		0.00	19	11	
3	*	*	*	*	*	*	11	*	
All Grades	75.00	46.67	22.73	48.89	*	4.44	88	45	



Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	37.50	0.00	56.25	83.33	*	16.67	32	12
1	57.89	0.00	*	81.82		18.18	19	11
3	*	*	*	*	*	*	11	*
5	*	*	*	*	*	*	*	*
All Grades	44.32	17.78	51.14	71.11	*	11.11	88	45

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	34.38	0.00	65.63	83.33		16.67	32	12
1	84.21	36.36	*	54.55		9.09	19	11
3		*	*	*	*	*	11	*
6	*	*	*	*	*	*	*	*
All Grades	43.18	20.00	50.00	64.44	*	15.56	88	45

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	65.63	58.33	34.38	25.00		16.67	32	12
1	*	18.18	63.16	81.82		0.00	19	11
3	*	*	*	*	*	*	11	*
5	*	*	*	*	*	*	*	*
All Grades	51.14	31.11	46.59	62.22	*	6.67	88	45

**Conclusions based on this data:**

1. The average for written language is higher than oral language, with the exception of kindergarten.
2. Student scores in written language are stronger than oral language in First Grade.

# School and Student Performance Data

## Student Population

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

This section provides information about the school's student population.

2019-20 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
500	40.4	10.0	0.6
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	50	10.0
Foster Youth	3	0.6
Homeless	16	3.2
Socioeconomically Disadvantaged	202	40.4
Students with Disabilities	46	9.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	5	1.0
American Indian	1	0.2
Asian	16	3.2
Filipino	8	1.6
Hispanic	325	65.0
Two or More Races	10	2.0
White	122	24.4





Conclusions based on this data:

- 1.

# School and Student Performance Data

## Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Blue	<b>Chronic Absenteeism</b>  Orange	<b>Suspension Rate</b>  Yellow
<b>Mathematics</b>  Green		

### Conclusions based on this data:

1. Our suspension rate has increased by 0.5% and it is orange for all subgroups.
2. Our English Learners are making progress in math (yellow), but have maintained in ELA (orange).
3. Students with disabilities will need extra support in math.

# School and Student Performance Data

## Academic Performance English Language Arts

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> Blue 37.3 points above standard Increased Significantly ++17.3 points 287	<p><b>English Learners</b></p> Blue 21.3 points above standard Increased Significantly ++28.9 points 74	<p><b>Foster Youth</b></p> No Performance Color 0 Students
<p><b>Homeless</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	<p><b>Socioeconomically Disadvantaged</b></p> Blue 12.3 points above standard Increased Significantly ++16 points 122	<p><b>Students with Disabilities</b></p> Yellow 49.1 points below standard Increased Significantly ++31.6 points 39

**2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 Blue 28.2 points above standard Increased Significantly ++18.5 points 196	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color 0 Students	 Blue 58.9 points above standard Increased ++11.7 points 67

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

**2019 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
45 points below standard Increased Significantly ++44 points 19	44.2 points above standard Increased Significantly ++24.7 points 55	41 points above standard Increased ++5.8 points 207

**Conclusions based on this data:**

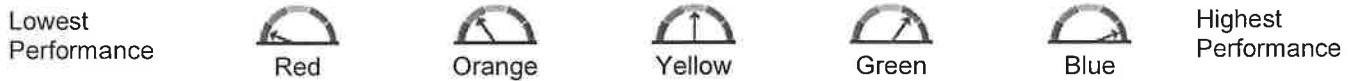
1. EL students have maintained in ELA.
2. EL students need to be provided with various methods in the classroom in order to show progress and not maintain or drop scores.
3. All students remain in the green at 20 points above standard and a gain of 14 points, so our current teaching methods & programs are providing appropriate support/learning.

# School and Student Performance Data

## Academic Performance Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

The performance levels are color-coded and range from lowest-to-highest performance in the following order:










This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	1	2	1

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>  Green 17.7 points above standard Maintained ++2.5 points 287	<b>English Learners</b>  Green 1 points above standard Increased ++12.7 points 74	<b>Foster Youth</b>
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	<b>Socioeconomically Disadvantaged</b>  Yellow 0.2 points below standard Maintained ++2 points 122	<b>Students with Disabilities</b>  Orange 65.4 points below standard Maintained -2.4 points 39

**2019 Fall Dashboard Mathematics Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 Green 9.3 points above standard Increased ++5 points 196	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4		 Blue 38.7 points above standard Maintained -0.6 points 67

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

**2019 Fall Dashboard Mathematics Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
52.6 points below standard	19.5 points above standard	22.4 points above standard
Increased Significantly ++25.7 points	Declined -3.4 points	Declined -3.7 points
19	55	207

**Conclusions based on this data:**

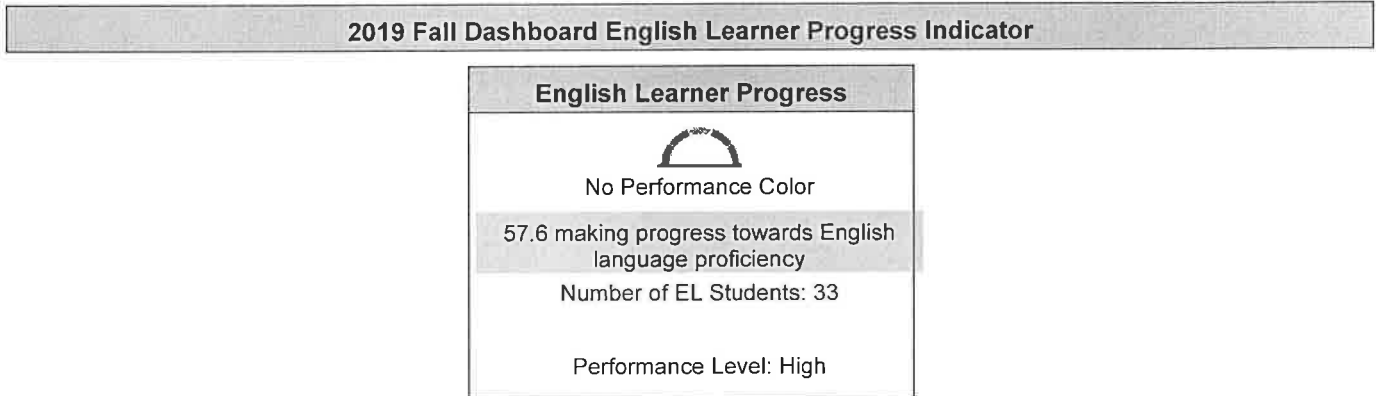
1. Students with disabilities are the lowest subgroup in math at 52 points below standard and a 6 point drop. Specific supports need to be put in place to provide access to learning for our SWD population.
2. All students are in the green with 15.2 points above standard and maintained from last year. Slight changes and modifications to current program will be implemented to promote growth and not maintaining.

# School and Student Performance Data

## Academic Performance English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
<b>Decreased One ELPI Level</b>	<b>Maintained ELPI Level 1, 2L, 2H, 3L, or 3H</b>	<b>Maintained ELPI Level 4</b>	<b>Progressed At Least One ELPI Level</b>
18.1	24.2		57.5

### Conclusions based on this data:

1. EL students continue to show growth in the area of math.
2. EL students are one of two groups in the orange for chronic absenteeism.
3. EL students maintained in ELA, but are in the orange because there was no growth.



# School and Student Performance Data

## Academic Performance College/Career

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
<b>Class of 2017</b>	<b>Class of 2018</b>	<b>Class of 2019</b>
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

- 1.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	1	2	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p> <p>Orange</p> <p>6</p> <p>Increased +0.6</p> <p>564</p>	<p><b>English Learners</b></p> <p>Green</p> <p>4.6</p> <p>Declined -0.8</p> <p>87</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>11.5</p> <p>Increased +7</p> <p>26</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Yellow</p> <p>9.3</p> <p>Maintained +0.3</p> <p>246</p>	<p><b>Students with Disabilities</b></p> <p>Orange</p> <p>12.7</p> <p>Increased +5.7</p> <p>63</p>

**2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 11.8 Increased +11.8 17	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
Hispanic	Two or More Races	Pacific Islander	White
 Orange 6.7 Increased +0.9 374	 No Performance Color 13 Increased +5.9 23	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Green 3 Declined -1.8 135

**Conclusions based on this data:**

1. Our English Learner and Socio-Economically Disadvantaged students have the highest percentage of chronic absenteeism.
2. More communication should be shared with the home as to the importance of attendance.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

The performance levels are color-coded and range from lowest-to-highest performance in the following order:










This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	1	4	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> Yellow 1.7 Maintained -0.1 574	<p><b>English Learners</b></p> Green 1.1 Declined -1 90	<p><b>Foster Youth</b></p> No Performance Color Less than 11 Students - Data Not 1
<p><b>Homeless</b></p> No Performance Color 7.4 Increased +3.1 27	<p><b>Socioeconomically Disadvantaged</b></p> Green 2.4 Declined -0.3 251	<p><b>Students with Disabilities</b></p> Yellow 4.6 Declined -0.6 65

**2019 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color 18.2 11	 No Performance Color Less than 11 Students - Data 1	 No Performance Color 5.9 Increased +5.9 17	 No Performance Color Less than 11 Students - Data 6
Hispanic	Two or More Races	Pacific Islander	White
 Green 1.3 Declined -0.6 380	 No Performance Color 4.3 Increased +4.3 23		 Green 0.7 Declined -0.8 136

This section provides a view of the percentage of students who were suspended.

**2019 Fall Dashboard Suspension Rate by Year**

2017	2018	2019
	1.8	1.7

**Conclusions based on this data:**

- All students need to be provided with positive choices and outlets to keep their engagement and excitement about being at school and making positive choices.
- Our partnership with No Excuses University focuses on good character and school climate, which should impact our suspension rate.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

English/Language Arts

## LEA/LCAP Goal

LCAP Goal 2 - All students in the Lowell Joint School District will demonstrate continuous student achievement and progress toward being college and career ready.

Guiding Goal:

Academic Excellence - Learning for All Students

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

## Goal 1

ALL students will increase their lexile level by 100 points (average) per year as measured by the Reading Inventory Growth Report. EL students will grow by 120 points.

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reading Inventory Growth Report	August lexile level	ALL students will increase their lexile level by 100 points (average) per year. EL students will grow by 120 points.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students/EL students

### Strategy/Activity

Students will take baseline assessments in Reading Counts (SRI) at each trimester.

## Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,000.00	Title I 5000-5999: Services And Other Operating Expenditures Cost for software licenses

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

Students will have goals and use Reading Plus (3-6)

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4,800.00	Title I 5000-5999: Services And Other Operating Expenditures Cost for software

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

All students will participate in Lexia (TK-2nd grade)

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,200.00	Title I 5000-5999: Services And Other Operating Expenditures Cost for software

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

Students will complete a trimester personal worksheet to monitor self growth. (Reading Counts)

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

### Strategy/Activity 5

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

Students will use Flocabulary during their 30 minutes of leveled intervention during the school day

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2,800.00

Source(s)

Title I  
5000-5999: Services And Other Operating  
Expenditures  
Cost of software

### Strategy/Activity 6

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

During PLC time/ ITP, teachers will discuss ways to implement researched based practices to ensure students meet standards.

#### Proposed Expenditures for this Strategy/Activity



List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

**Strategy/Activity 7**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

**Strategy/Activity**

All students will use chromebooks/ipads to access various technology (software programs) that directly target vocabulary development (Flocabulary/Lexia/etc.)

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Student Engagement

## LEA/LCAP Goal

LCAP Goal 1 - All students of the Lowell Joint School District will have appropriate conditions for successful learning outcomes.

Guiding Goal:

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

## Goal 2

The percentage of students participating in QUEST intervention/enrichment activities will increase by 10%. As measured by attendance of the Spring enrichment classes in May 2021. QUEST's goal is to create an environment where students are excited to come to school by providing opportunities for them to explore their own passions, encourages creativity, and provides a choice in what they learn.

## Identified Need

Attendance for the Spring 2019 Quest classes consisted of 70% of students in grades 3-6. Students in grades 3 - 6 set goals and need to show 3% progress towards those goals each week.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The percentage of students participating in QUEST intervention/enrichment activities will increase by 10% as evidenced by Quest sign-ups.	Attendance from Spring 2019 was 70%. Attendance in Fall 2019 was 74%.	Attendance will increase by 10% for Spring 2021 Quest. From 70% to 80%.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students not at goal or meeting standards

Strategy/Activity

Daily interventions will be in place for students who need extra time or support - SOAR, AIM, Learning at Lunch, and extended day for TK-K.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

9,688.32

Source(s)

District Funded  
1000-1999: Certificated Personnel Salaries  
Before/after school intervention

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teachers will collaborate regularly to monitor student progress, dialogue about best practice, and design intervention programs to meet students needs.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teachers will become familiar with being a No Excuses University School through conferences and professional development

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1,150.00

Source(s)

Site Formula Funds

5800: Professional/Consulting Services And Operating Expenditures  
No Excuses Cost for remaining in the network.  
(Includes two workshop/conference admissions)

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

#### Strategy/Activity

Teachers will develop CCSS targeted lessons for interventions and classroom instruction to integrate the use of technology to enhance student learning. Teachers will attend conferences that provide professional development specific to educational technology integration.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

4,000.00

Source(s)

Site Formula Funds  
5800: Professional/Consulting Services And Operating Expenditures  
CUE Conference/ISTE Conference

### Strategy/Activity 5

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

STEAM Lab activities will be aligned to NGSS and teachers will use Mystery Science

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

4,800.00

Source(s)

Title I  
5000-5999: Services And Other Operating Expenditures  
Software - Mystery Science

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Mathematics

## LEA/LCAP Goal

LCAP Goal 1 - All students of the Lowell Joint School District will have appropriate conditions for successful learning outcomes.

Guiding Goal:

Academic Excellence - Learning for All Students

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

## Goal 3

All students will have an increase in academic achievement in mathematics keeping us in the green on CA Dashboard or moving us to the blue as measured by CAASPP results. Students with disabilities will increase by at least an average 3%. In the Area of Problem solving and Modeling/Data-analysis students performing above standard will increase by 3% (from 30-33%)

## Identified Need

Students scored lowest in the areas of Communicating Reasoning (30% Above Standard) and Problem Solving and Modeling/Data-Analysis (30%). Students showed no growth in these areas.

## Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

CAASPP Results/CA Dashboard

30% of students were above standard in Problem Solving and Modeling/Data-Analysis. See Dashboard 2019

Students will improve this area by 3% on the 2021 SBAC assessments.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Daily interventions will be in place for students who need extra time or support - SOAR, AIM, Learning at Lunch, and extended day for TK-K.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
19,000.00	Title I 1000-1999: Certificated Personnel Salaries Small Group Intervention
3,000.00	Title I 2000-2999: Classified Personnel Salaries Before/After school Intervention

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

Students will use ST Math and are expected to make 3% progress each week to reinforce classroom skills and achieve 100% completion.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4,200.00	District Funded  Software

## Annual Review

### SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Last year's goal was: "All students will have an increase in academic achievement in mathematics keeping us in the green on CA Dashboard or moving us to the blue as measured by CAASPP results. Students with disabilities will increase by at least an average 3%." With no new CAASPP data, and an expectation that some of our at-risk populations will have increasing gaps due to school closures (Covid), we will continue to monitor these goals.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Implemented up until March 13, 2020. Attempted to complete the goal through Distance Learning, which has continued into the 2020-2021 school year.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will attempt to complete this goal as we remain in distance learning for at least the first half of the 2020-21 school year. Data is reviewed regularly to make adjustments and new SPSAs will be developed in the Spring of 2021 as plans for mitigating gaps become clearer.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Academic Achievement of English Language Learners

## LEA/LCAP Goal

LCAP Goal 1 - All students of the Lowell Joint School District will have appropriate conditions for successful learning outcomes.

Guiding Goal:

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

## Goal 4

English Learners at El Portal will show a 5% decrease in the amount of students that Did Not Meet Standards on the 2020 CAASPP ELA assessment.

## Identified Need

English Learners at El Portal show needs in the areas of Math and ELA. The 2018-19 CAASPP Data shows 47.37% of English Learners at El Portal did not meet Standards in ELA.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	2018-19 CAASPP Data shows 47.37% of English Learners at El Portal did not meet Standards in ELA.	3% Growth on CAASPP in Math and ELA for the 2020-2021 school year.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

### Strategy/Activity

Provide designated Long-Term ELs (LTELS) with a specific intervention program - AIM

### Proposed Expenditures for this Strategy/Activity



List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

0

## Annual Review

### SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

This goal did not exist on last year's SPSA. This goal was created to help address the needs of the English Language Learners at El Portal and will be monitored again for 2020-2021.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The strategies listed in this goal are intended to address the needs of our EL's in the area of ELA.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

English Language Learners at El Portal will get support in a variety of ways. Most often support for ELs at El Portal looks like small group instruction and differentiated instruction in the classroom.

# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$53,870.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$57,638.32

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$38,600.00

Subtotal of additional federal funds included for this school: \$38,600.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
	\$0.00
District Funded	\$13,888.32
Site Formula Funds	\$5,150.00

Subtotal of state or local funds included for this school: \$19,038.32

Total of federal, state, and/or local funds for this school: \$57,638.32

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

Funding Source

Amount

Balance

## Expenditures by Funding Source

Funding Source

Amount

Funding Source	Amount
	0.00
District Funded	13,888.32
Site Formula Funds	5,150.00
Title I	38,600.00

## Expenditures by Budget Reference

Budget Reference

Amount

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	28,688.32
2000-2999: Classified Personnel Salaries	3,000.00
5000-5999: Services And Other Operating Expenditures	16,600.00
5800: Professional/Consulting Services And Operating Expenditures	5,150.00

## Expenditures by Budget Reference and Funding Source

Budget Reference

Funding Source

Amount

Budget Reference	Funding Source	Amount
		0.00
	District Funded	4,200.00
1000-1999: Certificated Personnel Salaries	District Funded	9,688.32
5800: Professional/Consulting Services And Operating Expenditures	Site Formula Funds	5,150.00
1000-1999: Certificated Personnel Salaries	Title I	19,000.00

2000-2999: Classified Personnel Salaries

Title I

3,000.00

5000-5999: Services And Other Operating Expenditures

Title I

16,600.00

## Expenditures by Goal

### Goal Number

Goal 1
Goal 2
Goal 3
Goal 4

### Total Expenditures

11,800.00
19,638.32
26,200.00
0.00

# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
David Sermenio	XPrincipal
Carrie Wood	XClassroom Teacher
Lyn Carty	XClassroom Teacher
Rachel Guerrero	XClassroom Teacher
Regina Fiscus	XOther School Staff
Ross Gould	XParent or Community Member
Damian Fragoso	XParent or Community Member
Dana Morrison	XParent or Community Member
Mallory La Porte	XParent or Community Member
Dianna Madrigal Munoz - ELAC Rep (voting rep)	XParent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

**Signature**

**Committee or Advisory Group Name**

English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on May 20, 2021.

Attested:

Principal, David Sermeno on 5/20/2021

SSC Chairperson, Mallory La Porte on 5/20/2021

# Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

**The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.**

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## **Purpose and Description**

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

### **Purpose**

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

### **Description**

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

### **Stakeholder Involvement**

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

*[This section meets the requirements for TSI and ATSI.]*

*[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]*

### **Resource Inequities**

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

*[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]*



# Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

## Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

*[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]*

## Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

*[Completing this section fully addresses all relevant federal planning requirements]*

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

*[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]*

*[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]*

## Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

*[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]*

*[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]*

## **Students to be Served by this Strategy/Activity**

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

## **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

*[This section meets the requirements for CSI, TSI, and ATSI.]*

*[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

## **Annual Review**

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

## Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

*[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]*

## Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.*

## Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

*[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

### Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
  - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

### Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
    - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    - b. use methods and instructional strategies that:
      - i. strengthen the academic program in the school,
      - ii. increase the amount and quality of learning time, and
      - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    - c. 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, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
      - i. strategies to improve students' skills outside the academic subject areas;
      - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
      - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
      - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program 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; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

### Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.



## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## **Single School Districts and Charter Schools Identified for School Improvement**

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## Appendix C: Select State and Federal Programs

**For a list of active programs, please see the following links:**

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

School Year: 2021-22



# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Jordan Elementary School	19647666020150	May 20, 2021	June 14, 2021

## Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program  
 Jordan's School Plan for Student Achievement is written to support the success of all learners with a focus on providing targeted support for our traditionally under-served populations.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Jordan's School Plan for Student Achievement is written to align and support the Lowell Joint School District's three LCAP goals: Goal 1 All students of the Lowell Joint School District will have appropriate conditions for successful learning outcomes. , Goal 2 All students in the Lowell Joint School District will demonstrate continuous student achievement and progress toward being college and career ready, and Stakeholders, including parents and students, will be engaged in supporting student learning in a positive and safe school climate. Jordan's specific goals address creating an environment that support academic achievement for all students, a positive school climate, and an environment that provides opportunity and access for all students.

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# Comprehensive Needs Assessment Components

## Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

## Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

A LCAP survey was given in Winter of 2021 to parents, students, and staff. The survey included questions addressing the following areas.

Conditions of Learning

Pupil outcomes

Engagement

Based on the responses to the survey the following areas were determined to be areas of need.

1. Opportunities for students to receive extra help.
2. Opportunities for students to receive work above grade level or receive enrichment.
3. Communication regarding information about school events to students and parents by the principal.

## Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Frequent classroom observations by the site administrator take place at Jordan Elementary School (virtual and in-person) in the form of informal walkthroughs. These informal walkthroughs take place two to three times each week in each classroom. In addition to these informal observations. All temporary and probationary teachers have four formal observations each year and two evaluations. All tenured staff have two formal observation and one formal evaluation yearly. Observation forms are based on the California Standards for the Teaching Profession.

## Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

## **Standards, Assessment, and Accountability**

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

As part of our on-going multi-tier systems of supports, we continually look at both state and local data to determine students in need of additional support.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Teachers carry out on-going cycles of formative Teachers meet regularly to analyze student progress toward short and long term targets.

## **Staffing and Professional Development**

Status of meeting requirements for highly qualified staff (ESEA)

All teachers met the requirement of highly qualified staff under the requirements of ESEA.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Professional development is provided to teachers on a regular on-going basis. Teachers are offered training in new adopted materials which coincides with the state's adoption cycle.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff development is aligned to the California Content Standards based on the state's content adoption cycle. The focus for the 2020/2021 school year is History-Social Studies. Additionally there is a districtwide need for professional development in the area of writing. In response to this need, the district adopted a new writing program "Write from the Beginning". A two year plan for professional development and implementation was developed by the district commencing in Spring of 2019.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

There are multiple systems in place to provide on-going instructional assistance and support for teachers. The district has a Technology TOSA whose duties include: supporting teachers with curriculum software, training teachers in on-line assessments, and modeling and co-teaching lessons. Jordan also has an on-site tech and STEAM coach.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers participate in weekly PLC meetings, on early-release Wednesdays, in which teachers have the opportunity to work in vertically aligned teams and horizontally aligned teams as well. Once a month, teachers are provided time to collaborate with grade level colleagues districtwide.

## Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Staff are provided with district pacing guides in content areas which assist staff with aligning the curriculum and instruction to the California Content Standards.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Within the district provided pacing guides, staff are provided with the recommended number of instructional minutes for reading/language arts and mathematics. Teachers submit classroom schedules to the principal at the beginning of each year showing the number of instructional minutes for all content areas each day.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

District pacing guides provide teachers and principals with a frame for pacing the curriculum so that all standards are taught over the course of the year. As part of Jordan's multi-tiered system of supports (MTSS), Level 1 intervention for students not meeting standards is provided within the school day as part of small group instruction. For students needing Level 2 intervention in the area of reading, students participate in the Level Literacy Program taught by staff funded by Title I funds described in the goals section of the SPSA .

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

In accordance with the Williams Act, all students at Jordan are provided with textbooks and other materials appropriate to their grade level.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

As part of their core instruction, students use district adopted materials along with supplemental materials to create lessons that provide students with a pathway to mastery of the California Content Standard for their grade.

## Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

We have a multi-tiered system of supports that addresses the needs of students academically, behaviorally, and social emotionally. As a piece of the multi-tiered systems of supports, students at Jordan have access to counseling services provided by the school psychologist and counselling interns under the psychologist's supervision.

Evidence-based educational practices to raise student achievement

Teachers at Jordan use a variety of research based instructional practices including: Explicit Direct Instruction, GLAD, and formative assessment.



## Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

In a non-COVID environment, Jordan offers after school homework help for students. As well as before and after school assistance programs targeting mathematics achievement.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Jordan's PTA makes available to parents information about Cyber Bullying by hosting an informational parent night annually. In addition, parents have access to literature in the school office regarding Title I, federal lunch program, support for military families and homeless and foster youth in both English and Spanish. Parents are invited to participate in School Site Council, ELAC meetings, and other school events.

## Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Jordan funds several programs which target underperforming students with Title I funds. These programs include in-school reading intervention instruction 4x weekly using the Leveled Literacy Program. Title I funds are also used to purchase Accelerated Reader which provides students the opportunity to set goals for reading based on their individual needs.

## Fiscal support (EPC)

In addition to Title I funds, site funds, district technology funds, and donations from PTA are used to enrich and enhance the core program. Programs funded by these sources include ST Math, after school enrichment classes, and visual art within the school day.

## Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

### Involvement Process for the SPSA and Annual Review and Update

As part of the annual update to Jordan's single school plan, school site council meetings are calendared for each trimester to seek input. The principal attends monthly PTA meetings to share information and seek ongoing input. Additionally, ELAC meetings are held three times during the year to gather input from the families of Jordan's English language learners. Staff is consulted regularly at weekly staff meetings. In addition to meeting with Jordan's stakeholders, results of the parent survey were analyzed to determine how the needs of our students can better be met.

## Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Based on the response of the LCAP survey given by the district, parents feel that opportunities for gifted and talented students are too sparse.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	%	0.25%	0.2%		1	1
African American	%	1.24%	1.2%		5	5
Asian	1.73%	3.22%	4.6%	7	13	19
Filipino	1.24%	1.49%	1.4%	5	6	6
Hispanic/Latino	77.97%	76.24%	75.8%	315	308	316
Pacific Islander	%	0%	%		0	
White	16.58%	14.85%	13.4%	67	60	56
Multiple/No Response	%	0.99%	2.4%		7	10
<b>Total Enrollment</b>				404	404	417

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	65	75	79
Grade 1	55	53	56
Grade 2	58	54	49
Grade 3	46	55	57
Grade 4	53	46	59
Grade 5	60	57	49
Grade 6	67	64	68
<b>Total Enrollment</b>	404	404	417

### Conclusions based on this data:

- Jordan's population is primarily Hispanic with approximately 75% of the students making up that subgroup. The second largest group ethnic group represented in Jordan's student population is White. Both groups have remained fairly consistent in size over the last three years.
- Jordan's student population has increased 9.6% from 2015/2016 school year to the 2017/2018 school year.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	60	40	35	14.9%	9.9%	8.4%
Fluent English Proficient (FEP)	37	49	50	9.2%	12.1%	12.0%
Reclassified Fluent English Proficient (RFEP)	0	18	6	0.0%	30.0%	15.0%

**Conclusions based on this data:**

1. The percentage of students who were reclassified fluent English proficient decreased significantly from 47.5% in the 2016-2017 school year to 16.3% in the 2017-2018. This was due largely in part to under reclassification prior to the 2016-2017 school year.
2. The English Learner sub-group has remained fairly consistently over the past three years.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	49	51	43	49	51	43	49	51	43	100	100	100
Grade 4	61	55	54	61	55	54	61	55	54	100	100	100
Grade 5	54	67	59	52	67	59	52	67	59	96.3	100	100
Grade 6	50	61	69	50	61	67	50	61	67	100	100	97.1
All	214	234	225	212	234	223	212	234	223	99.1	100	99.1

\* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2431.	2452.	2432.	20.41	31.37	27.91	38.78	31.37	23.26	22.45	25.49	27.91	18.37	11.76	20.93
Grade 4	2475.	2488.	2497.	18.03	34.55	37.04	32.79	25.45	27.78	26.23	25.45	18.52	22.95	14.55	16.67
Grade 5	2495.	2493.	2521.	13.46	11.94	25.42	40.38	34.33	23.73	15.38	25.37	33.90	30.77	28.36	16.95
Grade 6	2537.	2536.	2540.	18.00	19.67	14.93	40.00	39.34	49.25	26.00	18.03	22.39	16.00	22.95	13.43
All Grades	N/A	N/A	N/A	17.45	23.50	25.56	37.74	32.91	32.29	22.64	23.50	25.56	22.17	20.09	16.59

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	28.57	37.25	27.91	51.02	41.18	46.51	20.41	21.57	25.58	
Grade 4	21.31	27.27	25.93	63.93	61.82	55.56	14.75	10.91	18.52	
Grade 5	19.23	11.94	28.81	48.08	67.16	55.93	32.69	20.90	15.25	
Grade 6	20.00	24.59	23.88	62.00	47.54	52.24	18.00	27.87	23.88	
All Grades	22.17	24.36	26.46	56.60	55.13	52.91	21.23	20.51	20.63	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	32.65	31.37	23.26	42.86	43.14	51.16	24.49	25.49	25.58
Grade 4	26.23	36.36	38.89	52.46	41.82	48.15	21.31	21.82	12.96
Grade 5	32.69	20.90	30.51	42.31	49.25	55.93	25.00	29.85	13.56
Grade 6	22.00	16.39	23.88	48.00	55.74	61.19	30.00	27.87	14.93
All Grades	28.30	25.64	29.15	46.70	47.86	54.71	25.00	26.50	16.14

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	12.24	15.69	18.60	73.47	76.47	60.47	14.29	7.84	20.93
Grade 4	14.75	23.64	27.78	62.30	69.09	64.81	22.95	7.27	7.41
Grade 5	25.00	14.93	22.03	57.69	68.66	64.41	17.31	16.42	13.56
Grade 6	14.00	16.39	16.42	72.00	73.77	70.15	14.00	9.84	13.43
All Grades	16.51	17.52	21.08	66.04	71.79	65.47	17.45	10.68	13.45

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	8.16	33.33	25.58	73.47	60.78	41.86	18.37	5.88	32.56
Grade 4	22.95	27.27	38.89	60.66	56.36	44.44	16.39	16.36	16.67
Grade 5	25.00	26.87	28.81	38.46	52.24	50.85	36.54	20.90	20.34
Grade 6	32.00	37.70	28.36	50.00	49.18	59.70	18.00	13.11	11.94
All Grades	22.17	31.20	30.49	55.66	54.27	50.22	22.17	14.53	19.28

**Conclusions based on this data:**

1. Reading schoolwide is an area of need as evidenced by an average of 20.63% of students in grades 3rd through 6th scoring Below Standard. Thusly, students will be provided with additional support in this area through the use of the Accelerated Reader Program and reading intervention assistance.
2. Writing schoolwide improved from 26.5% of students scoring below standards in the 17-18 school year to 17.04% of students scoring below standards in the 18-19 school year. However, writing remains an area of concern so staff will continue to work through the writing process with students.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	49	51	43	49	51	43	49	51	43	100	100	100
Grade 4	61	55	54	61	55	54	61	55	54	100	100	100
Grade 5	54	67	59	52	67	59	52	67	59	96.3	100	100
Grade 6	50	61	69	50	61	69	50	61	69	100	100	100
All	214	234	225	212	234	225	212	234	225	99.1	100	100

\* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2443	2442	2428	26.53	11.76	13.95	22.45	45.10	23.26	32.65	21.57	41.86	18.37	21.57	20.93
Grade 4	2489	2489	2500	19.67	18.18	27.78	29.51	29.09	25.93	37.70	43.64	31.48	13.11	9.09	14.81
Grade 5	2507	2509	2537	17.31	16.42	27.12	19.23	16.42	28.81	36.54	46.27	32.20	26.92	20.90	11.86
Grade 6	2527	2543	2560	22.00	26.23	24.64	18.00	24.59	33.33	30.00	29.51	26.09	30.00	19.67	15.94
All Grades	N/A	N/A	N/A	21.23	18.38	24.00	22.64	27.78	28.44	34.43	35.90	32.00	21.70	17.95	15.56

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	32.65	23.53	18.60	46.94	50.98	51.16	20.41	25.49	30.23	
Grade 4	34.43	30.91	44.44	34.43	45.45	29.63	31.15	23.64	25.93	
Grade 5	25.00	25.37	33.90	28.85	46.27	52.54	46.15	28.36	13.56	
Grade 6	26.00	40.98	44.93	40.00	27.87	34.78	34.00	31.15	20.29	
All Grades	29.72	30.34	36.89	37.26	42.31	41.33	33.02	27.35	21.78	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	28.57	19.61	23.26	53.06	52.94	48.84	18.37	27.45	27.91
Grade 4	22.95	18.18	22.22	54.10	60.00	50.00	22.95	21.82	27.78
Grade 5	28.85	13.43	16.95	42.31	49.25	59.32	28.85	37.31	23.73
Grade 6	20.00	24.59	23.19	42.00	44.26	56.52	38.00	31.15	20.29
All Grades	25.00	18.80	21.33	48.11	51.28	54.22	26.89	29.91	24.44

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
<b>Grade 3</b>	26.53	39.22	23.26	55.10	47.06	58.14	18.37	13.73	18.60
<b>Grade 4</b>	29.51	23.64	27.78	45.90	60.00	59.26	24.59	16.36	12.96
<b>Grade 5</b>	19.23	11.94	30.51	63.46	65.67	49.15	17.31	22.39	20.34
<b>Grade 6</b>	26.00	34.43	18.84	38.00	37.70	53.62	36.00	27.87	27.54
<b>All Grades</b>	25.47	26.50	24.89	50.47	52.99	54.67	24.06	20.51	20.44

**Conclusions based on this data:**

1. In grades 3rd through 6th, 47.56% of students are Not Meeting Standard which is an improvement of 6.29% over the 17-18 school year percentage of 53.85%. However, mathematics overall is still an area of need.
2. In grades 3rd through 6th, 24.44% of students are scoring Below Standard which an improvement of 5.47% over the 17-18 school year percentage of 29.91%. However, problem solving & modeling/data analysis.



# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1440.7	*	1459.9	*	1395.6	*	19	8
Grade 1	*	*	*	*	*	*	*	10
Grade 2	*	*	*	*	*	*	*	5
Grade 3	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	4
Grade 5	1537.6	*	1530.3	*	1544.5	*	11	*
Grade 6	*	*	*	*	*	*	*	10
All Grades							56	43

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	*	*	19	*
1	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*
3		*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	11	*
6	*	*		*	*	*	*	*	*	*
All Grades	37.50	16.28	39.29	34.88	*	37.21	*	11.63	56	43

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	*	*	19	*
1	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	11	*
6	*	*		*	*	*	*	*	*	*
All Grades	44.64	20.93	39.29	37.21	*	27.91	*	13.95	56	43

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	*	*	19	*
1	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*		*	*	*
3		*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	11	*
6		*		*	*	*	*	*	*	*
All Grades	30.36	11.63	26.79	30.23	23.21	48.84	19.64	9.30	56	43

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K	*	*	*	*	*	*	19	*	
1	*	*	*	*	*	*	*	*	
5	*	*	*	*		*	11	*	
6	*	*	*	*	*	*	*	*	
All Grades	50.00	25.58	42.86	60.47	*	13.95	56	43	

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K	57.89	*	*	*	*	*	19	*	
3	*	*	*	*	*	*	*	*	
5	*	*	*	*	*	*	11	*	
6	*	*	*	*	*	*	*	*	
All Grades	53.57	25.58	37.50	55.81	*	18.60	56	43	

Reading Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K	*	*	63.16	*	*	*	19	*	
1	*	*	*	*	*	*	*	*	
5	*	*	*	*	*	*	11	*	
All Grades	33.93	16.28	50.00	69.77	*	13.95	56	43	

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
<b>K</b>	*	*	*	*	*	*	19	*
<b>1</b>	*	*	*	*	*	*	*	*
<b>3</b>	*	*	*	*	*	*	*	*
<b>5</b>	*	*	*	*	*	*	11	*
<b>All Grades</b>	33.93	16.28	51.79	74.42	*	9.30	56	43

Conclusions based on this data:

- 1.

# School and Student Performance Data

## Student Population

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

This section provides information about the school's student population.

2019-20 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
404	55.0	9.9	1.2
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	40	9.9
Foster Youth	5	1.2
Homeless	2	0.5
Socioeconomically Disadvantaged	222	55.0
Students with Disabilities	49	12.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	5	1.2
American Indian	1	0.2
Asian	13	3.2
Filipino	6	1.5
Hispanic	308	76.2
Two or More Races	7	1.7
White	60	14.9





Conclusions based on this data:

- 1.

# School and Student Performance Data

## Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Green	<b>Chronic Absenteeism</b>  Orange	<b>Suspension Rate</b>  Green
<b>Mathematics</b>  Green		

**Conclusions based on this data:**

- 1.

# School and Student Performance Data

## Academic Performance English Language Arts

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> Green 16.6 points above standard Increased ++8.2 points 214	<p><b>English Learners</b></p> Green 1.9 points below standard Increased ++3.1 points 53	<p><b>Foster Youth</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p><b>Homeless</b></p> No Performance Color 0 Students	<p><b>Socioeconomically Disadvantaged</b></p> Green 1.2 points above standard Increased ++8 points 106	<p><b>Students with Disabilities</b></p> Yellow 61.3 points below standard Increased Significantly ++19.2 points 37

**2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 Green 12.9 points above standard Increased ++9 points 165	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color 0 Students	 Green 12.1 points above standard Maintained ++2.7 points 37

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

**2019 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
48.2 points below standard Increased Significantly ++21.4 points 16	18.1 points above standard Declined -9.1 points 37	22.9 points above standard Increased ++12.4 points 156

**Conclusions based on this data:**

- 1.

# School and Student Performance Data

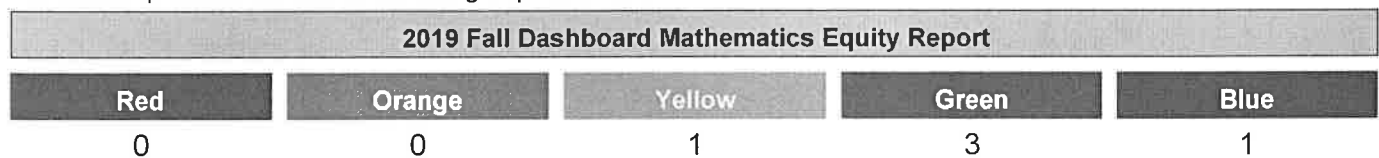
## Academic Performance Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).






The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.








This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>  Green 10.4 points above standard Increased ++14.6 points 214	<b>English Learners</b>  Green 5.1 points above standard Increased ++11.8 points 53	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>  Green 3 points below standard Increased Significantly ++18.7 points 106	<b>Students with Disabilities</b>  Yellow 50.8 points below standard Increased Significantly ++28.1 points 37



**2019 Fall Dashboard Mathematics Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 Green 4.9 points above standard Increased ++13.3 points 165	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5		 Blue 17.2 points above standard Increased Significantly ++19.5 points 37

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

**2019 Fall Dashboard Mathematics Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
74.8 points below standard Maintained ++0.9 points 16	39.6 points above standard Increased ++11.9 points 37	13.6 points above standard Increased Significantly ++18.6 points 156

**Conclusions based on this data:**

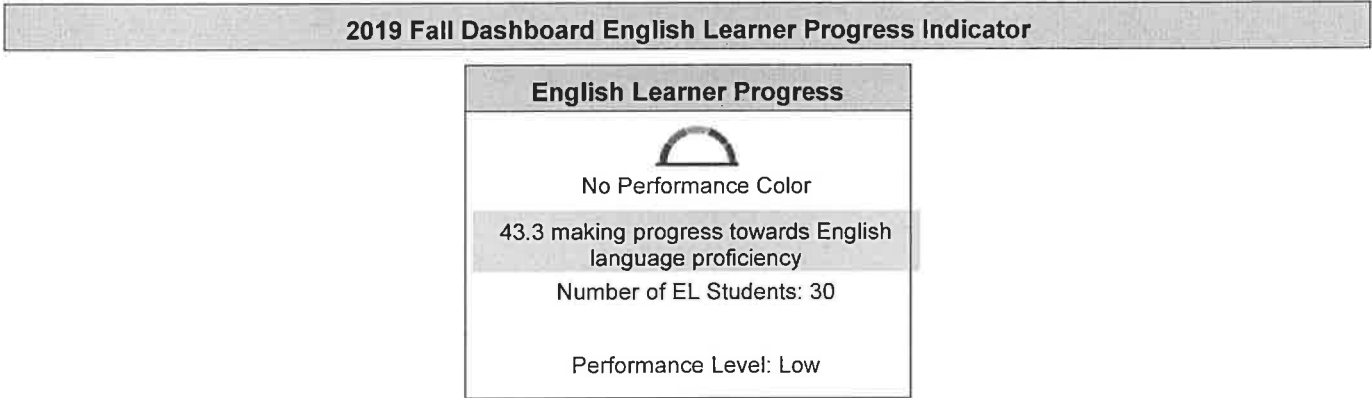
- 1.

# School and Student Performance Data

## Academic Performance English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department’s web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
<b>Decreased One ELPI Level</b>	<b>Maintained ELPI Level 1, 2L, 2H, 3L, or 3H</b>	<b>Maintained ELPI Level 4</b>	<b>Progressed At Least One ELPI Level</b>
	26.6		43.3

Conclusions based on this data:

- 1.

# School and Student Performance Data

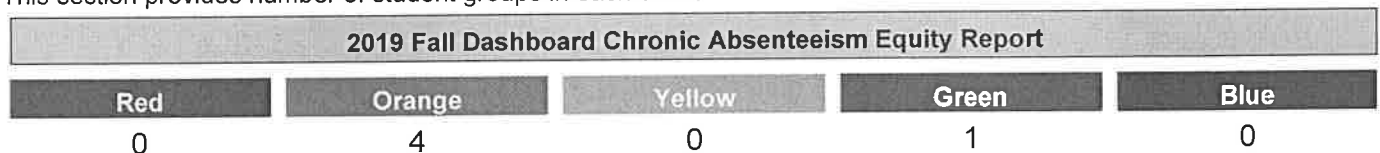
## Academic Engagement Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p> Orange <p>7.4</p> <p>Increased +1</p> <p>434</p>	<p><b>English Learners</b></p> Orange <p>11.9</p> <p>Increased +4.7</p> <p>67</p>	<p><b>Foster Youth</b></p> No Performance Color <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>5</p>
<p><b>Homeless</b></p> No Performance Color <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4</p>	<p><b>Socioeconomically Disadvantaged</b></p> Orange <p>11</p> <p>Increased +1.7</p> <p>237</p>	<p><b>Students with Disabilities</b></p> Orange <p>9.6</p> <p>Increased +2.3</p> <p>73</p>

**2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Declined -9.1 14	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
Hispanic	Two or More Races	Pacific Islander	White
 Orange 8.7 Increased +2 334	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Green 2.9 Declined -2.2 70

**Conclusions based on this data:**

1.

# School and Student Performance Data

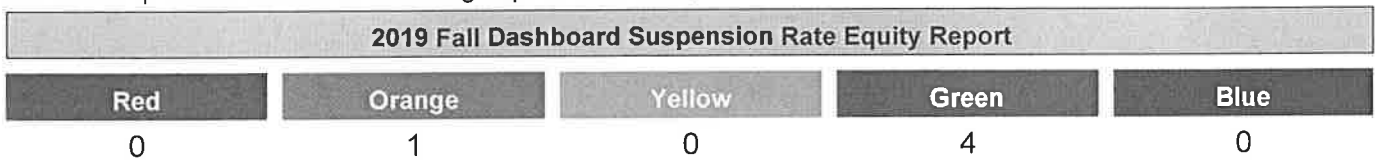
## Conditions & Climate Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

The performance levels are color-coded and range from lowest-to-highest performance in the following order:









This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Green</p> <p>2.3</p> <p>Declined -0.5</p> <p>438</p>	<p><b>English Learners</b></p> <p>Green</p> <p>1.5</p> <p>Declined -3.8</p> <p>68</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>5</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>4</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Green</p> <p>2.5</p> <p>Declined Significantly -1.3</p> <p>240</p>	<p><b>Students with Disabilities</b></p> <p>Orange</p> <p>5.3</p> <p>Increased +1.7</p> <p>75</p>

**2019 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
	 No Performance Color Less than 11 Students - Data 1	 No Performance Color 0 Maintained 0 14	 No Performance Color Less than 11 Students - Data 5
Hispanic	Two or More Races	Pacific Islander	White
 Green 2.4 Declined -0.5 338	 No Performance Color Less than 11 Students - Data 10		 Green 1.4 Declined -2.3 70

This section provides a view of the percentage of students who were suspended.

**2019 Fall Dashboard Suspension Rate by Year**

2017	2018	2019
	2.8	2.3

**Conclusions based on this data:**

- 1.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Academic Goal - English Language Arts-Writing

## LEA/LCAP Goal

LCAP Goal #2 Pupil Outcomes

Academic Excellence - Learning for All Students

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

## Goal 1

By June 2022, the percentage of students in grades three through six scoring below standards in writing will decrease from 17.04% to 14.04% as measured by the Spring 2022 CAASPP test results.

## Identified Need

Students demonstrate need in composing complete narrative and informational texts as evidenced by School Performance for Each Claim 2019 CAASPP data.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Spring 2022 CAASPP data	The baseline percentage is 17.04% of students are scoring below standard.	The expected outcome is a 3% decrease in the number of students scoring in the below standard band.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

During PLC and teacher planning time staff will analyze student writing to identify the gap between standard proficiency and current levels of performance. Once the gap has been identified, teachers will develop short and long term objectives and lessons to address the needs of the students.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
00.00	

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

**Strategy/Activity**

During PLC, planning time and staff meetings, teachers in grades TK-6th will work to develop lessons which implement the district adopted Write From the Beginning program by analyzing student work samples and identifying areas of need.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
00.00	District Funded

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

**Strategy/Activity**

Teachers will work through the entire writing process with students a minimum of 1x/6 weeks

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
00.00	

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**



(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Teachers will provide students clear success criteria for writing activities in the form of exemplar papers along with rubrics for students to self assess their writing.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

00.00

## Annual Review

**SPSA Year Reviewed: 2020-21**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Teachers met during PLC time via Zoom and in person with the objective to plan and implement instructional activities that targeted the improvement of students' writing skills across all areas of writing. Teachers in grades 3 through 6 focused on teaching students how to read and understand different prompts by and how to respond appropriately to them. They also implemented the Thinking Maps to help students organize their thoughts and information prior to writing.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The activities for this goal were implemented as planned across grades 3rd through 6th until March 13th when learning moved to distance learning due to COVID 19. The instruction regarding addressing prompts as well as teaching using Thinking Maps strategies continued via Google Classroom virtual meetings through the end of the instructional year.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Due to the COVID 19 crisis, the administration of all state testing including the CAASPP, was suspended for the 19-20 school year, so the metrics for measuring the outcome of this goal were not available for the 20-21 school year.. However, the CAASPP was administered in May of 2021, so data will be available to report on the goal during 21-22 school year.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Academic Goal - English Language Arts - Reading

## LEA/LCAP Goal

Academic Excellence - Learning for All Students

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

## Goal 2

By June of 2022, the percentage of students in grades three through six scoring below standards in reading will decrease from 20.63% to 15.63% as measured by the Spring 2022 CAASSP test results.

## Identified Need

2019 CAASPP results Indicated that 20.63% of 3rd through 6th grade students scored Standard not Met in the area of reading.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Spring 2022 CAASPP data	Currently 20.63% of students in grades three through six are scoring below standard in reading.	The expect outcome is 5% decrease in the number of students scoring below standard.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

Students in grades first through sixth will participate in the Accerated Reader program

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

6017.50

Source(s)

Title I

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Students in grades first through sixth will set monthly reading goals for points earned within the Accelerated Readers program and students in grades.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0.00

Source(s)

Title I

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

With the intent of promoting an interest in reading, students will be recognized for reading three books in the same series. As an incentive for reading a series of books, students are awarded "Brag Tags" for reading one series, five series, 10 series, etc. Students reaching this goal are acknowledged during morning announcements.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

300.00

Source(s)

Title I

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

**Strategy/Activity**

To promote reading comprehension skills in the area of Informational Text students will use Scholastic News and Science Spin on a monthly basis to supplement district adopted curriculum.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2536.62

Source(s)

Title I

**Strategy/Activity 5**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

**Strategy/Activity**

Teachers will implement the use of Thinking Maps with their students to support them in understanding complex texts.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

00.00

Source(s)

District Funded

**Strategy/Activity 6**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Students not meeting grade level standard in reading.

**Strategy/Activity**

Teachers will refer students not meeting grade level standard to Jordan's reading intervention program.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

36,600.00

Source(s)

Title I

## Annual Review

### SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The intent of the combined strategies/activities was to improve students' reading comprehension of both literary and informational texts. Based on the research supported idea that the more one reads the better reader one becomes, the strategies/activities sought to provide opportunity and incentive to read a wide variety of texts. The Accelerated Reader (AR) program provided both teachers and students with information about the independent reading level of students to assist students in selecting texts at their appropriate reading levels. Additionally, the AR program also provided students with a point target to assist students in setting goals for reading. To support the use of the AR program two incentive programs were implemented in conjunction with the implementation of AR: the "Lucky Ducky" program and the "Brag Tag" program. Improvement was made in the areas of understanding informational text across grade level as evidenced by the CAASPP claim level data. Improvement was also made in reading overall in both grades five and six.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The area of major difference between the intended implementation and implementation through March 13th was when in-person instruction ceased due to the COVID-19 crisis. During distance learning, students continued to be held accountable for meeting their AR goals. In addition, the two reading intervention teacher meet individually and with small groups of students via ZOOM to continue supporting the students' acquisition of skills necessary to becoming a proficient reader.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Due to the COVID 19 crisis, the administration of all state testing including the CAASPP, was suspended for the 19-20 school year, so the metrics for measuring the outcome of this goal were not available for the 20-21 school year.. However, the CAASPP was administered in May of 2021, so data will be available to report on the goal during 21-22 school year.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Academic Goal - Mathematics

## LEA/LCAP Goal

Academic Excellence - Learning for All Students

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

## Goal 3

By June of 2022, the percentage of students scoring below standard in problem solving, in grades three through sixth, will decrease from 29.91% to 24.91% as measured by Spring 2022 CAASPP data.

## Identified Need

The results of the Spring 2019 indicated that 29.91% of 3rd and 6th scored "Standard not Met" in problem solving area of mathematics.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Spring 2022 CAASPP data	In Spring of 2019, 47.56% of students did not meet standard in the area of mathematics.	By August of 2021, the percentage of students not meeting standards will decrease by 5%.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

Students will participate in daily problem solving activities using the "CUBE" strategy for solving mathematical word problems using a math journal to record student responses.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

00.00

Source(s)

None Specified

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

Teachers will regularly review student work samples involving word problems to identify skill gaps and address student misconceptions of mathematical processes.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

00.00

Source(s)

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

Teachers will regularly assess students in the area of mathematical problem solving to identify students needing reteaching or remediation of targeted skills. During P.A.W.S. time, teachers in grades fourth through sixth will provide in class remediation for students identified by the regular formative assessments.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

00.00

Source(s)

## Annual Review

## SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Teachers in grades three through sixth used the cubes problem solving strategy as part of daily math instruction. Teachers in grades kindergarten through second introduced the strategy and work through a minimum of one problem weekly. Word problems were regularly assigned to students to practice the use of the CUBES strategy as well as other methods for problem solving. Teachers regularly reviewed student work samples to identify students who needed targeted assistance with problem solving skills.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There was no difference between the intended and actual implementation of the activities through March 13th when in-person instruction stopped due to the COVID-19 crisis. During the period of distance learning, teachers continued to assign word problems and apply the CUBE strategy during online instruction via Google Classroom/ZOOM meetings.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Due to the COVID 19 crisis, the administration of all state testing including the CAASPP, was suspended for the 19-20 school year, so the metrics for measuring the outcome of this goal were not available for the 20-21 school year.. However, the CAASPP was administered in May of 2021, so data will be available to report on the goal during 21-22 school year.



# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Conditions and Climate - Chronic Absenteeism

## LEA/LCAP Goal

Goal #3 Stakeholders, including parents and students, will be engaged in supporting student learning a positive and safe school climate.

## Goal 4

By June of 2022, all stakeholders at Jordan will engage in supporting a positive school culture.

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
End of the year Chronic Absentee rates for the 2021-2022 school year as reported by the California Dashboard	The baseline rate of 7.2% for the 20-21 school year.	The Chronic Absentee rate for students at Jordan Elementary will decrease from 2018-2019 baseline rate
Lowell Joint School District 2021 LCAP survey		

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Principal will meet with parents of students who accumulate nine unexcused absences.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

00.00

Source(s)

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

School will provide information to parents regarding the importance of regular attendance on a monthly basis via the school website and notices home.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

00.00

Source(s)

District Funded

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

School will recognize students earning perfect attendance at the end of each trimester during a monthly awards assembly.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

100.00

Source(s)

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

00.00

**Strategy/Activity 5**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Site Formula Funds

## Annual Review

**SPSA Year Reviewed: 2020-21**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Due to the pandemic, attendance monitoring was modified. However, regular notification to parents regarding absences did follow normal procedures.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Due to the pandemic, meetings with students and families were held via Zoom or were conducted as phone conferences.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

With the anticipation to the return to in-person instruction, the strategies and activities outlined in the goal will remain in place.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

School Climate and Engagement

## LEA/LCAP Goal

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

## Goal 5

During the 21-22 school year, Jordan will hold six parent information nights, 2 per trimester, to explain and model techniques for supporting their children in the areas of reading and mathematics.

## Identified Need

Jordan Elementary - Parent LCAP Survey : Parents indicated need for great parent involvement and educational opportunities.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Jordan Parent Survey	6.9% of parents report not being aware of parent involvement opportunities	0% of parents will report not being aware of parent involvement opportunities

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

Jordan will offer 3 parent nights annual, one per trimester. Teachers will offer tips, and model techniques, and strategies on how to read with child. Parents will be provided with materials to take home and use with their children.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500.00	Title I

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Jordan will offer 3 parent nights annual, one per trimester. Teachers will offer tips, and model techniques, and strategies on how to increase their child's/children's understanding of mathematical concepts. Parents will be provided with materials to take home and use with their children.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

500.00

Title I

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

00.00

**Annual Review**

**SPSA Year Reviewed: 2020-21**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

**ANALYSIS**

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

## LEA/LCAP Goal

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

## Goal 8

Increase academic achievement and language proficiency of English learners by 3% as measured by CAASPP, ELPAC, and ELLA.

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

#### Strategy/Activity

The school will offer one ten-week session of Latino Family Literacy.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)



Strategy/Activity

Teachers will provide a separate, daily 30 minute block of time devoted to ELD instruction.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Strategy/Activity

EL students will be invited to attend an after-school Homework Help Club.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Teachers will analyze District Trimester Benchmark Tests for proficiency levels and identify focus areas for reteaching.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

**Strategy/Activity 5**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Long-term EL students will be evaluated for reclassification.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$60,102.00
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$46,554.12

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$46,454.12

Subtotal of additional federal funds included for this school: \$46,454.12

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
	\$100.00
District Funded	\$0.00
None Specified	\$0.00

Subtotal of state or local funds included for this school: \$100.00

Total of federal, state, and/or local funds for this school: \$46,554.12

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

Funding Source

Amount

Balance

## Expenditures by Funding Source

Funding Source

Amount

	100.00
District Funded	0.00
None Specified	0.00
Title I	46,454.12

## Expenditures by Budget Reference

Budget Reference

Amount

## Expenditures by Budget Reference and Funding Source

Budget Reference

Funding Source

Amount

		100.00
	District Funded	0.00
	None Specified	0.00
	Title I	46,454.12

## Expenditures by Goal

Goal Number

Total Expenditures

Goal 1	0.00
Goal 2	45,454.12
Goal 3	0.00

Goal 4
Goal 5

100.00
1,000.00

# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Marikate Wissman	XPrincipal
Celeste Musik	XParent or Community Member
Jonathan Cooke	XParent or Community Member
Armando Ruan	XParent or Community Member
Rachel Johnson	XParent or Community Member
Crystal Mercado	XParent or Community Member
Andrea Desmond	XClassroom Teacher
Heather Pfaff	XClassroom Teacher
Leslie Felton	XClassroom Teacher
Adriana Ponce	XOther School Staff

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

**Signature**

**Committee or Advisory Group Name**

Other: School Leadership Team

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 05/19/2021.

Attested:

Principal, Marikate Wissman, Ed.D on 05/20/2021

SSC Chairperson, Celeste Musik on 05/20/2021

# Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

**The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.**

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).



For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## **Purpose and Description**

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

### **Purpose**

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

### **Description**

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

## **Stakeholder Involvement**

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

*[This section meets the requirements for TSI and ATSI.]*

*[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]*

## **Resource Inequities**

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

*[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]*

# Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

## Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

*[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]*

## Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

*[Completing this section fully addresses all relevant federal planning requirements]*

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

*[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]*

*[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]*

## Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

*[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]*

*[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]*

## **Students to be Served by this Strategy/Activity**

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

## **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

*[This section meets the requirements for CSI, TSI, and ATSI.]*

*[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

## **Annual Review**

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

## Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

*[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]*

## Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.*

## Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

*[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

### Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
  - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

### Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
    - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    - b. use methods and instructional strategies that:
      - i. strengthen the academic program in the school,
      - ii. increase the amount and quality of learning time, and
      - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    - c. 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, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
      - i. strategies to improve students' skills outside the academic subject areas;
      - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
      - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
      - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program 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; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.



## Appendix B:

### Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

#### Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

#### Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## **Single School Districts and Charter Schools Identified for School Improvement**

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## Appendix C: Select State and Federal Programs

**For a list of active programs, please see the following links:**

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

School Year: 2021-22



# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Macy Elementary School	19647666020176	May 26, 2021	June 14, 2021

## Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Although closed to 100% on-campus instruction due to COVID-19 school closures for the 2020-2021 school year, Macy Elementary School developed a School Plan for Student Achievement and successful delivery of instruction through synchronous and asynchronous instruction. Macy's SPSA is written to align with and support the Lowell Joint School District's three LCAP goals: Goal 1 All students of the Lowell Joint School District will have appropriate conditions for successful learning outcomes, Goal 2 All students in the Lowell Joint School District will demonstrate continuous student achievement and progress toward being college and career ready, and Goal 3 Stakeholders, including parents and students, will be engaged in supporting student learning in a positive and safe school climate. Macy's specific goals address creating an environment that support academic

achievement for all students, a positive school climate, and an environment that provides opportunity and access for all students.

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# Comprehensive Needs Assessment Components

## Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

## Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

### The 2021 LJSD Parent Survey

The Lowell Joint School District sent surveys home to parents in the spring of 2021.

Parents were asked to respond to 24 questions with 'Agree / Strongly Agree/ Disagree /Strongly Disagree/ Do Not Know'. Macy families returned 191 surveys.

Parents answer questions that cover 5 Focus Areas of program and school climate. Scores listed are for responses of Strongly Agree and Agree.

#### Focus Area #1 Academic Preparation

- Q2 - Strong Academic Program - 86.8%
- Q3 - Encourages High Academic Goals - 73.5%
- Q5 - Academic Support - 72.4%
- Q6 - Opportunities for Enrichment - 48.6%
- Q7 - Balanced Academic Program - 82.7%
- Q26 - School Provides Resources Needed - 96.7%
- Q27 - Student has access to Instructional Materials - 87.1%
- Q33 - Student Usually Understands Work - 85.4%

#### Focus Area #2 Parent Communication

- Q4 - Ongoing Parent Communication - 96.1%
- Q8 - Parent Understanding of California Content Standards - %
- Q9 - Frequent Information Regarding Student Progress - 90.8%
- Q17 - Timely Feedback on Assignments and homework - 85.4%
- Q21 - Parents Informed of School Activities - 90.3%
- Q24 - Decision making Process Clearly Communicated - 58%
- Q25 - Access to Technology and Can Receive School Emails - 98.4%
- Q30 - Parents Understand Identification Process for English Learners - 67.2%
- Q31 - School Communicates ELPAC Scores - 57.9%
- Q32 - Parents Informed of EL Parent Meetings - 45.2%

#### Focus Area #3 School Environment

- Q10 - Student Feels Welcome at School - 83.54%
- Q11 - Encourages Citizenship - 90.8%
- Q12 - Child Safe at School - 86.9%
- Q13 - Respect for Students - %
- Q16 - School Provides High Level of Service - 90.8%
- Q20 - Parents Feel Welcome - 93.1%
- Q22 - Parents Feel Comfortable Initiating a Conversation - 93.4%

#### Focus Area #5 Perception of School

- Q14 - Child Happy to Go to School - 83.1%
- Q15 - Staff Respectful - 96.8%



Q18 - Multiple Children - 62.3%  
Q19 - Multi-Generation - 36.1%  
Q28 - School Kept Clean - 78.9%  
Q29 - School Needs Modernization - 80%

## **Classroom Observations**

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

The principal conducts online classroom observations. There are regular informal observations and online class visitations, and the principal is visible on campus. Formal observations are completed biannually followed by a formal evaluation.

## **Analysis of Current Instructional Program**

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

## **Standards, Assessment, and Accountability**

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Administration and staff at Macy Elementary rely on analysis of district benchmark assessments to modify instruction using evidence based strategies and programs to improve achievement for all learners.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

The staff at Macy use data to monitor student progress. Data provides critical information for educators, families, and students and is the basis for modifying instruction and improving outcomes for all learners. Macy staff uses data from: Accelerated Reader, STAR Reading, Lexia, ST Math, grade level exams, and District Benchmark scores.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers at Macy meet the requirements to be highly qualified as required by ESEA.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers, T-K - 6 are fully credentialed and participate frequently in district, site, and independent professional development trainings.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff development and trainings are fully aligned to state content standards, designed to address assessed student performance needs, and to develop our staff's needs as professional educators. Upon review of student achievement scores it is evident that writing is an area of need at Macy. Writing will be a targeted area of improvement through the implementation of the district provided program Write from the Beginning.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Teachers at Macy have on-going support of site and district administration in the delivery of high level and successful student centered instruction.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers meet in grade level teams and district wide with their grade level cohorts to share ideas and develop curriculum.

## Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All materials and curriculum are state approved and adopted by our school board. All teachers are highly qualified and use effective teaching strategies to ensure student achievement. All students are monitored throughout the year to ensure that academic performance standards are met.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

All teachers are required to submit long range plans, and weekly and daily schedules that outline when subjects are taught and for how long, to ensure that instructional minutes are met.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

All teachers have access to the District level pacing guides for core subjects. Grade levels meet regularly to review and monitor the master schedule designed for flexibility to provide intervention for students during the school day.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All materials and curriculum are state approved and adopted by our school board. All teachers are highly qualified and use effective teaching strategies to ensure student achievement. All students are monitored throughout the year to ensure that academic performance standards are met.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All materials and curriculum are state approved and adopted by our school board. All teachers are highly qualified and use effective teaching strategies to ensure student achievement. All students are monitored throughout the year to ensure that academic performance standards are met.

## Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Underperforming students at Macy receive services provided by the regular program in several ways. All Macy teachers use Accelerated Reader and ST Math with fidelity, are GLAD trained and use GLAD strategies in their classrooms. Macy has an intervention teacher who works with small groups of underperforming students several times each week during the school day. A daily school-wide intervention program reaches all students and provides for targeted intervention.

Evidence-based educational practices to raise student achievement

All Macy teachers use Accelerated Reader and ST Math with fidelity, are GLAD trained and use GLAD strategies in their classrooms. Teachers are trained in and use Thinking Maps.

## Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Macy has a strong and active PTA whose members are involved in daily activities at school. Macy's School Site Council holds meetings and has an important role in the decision making process regarding the successful education of Macy students.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Macy has an active School Site Council which consists of 10 members. Half of the membership consists of parents and the other half consists of classified and certificated staff. The SSC meets each trimester to approve and monitor annual goals. At each meeting, the SSC reviews a SPSA goal and discusses implementation as well as possible modifications based on a current needs assessment and analysis of data.

## Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

NA

## Fiscal support (EPC)

Macy receives a Low Performing Schools Grant in addition to a site allocation, supplemental dollars to support unduplicated pupils, and monies to support STEAM activities, attendance incentives and before and after-school support.

## Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

### **Involvement Process for the SPSA and Annual Review and Update**

The school consulted the School Site Council as part of the planning process for this SPSA/Annual Review and Update. The principal attends monthly PTA meetings and meets once each trimester with School Site Council, parents and students are surveyed annually, teaching staff a meets weekly, and the Instructional Leadership Team meets bimonthly to develop our instructional plan. Our goals related to student achievement were determined in the Instructional Leadership Team meeting and approved by School Site Council. In lieu of state testing data, we reviewed achievement data as collected by teachers, and discussed the plan moving forward toward the opening of the school at 100% capacity for the 2021-2022.

## Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

It became evident in reviewing the data as part of the comprehensive needs assessment, that a large percentage of our students did not have access to before and after school interventions. To address this need staff collaborated and developed a school day intervention program in order to meet the needs of all students. A before and after school tutoring program will be implemented for the 2021-2022 school year. Before and after school tutoring sessions, and an intervention program built into the school day are designed to meet the needs of students and to mitigate learning loss due to school closures.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	%	0%	%		0	
African American	1.16%	0.85%	0.4%	6	4	2
Asian	4.24%	4.04%	4.4%	22	19	20
Filipino	0.77%	1.28%	1.8%	4	6	8
Hispanic/Latino	58.19%	58.3%	60.2%	302	274	275
Pacific Islander	0.39%	0.43%	0.2%	2	2	1
White	32.76%	32.77%	28.2%	170	154	129
Multiple/No Response	%	0.85%	2.8%		7	13
<b>Total Enrollment</b>				519	470	457

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	75	54	81
Grade 1	54	60	36
Grade 2	72	53	67
Grade 3	80	71	54
Grade 4	78	81	67
Grade 5	78	73	75
Grade 6	82	78	77
<b>Total Enrollment</b>	519	470	457

### Conclusions based on this data:

1. There was a slight increase in the Asian student subgroup from 2.98% to 4.24%.
2. Based on this data there is a significant increase in kindergarten enrollment from 47 to 74, and a drop in first grade enrollment from 72 to 54 students.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	19	18	14	3.7%	3.8%	3.1%
Fluent English Proficient (FEP)	27	22	25	5.2%	4.7%	5.5%
Reclassified Fluent English Proficient (RFEP)	8	4	4	34.8%	21.1%	22.2%

### Conclusions based on this data:

1. There is an overall reduction in the EL enrollment at Macy

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	75	83	82	74	79	82	74	79	82	98.7	95.2	100
Grade 4	77	80	77	75	79	72	75	79	72	97.4	98.8	93.5
Grade 5	63	75	77	62	71	76	62	71	76	98.4	94.7	98.7
Grade 6	84	73	81	84	71	79	84	71	79	100	97.3	97.5
All	299	311	317	295	300	309	295	300	309	98.7	96.5	97.5

\* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2469	2439	2438	41.89	34.18	34.15	29.73	25.32	20.73	16.22	15.19	18.29	12.16	25.32	26.83
Grade 4	2468	2469	2470	24.00	25.32	25.00	28.00	30.38	25.00	22.67	17.72	23.61	25.33	26.58	26.39
Grade 5	2542	2499	2512	38.71	16.90	22.37	30.65	32.39	35.53	17.74	21.13	22.37	12.90	29.58	19.74
Grade 6	2529	2544	2533	22.62	26.76	21.52	27.38	35.21	32.91	22.62	15.49	22.78	27.38	22.54	22.78
All Grades	N/A	N/A	N/A	31.19	26.00	25.89	28.81	30.67	28.48	20.00	17.33	21.68	20.00	26.00	23.95

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	40.54	35.44	43.90	45.95	46.84	35.37	13.51	17.72	20.73
Grade 4	26.67	30.38	26.39	56.00	46.84	48.61	17.33	22.78	25.00
Grade 5	45.16	28.17	28.95	40.32	43.66	51.32	14.52	28.17	19.74
Grade 6	23.81	32.39	16.46	51.19	42.25	55.70	25.00	25.35	27.85
All Grades	33.22	31.67	29.13	48.81	45.00	47.57	17.97	23.33	23.30

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	41.89	34.18	23.17	41.89	34.18	42.68	16.22	31.65	34.15
Grade 4	24.00	21.52	12.50	62.67	54.43	63.89	13.33	24.05	23.61
Grade 5	51.61	30.99	21.05	33.87	38.03	53.95	14.52	30.99	25.00
Grade 6	30.95	30.99	25.32	42.86	43.66	54.43	26.19	25.35	20.25
All Grades	36.27	29.33	20.71	45.76	42.67	53.40	17.97	28.00	25.89



Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	41.89	21.52	26.83	47.30	58.23	58.54	10.81	20.25	14.63
Grade 4	10.67	27.85	23.61	66.67	56.96	63.89	22.67	15.19	12.50
Grade 5	30.65	14.08	23.68	58.06	67.61	56.58	11.29	18.31	19.74
Grade 6	17.86	21.13	15.19	69.05	67.61	67.09	13.10	11.27	17.72
All Grades	24.75	21.33	22.33	60.68	62.33	61.49	14.58	16.33	16.18

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	47.30	34.18	29.27	40.54	39.24	39.02	12.16	26.58	31.71
Grade 4	22.67	20.25	22.22	56.00	55.70	48.61	21.33	24.05	29.17
Grade 5	35.48	21.13	28.95	51.61	52.11	52.63	12.90	26.76	18.42
Grade 6	28.57	42.25	25.32	52.38	40.85	49.37	19.05	16.90	25.32
All Grades	33.22	29.33	26.54	50.17	47.00	47.25	16.61	23.67	26.21

**Conclusions based on this data:**

1. Overall 48.88% of 3rd graders met or exceeded standards, while 50% of 4th graders met or exceeded standards. In addition, 57.87% and 53.16% of fifth and sixth graders (respectively) met or exceeded standards.
2. Third through sixth grade need support in the area of Literacy and Non-Fictional Text, Clear and Purposeful Writing, and Investigating, Analyzing, and Presenting Information as evidence by an approximate average of 27.3%, across these grade levels, not meeting standards.



# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	75	83	82	74	79	82	74	79	82	98.7	95.2	100
Grade 4	77	80	77	75	79	72	75	79	72	97.4	98.8	93.5
Grade 5	63	75	77	62	71	76	62	71	76	98.4	94.7	98.7
Grade 6	84	73	81	84	71	79	84	71	79	100	97.3	97.5
All	299	311	317	295	300	309	295	300	309	98.7	96.5	97.5

\* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2461.	2423.	2436.	35.14	16.46	23.17	33.78	35.44	28.05	14.86	21.52	26.83	16.22	26.58	21.95
Grade 4	2469.	2462.	2459.	14.67	11.39	8.33	28.00	32.91	38.89	37.33	32.91	34.72	20.00	22.78	18.06
Grade 5	2525.	2489.	2495.	22.58	14.08	15.79	22.58	18.31	19.74	41.94	33.80	39.47	12.90	33.80	25.00
Grade 6	2514.	2523.	2514.	21.43	16.90	17.72	21.43	22.54	17.72	23.81	36.62	30.38	33.33	23.94	34.18
All Grades	N/A	N/A	N/A	23.39	14.67	16.50	26.44	27.67	25.89	28.81	31.00	32.69	21.36	26.67	24.92

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	50.00	29.11	32.93	29.73	41.77	41.46	20.27	29.11	25.61
Grade 4	25.33	24.05	22.22	45.33	40.51	47.22	29.33	35.44	30.56
Grade 5	32.26	15.49	23.68	38.71	36.62	40.79	29.03	47.89	35.53
Grade 6	28.57	26.76	24.05	30.95	35.21	30.38	40.48	38.03	45.57
All Grades	33.90	24.00	25.89	35.93	38.67	39.81	30.17	37.33	34.30

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	44.59	26.58	30.49	37.84	40.51	48.78	17.57	32.91	20.73
Grade 4	14.67	16.46	9.72	54.67	53.16	66.67	30.67	30.38	23.61
Grade 5	25.81	12.68	9.21	51.61	49.30	59.21	22.58	38.03	31.58
Grade 6	22.62	18.31	15.19	41.67	47.89	49.37	35.71	33.80	35.44
All Grades	26.78	18.67	16.50	46.10	47.67	55.66	27.12	33.67	27.83

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
<b>Grade 3</b>	51.35	25.32	30.49	33.78	51.90	41.46	14.86	22.78	28.05
<b>Grade 4</b>	22.67	16.46	25.00	48.00	55.70	44.44	29.33	27.85	30.56
<b>Grade 5</b>	20.97	14.08	15.79	54.84	49.30	53.95	24.19	36.62	30.26
<b>Grade 6</b>	25.00	19.72	15.19	40.48	49.30	46.84	34.52	30.99	37.97
<b>All Grades</b>	30.17	19.00	21.68	43.73	51.67	46.60	26.10	29.33	31.72

**Conclusions based on this data:**

1. Overall 51.22% of 3rd graders met or exceeded standards, while 47.22% of 4th graders met or exceeded standards. In addition, 35.5% and 34.62% of fifth and sixth graders (respectively) met or exceeded standards.
2. Third through sixth grade need support in the area of Concept and Procedures, Problem Solving/Modeling Data Analysis, Communicating Reasoning as evidence by an approximate average of 29.69%, across these grade levels, not meeting standards.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	*	*	*	*	*	*	*	4
Grade 1	*	*	*	*	*	*	*	*
Grade 2	*	*	*	*	*	*	*	4
Grade 3	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*
All Grades							26	18

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
1	*	*	*	*		*	*	*	*	*
2	*	*	*	*		*	*	*	*	*
3	*	*	*	*		*	*	*	*	*
4	*	*	*	*		*		*	*	*
5	*	*	*	*	*	*		*	*	*
All Grades	*	11.11	*	33.33	*	16.67	*	38.89	26	18

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
1	*	*	*	*		*	*	*	*	*
2		*	*	*	*	*	*	*	*	*
3	*	*	*	*		*	*	*	*	*
4	*	*		*	*	*		*	*	*
5	*	*		*	*	*		*	*	*
All Grades	*	16.67	*	33.33	*	11.11	*	38.89	26	18

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
1	*	*	*	*	*	*	*	*	*	*
2	*	*		*	*	*	*	*	*	*
3	*	*	*	*		*	*	*	*	*
4	*	*	*	*		*		*	*	*
5	*	*	*	*		*		*	*	*
All Grades	*	0.00	*	16.67	*	38.89	*	44.44	26	18

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
1	*	*	*	*	*	*	*	*	
3	*	*	*	*	*	*	*	*	
All Grades	42.31	22.22	*	33.33	*	44.44	26	18	

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
1	*	*	*	*	*	*	*	*	
3	*	*	*	*	*	*	*	*	
All Grades	*	16.67	50.00	50.00	*	33.33	26	18	

Reading Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
1	*	*	*	*	*	*	*	*	
2	*	*	*	*	*	*	*	*	
All Grades	*	0.00	*	50.00	*	50.00	26	18	

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
<b>1</b>	*	*	*	*	*	*	*	*
<b>2</b>	*	*	*	*	*	*	*	*
<b>All Grades</b>	*	11.11	*	50.00	*	38.89	26	18

**Conclusions based on this data:**

1. There is no data at this time

# School and Student Performance Data

## Student Population

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

This section provides information about the school's student population.

2019-20 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>470</b>	<b>24.7</b>	<b>3.8</b>	<b>0.4</b>
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	18	3.8
Foster Youth	2	0.4
Homeless	12	2.6
Socioeconomically Disadvantaged	116	24.7
Students with Disabilities	64	13.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	4	0.9
Asian	19	4.0
Filipino	6	1.3
Hispanic	274	58.3
Two or More Races	7	1.5
Pacific Islander	2	0.4
White	154	32.8





Conclusions based on this data:

- 1.

# School and Student Performance Data

## Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Yellow	<b>Chronic Absenteeism</b>  Orange	<b>Suspension Rate</b>  Orange
<b>Mathematics</b>  Yellow		

### Conclusions based on this data:

1. The current status of yellow in both ELA and math are in line with data from the CAASPP, showing that overall ELA and math scores have declined. There is no state data from 2019, in lieu of state testing data, we relied on teacher collected data and district benchmark data. Macy's intervention programs and use of Accelerated Reader, Lexia, Moby Max and ST Math will continue.
2. The change from yellow to green status in the Suspension Rate indicator shows that the programs put in place for last year, PBIS training and implementation, were successful, we will continue these positive behavior school wide programs.

# School and Student Performance Data

## Academic Performance English Language Arts

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.











This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> Yellow 5.3 points above standard Maintained -0.6 points 302	<p><b>English Learners</b></p> No Performance Color 27.6 points below standard Declined -3.8 points 28	<p><b>Foster Youth</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p><b>Homeless</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	<p><b>Socioeconomically Disadvantaged</b></p> Yellow 28.3 points below standard Increased Significantly ++16.1 points 84	<p><b>Students with Disabilities</b></p> Red 103 points below standard Declined -11.3 points 41



**2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 4.8 points below standard Maintained -0.7 points 189	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Green 12.2 points above standard Declined -3.5 points 93

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

**2019 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 7	1.2 points above standard Increased ++12.8 points 21	7.3 points above standard Maintained -1.6 points 269

**Conclusions based on this data:**

1. The data shows that there is a decline in all subgroups, but the decline among EL, SED, and SPED students is dramatic. It is clear that programs such as Accelerated Reader and Moby Max were not used with fidelity.
2. Administration and staff at Macy need to fully implement Accelerated Reader, Moby Max, Thinking Maps, and Write from the Beginning as part of a total plan to improve student achievement among these groups.
3. Intervention programs built into the school day, as well as the addition of before and after school tutoring, will focus on ELA goals and student achievement.

# School and Student Performance Data

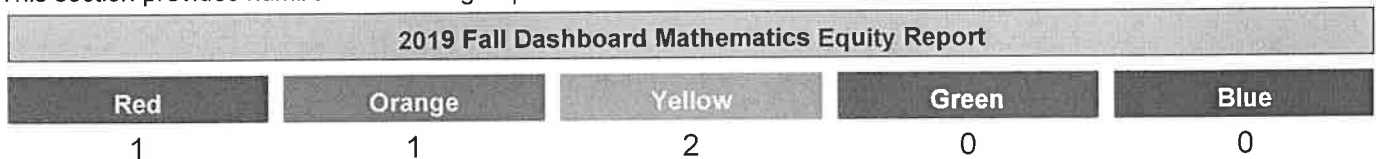
## Academic Performance Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







The performance levels are color-coded and range from lowest-to-highest performance in the following order:









This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> <p> Yellow</p> <p>22.2 points below standard</p> <p>Maintained ++0.6 points</p> <p>302</p>	<p><b>English Learners</b></p> <p> No Performance Color</p> <p>63 points below standard</p> <p>Declined -7 points</p> <p>28</p>	<p><b>Foster Youth</b></p> <p> No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
<p><b>Homeless</b></p> <p> No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p> Yellow</p> <p>59.3 points below standard</p> <p>Increased ++13.5 points</p> <p>84</p>	<p><b>Students with Disabilities</b></p> <p> Red</p> <p>117.8 points below standard</p> <p>Maintained ++0.9 points</p> <p>41</p>

**2019 Fall Dashboard Mathematics Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	
Hispanic	Two or More Races	Pacific Islander	White
 Orange 33.4 points below standard Maintained ++0.1 points 189	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Yellow 12.6 points below standard Maintained ++0.3 points 93

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

**2019 Fall Dashboard Mathematics Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 7	38.3 points below standard Increased ++14.5 points 21	19 points below standard Maintained ++0.1 points 269

**Conclusions based on this data:**

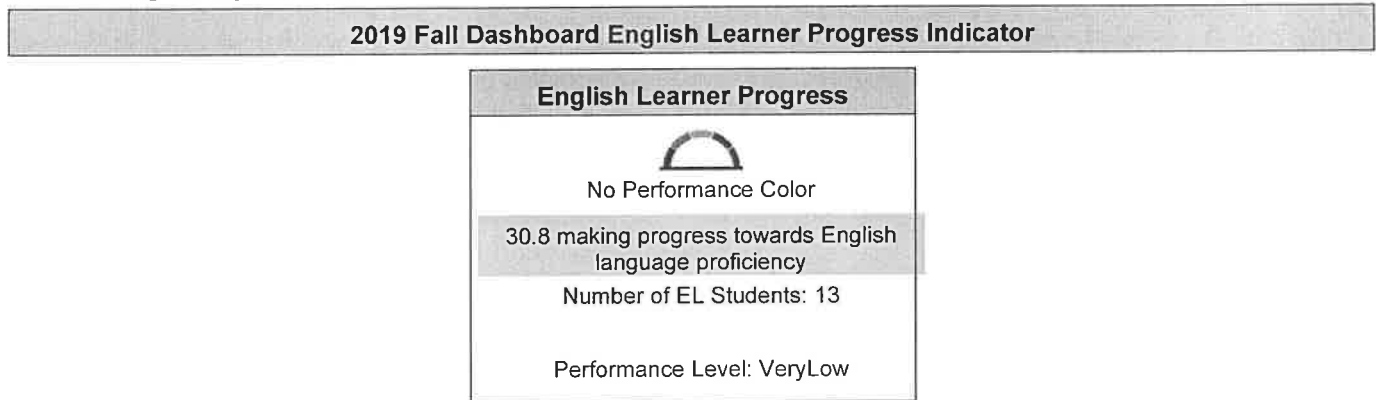
1. With all student groups scoring at yellow, and Hispanic, SED, and EL students in the orange, it appears as though the interventions put in place last year were not successful, teachers at all levels need to use Moby Max, ST math, and Accelerated Reader with fidelity.
2. Macy needs to put in place programs to improve student achievement in all subgroups, and teachers need to implement the existing programs with fidelity.

# School and Student Performance Data

## Academic Performance English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
<b>Decreased One ELPI Level</b>	<b>Maintained ELPI Level 1, 2L, 2H, 3L, or 3H</b>	<b>Maintained ELPI Level 4</b>	<b>Progressed At Least One ELPI Level</b>
23.0	46.1		30.7

### Conclusions based on this data:

1. The listed performance level of Macy's EL students as "very low" suggests that daily directed EL instruction in the classroom has been ineffective.
2. Teachers should participate in professional development to improve instruction and meet the needs of these students.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	4	0	0	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p> <p>Orange</p> <p>6.8</p> <p>Increased +3</p> <p>541</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>11.1</p> <p>Increased +3.7</p> <p>27</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>21.1</p> <p>Increased +21.1</p> <p>19</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>9.9</p> <p>Increased Significantly +5</p> <p>161</p>	<p><b>Students with Disabilities</b></p> <p>Orange</p> <p>13.6</p> <p>Increased +3.1</p> <p>81</p>

**2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color 13 Increased +13 23	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Hispanic	Two or More Races	Pacific Islander	White
 Orange 6 Increased +1.3 315	 No Performance Color 15.4 Increased +15.4 13	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Orange 6.2 Increased Significantly +3.8 178

**Conclusions based on this data:**

- Data from the Chronic Absenteeism indicator show that Macy would benefit from improved student engagement. Data from the 2019-2020 school year prior to the school closures due to COVID-19 showed promising increases in attendance. Staff and administration will continue the programs put in place and intended to improve attendance upon our return to in-person learning.

# School and Student Performance Data

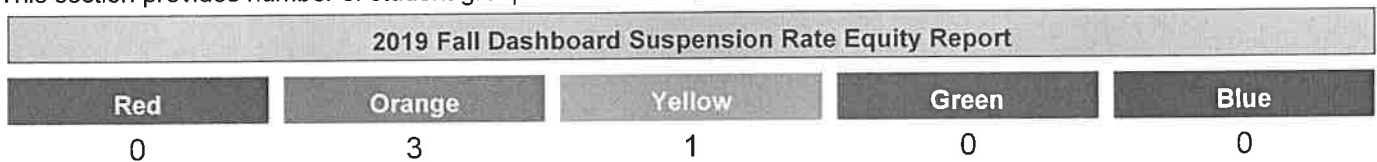
## Conditions & Climate Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







The performance levels are color-coded and range from lowest-to-highest performance in the following order:










This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p>  <p>Orange</p> <p>1.1</p> <p>Increased +0.5</p> <p>553</p>	<p><b>English Learners</b></p>  <p>No Performance Color</p> <p>0</p> <p>Maintained 0</p> <p>28</p>	<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>4</p>
<p><b>Homeless</b></p>  <p>No Performance Color</p> <p>5.3</p> <p>Increased +5.3</p> <p>19</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Orange</p> <p>2.4</p> <p>Increased +1.2</p> <p>165</p>	<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>3.6</p> <p>Increased +2.5</p> <p>83</p>

**2019 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 6		 No Performance Color 0 Maintained 0 23	 No Performance Color Less than 11 Students - Data 4
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 0.9 Increased +0.3 322	 No Performance Color 7.1 Increased +7.1 14	 No Performance Color Less than 11 Students - Data 2	 Orange 1.1 Increased +0.5 182

This section provides a view of the percentage of students who were suspended.

**2019 Fall Dashboard Suspension Rate by Year**

2017	2018	2019
	0.6	1.1

**Conclusions based on this data:**

- Review of the Suspension Rate data, which shows the improvement from yellow to green, supports the continued use of programs put in place to improve student engagement and school climate. These programs will continue when we return to in-person learning.



# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Chronic Absenteeism

## LEA/LCAP Goal

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

## Goal 1

Upon return to in-person learning, Macy Elementary will continue to improve its attendance rate as measured by year-end attendance records and movement from orange to yellow on the California Dashboard Chronic Absenteeism indicator. We believe we can achieve this through encouraging student and teacher passion and fostering student and family engagement.

## Identified Need

Macy's current Dashboard Attendance indicator shows a status of orange with a 3.8% absenteeism rate. There is no state data from the 2019-2020 school year.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School data	Macy's current Dashboard Attendance indicator shows a status of orange with a 3.8% absenteeism rate.	Macy will improve student attendance as measured by the CA Dashboard by improving from orange to yellow
Student Attendance Records	Macy's attendance records, as reported monthly, show an increase in chronic absenteeism.	Upon return to in-person learning, Macy's daily attendance will meet or exceed 95% monthly as evidence by local data.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Teachers at Macy will provide class rewards for attendance.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	None Specified None Specified
0	None Specified None Specified

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

**Strategy/Activity**

Students will be awarded perfect attendance certificates at the end of the year to acknowledge their achievement. Individual classroom teachers will support and incentivize improved attendance by rewarding their classes with "Perfect Attendance" rewards.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
200	Site Formula Funds 4000-4999: Books And Supplies Purchase of Certificates

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

**Strategy/Activity**

School wide use of Eagle Cards and Principal's Award to positively reinforce attendance

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	None Specified

None Specified  
No cost is associated with this strategy/activity

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

#### Strategy/Activity

School to home communication regarding the importance of attendance and its link to academic success

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

None Specified  
None Specified  
No cost is associated with this strategy/activity

### Strategy/Activity 5

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

#### Strategy/Activity

District providing incentive to achieve 98% or higher

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

2000

LCFF

## Annual Review

### SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

As this is our first year addressing attendance there is no data to compare. Data collected up to the closure showed improved attendance. Macy will continue with the plan implemented last year.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes will be made.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

English Language Arts (ELA)

## LEA/LCAP Goal

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

## Goal 2

By August 2021, the number of students in grades 3-6 scoring At or Above Standard in ELA will increase by 5% as measured by the Smarter Balanced performance summary.

## Identified Need

Macy had a 14 point decline in ELA as indicated by a status of yellow in 2018 ELA 2018 CA Dashboard reports that all students in ELA are ranked Yellow with 6.2 points above standard, but declined 14 points. Students with Disabilities (SWD) were Red and 88.6 points below standard. English Language (EL) learners and Students who are Economically Disadvantaged (SED) were Orange; 23.8 and 44.3 points below standards respectively. The Hispanic subgroup scored Yellow and were 3.7 points below standard.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	Macy performance summary from the Smarter Balanced CAASPP shows 46% of students tested did not meet the standard	By August 2020, 51% of students tested will met the standard in ELA on the Smarter Balanced CAASPP
CA Dashboard Data	Macy had a 14 point decline in ELA as indicated by a status of yellow in 2018 ELA 2018 CA Dashboard reports that all students in ELA are ranked Yellow with 6.2 points above standard, but declined 14 points. Students with Disabilities (SWD) were Red and 88.6 points below standard. English Language (EL) learners and Students who are Economically Disadvantaged (SED) were Orange; 23.8 and 44.3 points below standards respectively. The Hispanic subgroup scored	Macy will show a status of green on the California Dashboard ELA indicator

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Yellow and were 3.7 points below standard.	

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

#### Strategy/Activity

Teachers will implement the district adopted ELA program Thinking maps curriculum with fidelity.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	None Specified None Specified No cost associated with this strategy/activity

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

#### Strategy/Activity

Under the direction of their teachers, all students will complete one entire writing process every six weeks. Teachers will provide students with exemplars and rubrics as guidance throughout the writing process. During PLC time teachers will work to develop rubrics and exemplars and work through writing samples to share successes and areas in need of improvement. Through this professional sharing and discussion, instruction and student performance in writing will improve.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	None Specified None Specified No cost associated with this strategy/activity

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

Macy will increase it's intervention staff and they will work five days a week to improve reading fluency and comprehension with students referred by their teachers and identified as at risk students.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

20,000

Source(s)

District Funded  
2000-2999: Classified Personnel Salaries  
Salary for Intervention teachers

7,000

LCFF

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

Implementation of Accelerated Reader to be used in grades 1-6 to build fluency and comprehension. Teachers will submit monthly reading assessment scores.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

8500

Source(s)

Parent-Teacher Association (PTA)  
None Specified  
Purchase of Software Program

2388

LCFF  
5000-5999: Services And Other Operating  
Expenditures  
Purchase of Software Program

# Annual Review

## SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

With a change in principal it is difficult to know all of the details of implementation over the last year, moving forward, the programs will be reviewed and monitored for usage and impact on student achievement. A review of the performance summary of CAASPP scores in ELA show an overall 3% decrease of students meeting the standard, with a drop from 57% to 54%, which indicates that the programs were either ineffective or not used with articulated goals or fidelity. Teachers report higher levels of fidelity with AR use.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The Accelerated Reader (AR) program will continue from last year. PTA will purchase the program from funds raised to specifically target literacy. Furthermore, the addition of the second Intervention Teacher will impact budget expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Changes in the program which will lead to improved student achievement are found in the implementation of the district adopted writing programs, completion of the entire writing process every 6 weeks, and improved PLC time for teachers as outlined above.



# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Math

## LEA/LCAP Goal

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

## Goal 3

Macy students will continue to strive towards high levels of academic excellence in relation to being College and Career Ready in Math as measured by the CA Dashboard .

## Identified Need

Math 2018 CA Dashboard reports that all students in Math are ranked Yellow with 22.4 points below standard. Students with Disabilities (SWD) scored Red with 108.7 points below the standard. Scoring Orange were the English Learners (EL) at 55.9 points below standard, Hispanics were 33 points below standards, and Socio Economically Disadvantaged (SED) students were 72.7 points below standard. White was Yellow with 13 points below standard.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASP	58% of students did not meet the standard in the area of math on the CAASPP	All students will demonstrate an increase in academic growth on the 2022 CAASPP assessment while either maintaining our current green ranking or show progress toward moving one Five-by-Five placement band in ELA (and Math).
CA Dashboard	Math 2018 CA Dashboard reports that all students in Math are ranked Yellow with 22.4 points below standard. Students with Disabilities (SWD) scored Red with 108.7 points below the standard. Scoring Orange were the English Learners (EL) at 55.9 points below standard, Hispanics were 33 points below standards, and Socio Economically Disadvantaged (SED) students were 72.7	All students will demonstrate an increase in academic growth on the 2022 CAASPP assessment by showing progress toward moving one Five-by-Five placement band in math

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	points below standard. White was Yellow with 13 points below standard.	

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

**Strategy/Activity 1**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

**Strategy/Activity**

All classrooms will display a CUBES poster and students will be trained to employ the CUBES process for solving daily word problem.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
150	Site Formula Funds 4000-4999: Books And Supplies Cost of CUBE posters for each classroom grades 2-6

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

**Strategy/Activity**

Provide 3rd - 6th grade teachers with time to observe master teachers and dedicated time to collaborate together (Instructional Team Planning ITP) in order to implement best practice instruction for our weaker claim areas in math.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2700	District Funded 1000-1999: Certificated Personnel Salaries

	Cost of grade level substitutes for all grade levels so each grade level can observe, then meet and plan for a full school day
540	District Funded 3000-3999: Employee Benefits Cost of benefits for grade level substitutes for all grade levels so each grade level can observe then meet and plan for a full school day

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

**Strategy/Activity**

Students will use ST math and Moby Max, instructional programs that build a conceptual understanding of math through rigorous learning and creative problem solving that helps to engage, motivate and challenge students toward higher achievement.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4,200	District Funded 4000-4999: Books And Supplies Purchase of Software

**Annual Review**

**SPSA Year Reviewed: 2020-21**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

**ANALYSIS**

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The performance summary of CAASPP scores in math show 51% of students met the standard in math.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Careful review of the CAASPP scores in math show a deficiency in problem solving and Modeling/Data in all grades. 70% of 3rd graders scored at near or below standard, 91% of 4th graders are near or below standard, and 5th and 6th graders near or below standard at the rate of

92% and 85% respectively. To address this deficiency materials will be purchased that will impact the budget. we need to monitor usage and efficiency of these strategies carefully.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Professional collaboration, use of ST math and Moby Max, and the addition of the CUBES strategy will improve student achievement in math as articulated above.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

School Culture

## LEA/LCAP Goal

Continue to strengthen communication with parents and community members by providing resources and opportunities for parents' active engagement in their student's education.

## Goal 4

By August 2022, Macy will continue to cultivate a school culture that encourages positive relationships among our staff and families through effective communication, as evidenced by our LCAP parent survey.

## Identified Need

Review of the LCAP Parent Survey shows that 24% of parents surveyed feel that data is not provided that demonstrates student achievement, 13% of parents surveyed do not believe that they are well informed about opportunities to be involved in their students' education, and 26.5% do not believe that the school encourages high academic goals.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LCAP Survey	Review of the LCAP Parent Survey shows that 24% of parents surveyed feel that data is not provided that demonstrates student achievement, 13% do not believe that they are well informed about opportunities to be involved in their child's education, 26.5% do not believe that the school encourages high academic goals.	By August 2022 as seen in the LCAP surveys parents will have an overall more positive rating of the school and school communication to the public.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

The creation of a school newsletter to be distributed to all families each trimester.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

200

Source(s)

Site Formula Funds  
4000-4999: Books And Supplies  
Cost associated for this Strategy/Activity associated with purchase of paper

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Update school website regularly, listing upcoming events and opportunities for parents and students at the school, as well as achievements of our students and staff.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Social media sites associated with the school (Twitter, Instagram, Facebook) will be kept up to date and will display information about upcoming events, as well as information and photos of school events.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

## Annual Review

### SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Due to COVID-19 school closures it was important to use several avenues to efficiently deliver information to the Macy community. Social media sites (Instagram, Facebook, Twitter) proved helpful in dissemination of school information and the completed newsletter was well-received and enjoyed positive feedback from the community.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

NA

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

NA

# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$0
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$47,878.00

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
------------------	-----------------

Subtotal of additional federal funds included for this school: \$0

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
	\$0.00
District Funded	\$27,440.00
LCFF	\$11,388.00
None Specified	\$0.00
Parent-Teacher Association (PTA)	\$8,500.00
Site Formula Funds	\$550.00

Subtotal of state or local funds included for this school: \$47,878.00

Total of federal, state, and/or local funds for this school: \$47,878.00



# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

Funding Source

Amount

Balance

## Expenditures by Funding Source

Funding Source

Amount

Funding Source	Amount
	0.00
District Funded	27,440.00
LCFF	11,388.00
None Specified	0.00
Parent-Teacher Association (PTA)	8,500.00
Site Formula Funds	550.00

## Expenditures by Budget Reference

Budget Reference

Amount

Budget Reference	Amount
	2,000.00
1000-1999: Certificated Personnel Salaries	2,700.00
2000-2999: Classified Personnel Salaries	20,000.00
3000-3999: Employee Benefits	540.00
4000-4999: Books And Supplies	4,750.00
5000-5999: Services And Other Operating Expenditures	2,388.00
None Specified	8,500.00

## Expenditures by Budget Reference and Funding Source

Budget Reference

Funding Source

Amount

Budget Reference	Funding Source	Amount
		0.00
1000-1999: Certificated Personnel Salaries	District Funded	2,700.00

2000-2999: Classified Personnel Salaries	District Funded	20,000.00
3000-3999: Employee Benefits	District Funded	540.00
4000-4999: Books And Supplies	District Funded	4,200.00
	LCFF	7,000.00
	LCFF	2,000.00
5000-5999: Services And Other Operating Expenditures	LCFF	2,388.00
None Specified	None Specified	0.00
None Specified	Parent-Teacher Association (PTA)	8,500.00
4000-4999: Books And Supplies	Site Formula Funds	550.00

### Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	2,200.00
Goal 2	37,888.00
Goal 3	7,590.00
Goal 4	200.00

# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 2 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Gary Borg	XParent or Community Member
Amy Knierim	XParent or Community Member
Shannon Ladwig	XParent or Community Member
Chelsea Shrainer	XParent or Community Member
Angela Fernandez	XParent or Community Member
Christian Mangold	XClassroom Teacher
Mary Shaw	XClassroom Teacher
Patty Jacobsen	XPrincipal
Aida Arcega	XOther School Staff

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

**Signature**

**Committee or Advisory Group Name**

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 5/26/2021.

Attested:



Principal, Patricia K. Jacobsen on 5/26/2021

SSC Chairperson, Chelsea Shrainger on 5/26/2021

# Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

**The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.**

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

### Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

### Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

## Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

*[This section meets the requirements for TSI and ATSI.]*

*[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]*

## Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

*[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]*

# Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

## Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

*[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]*

## Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

*[Completing this section fully addresses all relevant federal planning requirements]*

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

*[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]*

*[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]*

## Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

*[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]*

*[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]*

## **Students to be Served by this Strategy/Activity**

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

## **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

*[This section meets the requirements for CSI, TSI, and ATSI.]*

*[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

## **Annual Review**

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.



## Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

*[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]*

## Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.*

## Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

*[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

### Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
    - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

### Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
    - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    - b. use methods and instructional strategies that:
      - i. strengthen the academic program in the school,
      - ii. increase the amount and quality of learning time, and
      - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    - c. 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, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
      - i. strategies to improve students' skills outside the academic subject areas;
      - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
      - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
      - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program 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; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

### Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## **Single School Districts and Charter Schools Identified for School Improvement**

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## **Appendix C: Select State and Federal Programs**

**For a list of active programs, please see the following links:**

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

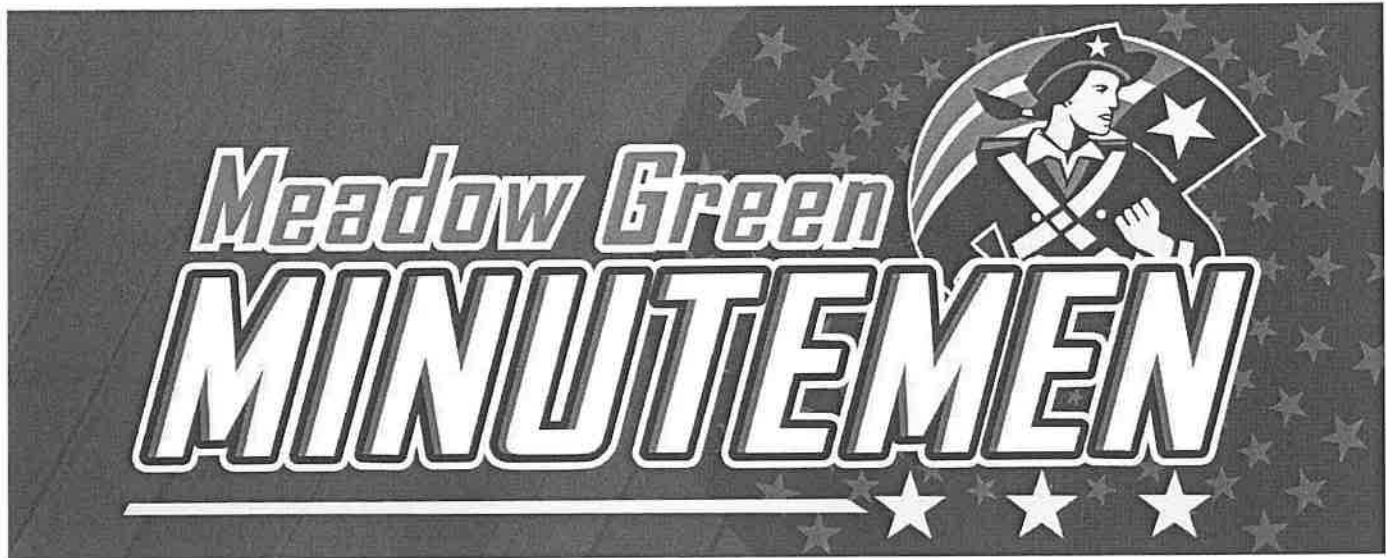
ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019



School Year: 2021-22



# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Meadow Green Elementary	19647666020192	April 29, 2021	June 14, 2021

## Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

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

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]).



Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Under ESSA, schools are required to establish a school planning team, composed of representatives from all stakeholder groups: the principal, teachers, school site council (SSC), other staff who will carry out the plan, parents and community members, and (in secondary schools) students. The SSC may serve as the school planning team. A technical assistance provider must be identified to support the process, and a needs assessments must be conducted to inform the development of the plan.

For Meadow Green, the SSC is the planning team, and the SPSA was developed and approved after analyzing data and gathering input to determine areas of greatest need. The District Office is the technical assistance provider to support the site with the implementation of the plan.

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# Comprehensive Needs Assessment Components

## Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

## Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Surveys are completed yearly by staff, families, and students. This is completed on an annual basis. Overall, results indicate a high level of satisfaction with the educational program at Meadow Green. Over 90% of all stakeholders report that Meadow Green offers a rigorous educational program that prepares students for 21st century college and careers and that Meadow Green provides a safe and positive campus environment.

On the 2021 LCAP parent survey, the following % of respondents agree or strongly agree with the statements below:

- My student has been provided a consistent instructional program: 97%
- My student has been provided the necessary technology support: 99%
- School staff is welcoming and supportive- 97%
- School and district have provided consistent and informative updates-95%
- Staff provides a strong core academic program: 96%
- School routinely encourages students and parents to set high goals- 90%
- School provides information about student's academic performance-96%
- School provides academic support- 88%
- School offers opportunities for students to work above grade level if appropriate- 61% (31% responded don't know)
- School provides a balanced academic program-89%
- Expectations for behavior are high and students are encouraged to be responsible citizens- 98%
- School is safe, orderly, and well-disciplined-94%
- Student is happy to go to school-93%
- School rules are enforced consistently with all students- 87% (10% responded don't know)
- Staff provides a high level of service for student/family-94%
- Student receives accurate and timely feedback-90%
- School is friendly, pleasant, respectful, and welcoming- 98%
- Student is provided an appropriate level of academic challenge-94%
- Staff makes parents feel welcome and part of school- 96%
- I am aware of parent involvements opportunities (PTA, SSC, ELAC, ETC)- 96%
- I feel comfortable initiating discussion w/ school staff about concerns- 96%
- Principal treats staff, parents, and students w/ respect-96%
- Principal works collaboratively-90%
- Principal communicates clearly- 98%
- Principal assists w/ resolution of parent / student concerns- 86% (10% responded don't know)
- Principal follows through w/ commitments- 92%
- Principal maintains visibility and accessibility-97%
- Principal provides adequate and timely information-98%
- I have access to technology and emails from school- 99%



- Within its capabilities, school provides resources needed for strong educational environment- 95%
- Child has access to needed instructional materials-96%
- School is kept clean- 90%
- Child understands work in reading, math, science, and history- 85%

On the 2021 LCAP staff survey, the following % of respondents agree or strongly agree with the statements below:

- My school has been provided a consistent instructional program: 97%
- Students has been provided the necessary technology support: 97%
- School staff is welcoming and supportive- 100%
- School and district have provided consistent and informative updates- 90%
- Staff provides a strong core academic program: 97%
- School routinely encourages students and parents to set high goals- 96%
- School provides information about student's academic performance-100%
- School provides academic support- 74% (15% responded don't know)
- School offers opportunities for students to work above grade level if appropriate- 75% (22% responded don't know)
- School provides a balanced academic program-90% (7% responded don't know)
- Expectations for behavior are high and students are encouraged to be responsible citizens- 97%
- School is safe, orderly, and well-disciplined- 89%
- Student is happy to go to school-- 94%
- School rules are enforced consistently with all students- 86%
- Staff provides a high level of service for student/family- 96%
- Student receives accurate and timely feedback-75% (25% responded don't know)
- School is friendly, pleasant, respectful, and welcoming- 97%
- Student is provided an appropriate level of academic challenge- 96%
- Staff makes parents feel welcome and part of school- 96%
- Staff makes parents feel comfortable initiating discussion w/ school staff about concerns- 86% (11% responded don't know)
- Principal treats staff, parents, and students w/ respect-93%
- Principal works collaboratively-86%
- Principal communicates clearly- 90%
- Principal assists w/ resolution of parent / student concerns-86%
- Principal follows through w/ commitments-90%
- Principal maintains visibility and accessibility- 93%
- Principal provides adequate and timely information-90%
- Feel comfortable in understanding and implementation of CA CCSS- 93%
- Staff regularly reviews data to monitor and improve student progress- 79% (14% responded don't know)
- Meetings are productive, meaningful, and efficient- 65% (25% responded don't know)
- Within its capabilities, school provides resources needed for strong educational environment- 96%
- Students have access to needed instructional materials-96%
- School is kept clean-93%
- ELL students understand work in reading, math, science, and history-65% (35% responded don't know)

## Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Frequent classroom observations by the site administrator take place at Meadow Green Elementary in the form of informal walkthroughs. These informal walkthroughs take place on a daily basis and each classroom is visited at least once per week. In addition to these informal observations, probationary teachers have at least two formal observations and two formal evaluations each year. All tenured staff have at least two formal observations and one formal evaluation yearly if they have been employed by the district fewer than 10 years, and every other year thereafter.

Evaluations, both formal and informal, are a vital form of communication, the intent of which is to reinforce knowledge of school standards and expectations, to assist individual teachers to maintain effective teaching skills and subject matter knowledge, and to encourage further development in proficiency. The result is a dynamic teaching staff that provides a high quality instructional program for all students.

The opportunity for teachers to observe one another is also available to staff through coordination with the site administrator and is especially encouraged for new teaching staff. The superintendent and the assistant superintendent of instruction also visit the school site and walk through classrooms a few times each year. The Director of Special Education visits the special education program regularly, providing feedback to both staff and administration.

## Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

## Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Meadow Green instructional programs are based on Common Core for grades TK-6. The school uses state and local assessments to measure students' growth. This data is used to guide instructional practices. Teachers in grades Kindergarten through six analyze District benchmark results and use this information to identify and target student needs. Students are assessed regularly through district benchmark tests and ongoing classroom assessments. Students not meeting district criteria are at-risk. At-risk students are targeted and specific interventions are established early in the school year. Benchmarks used for this assessment are District trimester tests as well as the Smarter Balanced test for grades 3-6. Students not meeting criteria on benchmark tests are targeted for intervention and are invited to attend supplemental education classes. Meadow Green also utilizes several computer-assisted programs which have provided valuable data for distance learning.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Student progress is tracked on the Illuminate Data System. Teachers use data from District benchmark assessments and classroom assignments to modify instruction as needed. Each teacher submits a formal modification plan based on the results of the District benchmark tests. Grades 3-6 also utilize CAASPP IAB interim assessments to gauge student progress toward grade level CCSS standards. Students also participate in DIBELS assessments 3 times per year to measure growth and progress. Data is also available from Reading Plus, Lexia, ST Math, and MobyMax regarding student academic needs and academic progress. This data has been particularly valuable with the need for distance learning.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% of Meadow Green staff are highly qualified.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers at Meadow Green are credentialed and there is ongoing professional development and PLC meetings. 100% of teachers and students have daily access to adopted materials, which are approved by CDE and adopted by the LJSD Board of Trustees.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Currently, staff development is focused on the implementation of Thinking Maps, Studies Weekly, A2i, and the implementation of technology to support teaching and learning. Other site practices with professional development include Reading Plus, Lexia, ST-Math, and PBIS. Several early release days are utilized throughout the year for staff PLC. The topic schedule for 2020/21 is as follows:

September 23- Using MobyMax to address learning gaps / Hybrid Learning Technology Zoom  
October 7- Utilizing the new ST Math program webinar  
Jan 6- Site PLC/ collaboration  
Feb 24- Site PLC / collaboration  
March 3- A2i & CAASPP preparedness resource collaboration  
April 7- CAASPP administration training & A2i  
May 5- End of year data analysis / reflection & A2i

In addition, district-wide instructional team planning and professional development is also provided. This includes two grade level collaboration days led by the Assistant Superintendent of Education Services and the Director of Curriculum and Instruction, as well as the following professional development:

August 13- Google Sites & Google Classroom for distance learning  
October 12- Go Guardian & IPEVO camera technology integration for distance learning  
April 10- Thinking Maps & Wellness

Meadow Green is also in process of training all staff in restorative practices through OCDE to support the PBIS program. These trainings are limited due to COVID and additional training will most likely need to take place during the 2021/22 school year. Several staff members are planning to participate in Responsive Classroom training during Summer 2021, to assist with the implementation of morning meetings and to embed SEL in classrooms.

A scope and sequence will be developed for 2021/22 upon the release of the early release calendar, and based on district and site initiatives and needs.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Meadow Green currently has teachers working in the following roles: one intervention teacher, 3 part time STEAM coordinators, and 1 teacher on the district technology team. The school district provides access and support from three Teachers on Special Assignment (TOSAs). One teacher also serves as the intervention coordinator.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Each grade level team meets weekly to plan and implement a challenging and rigorous curriculum. In addition to planning together at the school site, they will meet in District wide grade level teams throughout the school year to plan and collaborate. Teachers also collaborate and plan during Music and PE time. Teachers are also provided release time throughout the year to collaborate and develop curriculum as a grade level at the school site and as district-wide grade level teams. Through our SPSA, teachers will be provided an additional release day to develop curriculum utilizing the new Thinking Map and Studies Weekly programs. For distance learning, time is also provided in the afternoons and on Wednesdays.

## Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

District-approved curriculum materials are utilized for core instruction, which are aligned to CCSS and approved by CDE. All core programs are adopted by the LJSD Board of Trustees.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

All classrooms meet or exceed the state guidelines for required instructional minutes for reading/language arts and mathematics.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Lesson pacing and master schedules are flexible and allow for sufficient intervention time. Ten minutes of each teaching period is devoted to a focus group for reteaching and reinforcing standards. The RSP program at Meadow Green works on a push-in model in the mornings and pull-out model in the afternoon. The RSP program assists in remediation and intervention of under performing students. Intervention is provided during the school-day with a credentialed teacher. ELD support is also provided to English Language Learners.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students and classrooms have access to district-adopted core materials and programs. Meadow Green also provides many supplemental programs to promote academic achievement.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Meadow Green uses SBE-adopted, standards-aligned instructional and intervention materials.



## Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Lexia Core 5, Reading Plus, and ST Math are Common Core aligned programs that are available to all under-performing students in an effort to help them meet standards in ELA and Mathematics. In addition, teachers work with under-performing students in focus groups to reteach lessons and concepts when necessary. Intervention is also provided to tier III students in need of support in small groups three days per week. Before and after school intervention is offered to tier III students, as well.

Evidence-based educational practices to raise student achievement

Meadow Green teachers incorporate Explicit Direct Instruction in classrooms daily as a means to raise student achievement. In addition, GLAD and Thinking Maps support learning for all students in the classroom. PBIS, Restorative Practices, SEL, and PALs support a positive campus climate, which enhances academic achievement. Research based effective teaching strategies from publications such as "Classroom Instruction that Works" are utilized. Supplemental intervention programs include Lexa Core 5 and ST Math.

## Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

After-school intervention classes are offered to under-achieving students two days a week. Several computer programs are made available online to assist under-achieving students. These programs may be used at home to further assist under-achieving students. Multiple parent education nights have been held to assist and inform parents in the areas of ELA and mathematics. Meadow Green provides family education/engagement events throughout the year that focus on educationally beneficial topics, designed to assist all students and families, including those who may be under achieving.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

School Site Council, DLAC, annual surveys, LCAP meetings. A teacher sub committee also assists with recommendations for SPSA Goals/Strategies / Activities.

## Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Title I funds support school-wide achievement and provide tutoring and intervention to students not meeting grade level standards. Title I also funds supplemental programs, materials, supplies, and technology to support all students, including those under-achieving. After-school intervention classes for under-performing students are funded through the district's LCAP LCFF funds. Title II funds support staff professional development for teachers and Title III funds support EL learners through additional staff support for EL learners. For a complete list of services provided, refer to actions taken under school goals.

## Fiscal support (EPC)

Title I, LCAP Supplemental Grant Funds, Title III funds, School Donation Funds, and PTA donations.

## Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

### Involvement Process for the SPSA and Annual Review and Update

Meadow Green School Site Council nominations and elections were conducted in August 2020. The School Site Council, consisting of parents and staff met to review needs-assessment on September 14, 2020. As part of this process, previous goals were reviewed, data was analyzed, and new goals and actions for 2020/21 were proposed. SSC meets throughout the year to review progress for the SPSA goals, along with other important items, including the school safety plan and school accountability report card. SSC again examined needs assessment data available when adopting the plan and during SSCs throughout the year

SSC agendas and minutes are posted on the Meadow Green website. In addition, parents and staff provide yearly survey input, which is utilized when updating the SPSA. Input and discussion is also encouraged by families during the Title I information night in August, 2020 and during PTA meetings, which took place in August 2020,-May 2021. Staff member meetings were conducted throughout the year to gather information on the strengths and needs of programs at Meadow Green. SPSA and instructional focus are also an item on each staff meeting, which are conducted at least monthly throughout the year. Our staff utilizes the PLC model, which is research-based to engage in activities including data analysis, student work analysis, best lesson and unit designs, and connecting our programs and practices at Meadow Green to overall student achievement and progress toward college and career readiness.

Based on the needs assessment, SSC recommended to focus on goals in (1) campus climate, (2) student engagement/attendance, (3) academic excellence in ELA and Math. and (4) progress of ELL students. SSC voted to form an advisory committee of SSC members to assist the Principal with the development of goal targets and actions/services to support school-wide achievement in those goal areas. The sub advisory committee met on September 30, 2020 to review potential actions/services within the 2020/21 Title I budget allocation. SSC will convene in Fall of 2021 to amend the Title I budget if needed based on the allocation at that time.

Due to a realignment of the district LCAP timeline, LJSD schools are adopting 2021/22 SPSAs in Spring of 2021 in preparation for the 2021/22 school year. The MG SSC met and approved the 2021/22 SPSA plan on April 29, 2021 based on data reviewed previously in the year and updated data reviewed at that meeting.

## Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Not applicable, no inequities were identified.





# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	%	0%	%		0	
African American	1.73%	1.33%	1.8%	9	7	9
Asian	6.53%	7.05%	6.5%	34	37	33
Filipino	1.92%	1.52%	2.0%	10	8	10
Hispanic/Latino	70.63%	70.67%	72.3%	368	371	366
Pacific Islander	%	0%	%		0	
White	16.31%	17.14%	15.2%	85	90	77
Multiple/No Response	%	0%	2.2%		12	11
<b>Total Enrollment</b>				521	525	506

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	77	89	74
Grade 1	65	59	70
Grade 2	79	55	60
Grade 3	79	76	60
Grade 4	74	91	76
Grade 5	77	76	90
Grade 6	70	79	76
<b>Total Enrollment</b>	521	525	506

### Conclusions based on this data:

1. Meadow Green enrollment continues to range between 500-550 students.
2. Meadow Green has seen an overall increase in enrollment throughout the past 5 years. There is strong interest in our program from families/students located outside of our attendance boundaries.
3. Significant subgroups at Meadow Green are Hispanic/Latino, White, and Asian. The percentage of students in the Asian subgroup has grown over the past three years.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	40	31	25	7.7%	5.9%	4.9%
Fluent English Proficient (FEP)	28	33	33	5.4%	6.3%	6.5%
Reclassified Fluent English Proficient (RFEP)	0	10	6	0.0%	25.0%	19.4%

### Conclusions based on this data:

1. The Meadow Green English Learner population has ranged from 5% to 7% throughout the past three school years. Although the percentage of English Language Learners based on students reclassifying as Fluent English Proficient is still being calculated it will remain similar in 2020/21.
2. English Learners at Meadow Green require targeted strategies to support acquisition of academic English skills in reading, writing, listening, and speaking.
3. To support a continued trend of students achieving RFEP status, classroom teachers and ELD instructional assistants will continue to provide Meadow Green English Language Learners with targeted instruction based on ELPAC data, which is provided in the beginning of the school year from the LJSJ Illuminate system.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	75	69	80	75	68	78	75	68	78	100	98.6	97.5
Grade 4	63	75	77	63	75	77	63	75	77	100	100	100
Grade 5	68	65	76	68	65	76	68	64	76	100	100	100
Grade 6	72	72	69	72	72	68	72	72	68	100	100	98.6
All	278	281	302	278	280	299	278	279	299	100	99.6	99

\* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2460.	2458.	2479.	36.00	33.82	44.87	30.67	29.41	32.05	20.00	25.00	16.67	13.33	11.76	6.41
Grade 4	2498.	2522.	2501.	42.86	40.00	37.66	17.46	36.00	25.97	19.05	18.67	22.08	20.63	5.33	14.29
Grade 5	2571.	2550.	2572.	41.18	35.94	44.74	41.18	35.94	32.89	13.24	15.63	18.42	4.41	12.50	3.95
Grade 6	2593.	2583.	2585.	38.89	34.72	39.71	47.22	43.06	36.76	9.72	16.67	19.12	4.17	5.56	4.41
All Grades	N/A	N/A	N/A	39.57	36.20	41.81	34.53	36.20	31.77	15.47	19.00	19.06	10.43	8.60	7.36

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	40.00	27.94	42.31	45.33	57.35	52.56	14.67	14.71	5.13	
Grade 4	38.10	38.67	40.26	44.44	58.67	46.75	17.46	2.67	12.99	
Grade 5	42.65	43.75	50.00	51.47	42.19	44.74	5.88	14.06	5.26	
Grade 6	43.06	43.06	38.24	51.39	45.83	52.94	5.56	11.11	8.82	
All Grades	41.01	38.35	42.81	48.20	51.25	49.16	10.79	10.39	8.03	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	29.33	32.35	29.49	56.00	54.41	60.26	14.67	13.24	10.26
Grade 4	38.10	33.33	24.68	42.86	58.67	62.34	19.05	8.00	12.99
Grade 5	67.65	45.31	48.68	27.94	40.63	43.42	4.41	14.06	7.89
Grade 6	47.22	43.06	32.35	45.83	43.06	52.94	6.94	13.89	14.71
All Grades	45.32	38.35	33.78	43.53	49.46	54.85	11.15	12.19	11.37

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	29.33	27.94	29.49	57.33	67.65	66.67	13.33	4.41	3.85
Grade 4	31.75	36.00	28.57	52.38	58.67	61.04	15.87	5.33	10.39
Grade 5	33.82	31.25	46.05	61.76	57.81	46.05	4.41	10.94	7.89
Grade 6	37.50	37.50	50.00	55.56	58.33	47.06	6.94	4.17	2.94
All Grades	33.09	33.33	38.13	56.83	60.57	55.52	10.07	6.09	6.35

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	36.00	38.24	47.44	50.67	44.12	44.87	13.33	17.65	7.69
Grade 4	33.33	32.00	36.36	47.62	64.00	46.75	19.05	4.00	16.88
Grade 5	39.71	46.88	50.00	55.88	39.06	44.74	4.41	14.06	5.26
Grade 6	51.39	51.39	44.12	43.06	43.06	51.47	5.56	5.56	4.41
All Grades	40.29	41.94	44.48	49.28	48.03	46.82	10.43	10.04	8.70

**Conclusions based on this data:**

- Overall, on ELA CAASPP assessments, the the percentage of students meeting of exceeding standards has remained consistent over the past three years, ranging between 74.1% and 72.4%. These data are above the CA state, Los Angeles County, and Orange County overall averages. These data indicate that Meadow Green has continued to produce students who are college and career ready in ELA.
- Meadow Green students demonstrated a 1% point improvement in listening standards from the 2017/18 to 2018/19 CAASPP assessments. Meadow Green teachers will continue to utilize EDI strategies in classrooms, which encourage active student participation and frequent opportunities for student academic discourse in Meadow Green classrooms.
- In reading and writing claim areas, Meadow Green students continue to exhibit about a 90% rate at, near, or above standard. Meadow Green will continue to employ practices and programs, including EDI, Journeys/StudySync, Lexia, Reading Plus, Thinking Maps, and GLAD to support high level achievement by all students in reading and writing.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	75	69	80	75	68	78	75	68	78	100	98.6	97.5
Grade 4	63	74	77	63	74	77	63	74	77	100	100	100
Grade 5	68	65	76	68	65	76	68	65	76	100	100	100
Grade 6	72	72	69	72	72	68	72	72	68	100	100	98.6
All	278	280	302	278	279	299	278	279	299	100	99.6	99

\* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2464.	2460.	2471.	28.00	29.41	32.05	44.00	33.82	39.74	22.67	27.94	21.79	5.33	8.82	6.41
Grade 4	2484.	2499.	2485.	31.75	29.73	20.78	23.81	27.03	32.47	22.22	35.14	25.97	22.22	8.11	20.78
Grade 5	2556.	2537.	2562.	39.71	36.92	42.11	23.53	23.08	21.05	27.94	15.38	30.26	8.82	24.62	6.58
Grade 6	2589.	2572.	2574.	41.67	40.28	41.18	29.17	22.22	17.65	19.44	23.61	23.53	9.72	13.89	17.65
All Grades	N/A	N/A	N/A	35.25	34.05	33.78	30.58	26.52	28.09	23.02	25.81	25.42	11.15	13.62	12.71

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	45.33	39.71	39.74	44.00	45.59	44.87	10.67	14.71	15.38	
Grade 4	41.27	37.84	37.66	31.75	35.14	29.87	26.98	27.03	32.47	
Grade 5	45.59	43.08	55.26	41.18	30.77	31.58	13.24	26.15	13.16	
Grade 6	55.56	50.00	48.53	29.17	30.56	27.94	15.28	19.44	23.53	
All Grades	47.12	42.65	45.15	36.69	35.48	33.78	16.19	21.86	21.07	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	40.00	32.35	33.33	49.33	50.00	58.97	10.67	17.65	7.69
Grade 4	26.98	33.78	29.87	42.86	51.35	40.26	30.16	14.86	29.87
Grade 5	36.76	33.85	38.16	52.94	36.92	50.00	10.29	29.23	11.84
Grade 6	36.11	29.17	39.71	48.61	58.33	41.18	15.28	12.50	19.12
All Grades	35.25	32.26	35.12	48.56	49.46	47.83	16.19	18.28	17.06

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	36.00	42.65	46.15	57.33	44.12	46.15	6.67	13.24	7.69
Grade 4	39.68	35.14	29.87	36.51	45.95	46.75	23.81	18.92	23.38
Grade 5	35.29	38.46	39.47	54.41	33.85	51.32	10.29	27.69	9.21
Grade 6	40.28	45.83	35.29	45.83	34.72	38.24	13.89	19.44	26.47
All Grades	37.77	40.50	37.79	48.92	39.78	45.82	13.31	19.71	16.39

**Conclusions based on this data:**

- Overall, on Math CAASPP assessments, the the percentage of students meeting of exceeding standards has ranged over the past three years between 60.57.1% and 68.5%. These data are above the CA state, Los Angeles County, and Orange County overall averages. These data indicate that Meadow Green has continued to produce students who are college and career ready in Math.
- Meadow Green students demonstrated a 3% point growth in communicating reasoning standards from the 2017/18 to 2017/18 CAASPP assessments. Meadow Green classrooms will emphasize written and verbal communication and justification of mathematical conclusions, which targets student growth in this area.
- Throughout the past three years, concepts and procedures has remained the lowest claim area at Meadow Green. Meadow Green staff will participation in professional development on the ST-Math program, with an emphasis on utilizing program data to target student needs and connecting what students do in ST Math to our CORE Go Math curriculum.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1448.2	1437.7	1445.1	1444.6	1455.4	1421.3	12	11
Grade 1	*	*	*	*	*	*	*	*
Grade 2	*	*	*	*	*	*	*	*
Grade 3	*	*	*	*	*	*	*	5
Grade 4	*	*	*	*	*	*	*	6
Grade 5	*	*	*	*	*	*	*	*
Grade 6		*		*		*		*
All Grades							28	32

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	18.18	*	63.64	*	9.09	*	9.09	12	11
2	*	*	*	*		*		*	*	*
3		*	*	*	*	*		*	*	*
4	*	*	*	*		*		*	*	*
5	*	*	*	*		*		*	*	*
All Grades	42.86	15.63	39.29	65.63	*	12.50	*	6.25	28	32

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	36.36	*	36.36	*	9.09	*	18.18	12	11
2	*	*	*	*		*		*	*	*
3	*	*	*	*		*		*	*	*
5	*	*	*	*		*		*	*	*
All Grades	57.14	31.25	*	53.13	*	6.25	*	9.38	28	32



Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	9.09		81.82	*	9.09		0.00	12	11
2	*	*	*	*	*	*		*	*	*
3		*	*	*	*	*	*	*	*	*
4	*	*	*	*		*		*	*	*
All Grades	39.29	9.38	*	62.50	*	25.00	*	3.13	28	32

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K	*	27.27	*	63.64		9.09	12	11	
All Grades	67.86	40.63	*	50.00		9.38	28	32	

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K	*	36.36	*	45.45	*	18.18	12	11	
2	*	*	*	*	*	*	*	*	
All Grades	60.71	34.38	*	59.38	*	6.25	28	32	

Reading Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K	*	0.00	*	100.00		0.00	12	11	
All Grades	42.86	6.25	50.00	81.25	*	12.50	28	32	

Writing Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K	*	54.55	*	36.36	*	9.09	12	11	
All Grades	42.86	43.75	50.00	50.00	*	6.25	28	32	

**Conclusions based on this data:**

- Overall, all Meadow Green students are performing at Level 3 or above in the ELPAC assessment, with level 4 being the achievement criteria with the greatest number of students.



2. Oral language, listening, and speaking domains are the highest performing sub test areas, with over 60% of LEP students performing at level 4. Meadow Green teachers will continue to utilize active engagement strategies in the classroom to encourage student academic discourse.
3. Writing is the lowest sub test area, with 39% of LEP students performing at level 4. Meadow Green teachers will utilize the Journeys program to practice writing daily, with scaffolded support for LEP and other struggling students, based on student needs in the classroom.

# School and Student Performance Data

## Student Population

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

This section provides information about the school's student population.

2019-20 Student Population			
<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>
<b>525</b>	<b>44.0</b>	<b>5.9</b>	<b>0.6</b>
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	31	5.9
Foster Youth	3	0.6
Homeless	20	3.8
Socioeconomically Disadvantaged	231	44.0
Students with Disabilities	40	7.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	7	1.3
Asian	37	7.0
Filipino	8	1.5
Hispanic	371	70.7
Two or More Races	12	2.3
White	90	17.1





### Conclusions based on this data:

1. The number of SED students has grown to 44%, allowing the school to transition from a targeted to school-wide Title I program in the 19/20 school year.
2. ELL student numbers remains below 10%.
3. Hispanic continues to be the largest subgroup based on race/ethnicity.

# School and Student Performance Data

## Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Blue	<b>Chronic Absenteeism</b>  Orange	<b>Suspension Rate</b>  Green
<b>Mathematics</b>  Green		

### Conclusions based on this data:

1. Overall, academic areas in ELA and Math continue to show a high level of growth and performance.
2. Overall suspension rate remains low and in the green rating.
3. The rate of chronic absenteeism grew, but remains under the state and local average for elementary schools.

# School and Student Performance Data

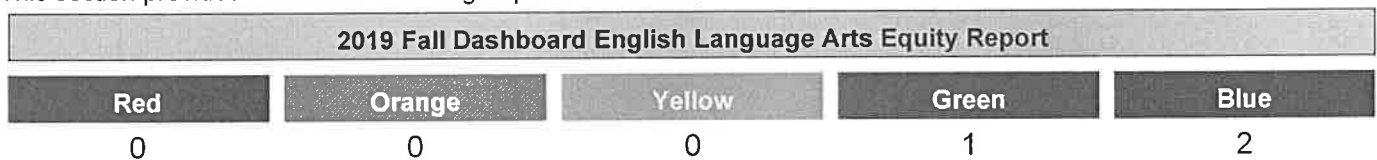
## Academic Performance English Language Arts

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Blue</p> <p>54.1 points above standard</p> <p>Increased ++9.8 points</p> <p>287</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>34.5 points above standard</p> <p>Increased Significantly ++20.6 points</p> <p>34</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>7</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Blue</p> <p>38.9 points above standard</p> <p>Increased Significantly ++25.4 points</p> <p>127</p>	<p><b>Students with Disabilities</b></p> <p>No Performance Color</p> <p>1.2 points below standard</p> <p>Increased Significantly ++43.8 points</p> <p>25</p>

**2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color 0 Students	 No Performance Color 77.8 points above standard Increased Significantly ++60.1 points 16	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
Hispanic	Two or More Races	Pacific Islander	White
 Blue 48.8 points above standard Increased ++10.6 points 211	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 0 Students	 Green 64.7 points above standard Declined -8.4 points 44

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

**2019 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
25.6 points below standard 14	76.5 points above standard Increased Significantly ++34.7 points 20	56.5 points above standard Increased ++9.3 points 246

**Conclusions based on this data:**

- Overall, Meadow Green performance in ELA was at the Blue, or Very High Level on the CA DataDashboard. These data indicate that Meadow Green is exceeding standards with producing students who are college and career ready in reading, writing, listening, speaking, and research/inquiry.
- All subgroups are green or better in performance.
- Reclassified English Learner students performed in the "high range." Meadow Green did not have enough English Learners students take the assessments (less than 10) to receive valid or reliable data. English only students performed in the very high range. Meadow Green will work toward an annual goal of continuing this strong achievement in ELA.

# School and Student Performance Data

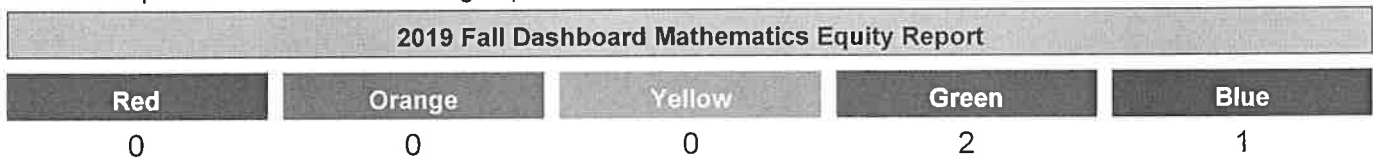
## Academic Performance Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







The performance levels are color-coded and range from lowest-to-highest performance in the following order:









This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> <p></p> <p>Green</p> <p>25.7 points above standard</p> <p>Increased ++8.1 points</p> <p>287</p>	<p><b>English Learners</b></p> <p></p> <p>No Performance Color</p> <p>13.3 points above standard</p> <p>Increased ++6.1 points</p> <p>34</p>	<p><b>Foster Youth</b></p> <p></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4</p>
<p><b>Homeless</b></p> <p></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>7</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p></p> <p>Blue</p> <p>12.4 points above standard</p> <p>Increased Significantly ++24.6 points</p> <p>127</p>	<p><b>Students with Disabilities</b></p> <p></p> <p>No Performance Color</p> <p>39.6 points below standard</p> <p>Increased Significantly ++24.9 points</p> <p>25</p>

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5		 No Performance Color 66.6 points above standard Increased Significantly ++51.6 points 16	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
Hispanic	Two or More Races	Pacific Islander	White
 Green 16.5 points above standard Increased ++7.7 points 211	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3		 Green 42.8 points above standard Declined -7.8 points 44

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
16.9 points below standard 14	34.4 points above standard Increased ++10.4 points 20	26.5 points above standard Increased ++8.3 points 246

#### Conclusions based on this data:

1. Overall, Meadow Green performance in Math was at the Green, or High Level on the CA DataDashboard. These data indicate that Meadow Green is exceeding standards with producing students who are college and career ready in concepts/procedures, problem solving/data analysis, and communicating math reasoning.
2. All significant subgroups performed in the blue or green range.
3. Reclassified English Learner students performed in the "high range." Meadow Green did not have enough English Learners students take the assessments (less than 10) to receive valid or reliable data. English only students performed in the high range. Meadow Green will work toward an annual goal of continuing this strong achievement in Math.

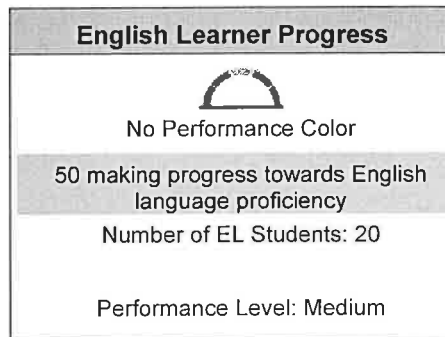
# School and Student Performance Data

## Academic Performance English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2019 Fall Dashboard Student English Language Acquisition Results

<b>Decreased One ELPI Level</b>	<b>Maintained ELPI Level 1, 2L, 2H, 3L, or 3H</b>	<b>Maintained ELPI Level 4</b>	<b>Progressed At Least One ELPI Level</b>
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#### Conclusions based on this data:

1. The highest category of performance level for Meadow Green ELL students is at the highest level, Well Developed; 42.9%
2. The second highest category of performance is the second highest level of achievement, Moderately Developed; 39.3%.
3. Overall, 82.2% of Meadow Green ELL students are performing in the highest performance bands on the ELPAC assessment.



# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
1	3	0	1	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p> <p>Orange</p> <p>8.7</p> <p>Increased +2.9</p> <p>551</p>	<p><b>English Learners</b></p> <p>Green</p> <p>9.5</p> <p>Declined -7.1</p> <p>42</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>6</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>7.1</p> <p>Declined -6.5</p> <p>14</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Red</p> <p>15.3</p> <p>Increased Significantly +5.2</p> <p>236</p>	<p><b>Students with Disabilities</b></p> <p>Orange</p> <p>17</p> <p>Increased +4</p> <p>47</p>

**2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color 18.2 11	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color 5.9 Declined -1 34	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10
Hispanic	Two or More Races	Pacific Islander	White
 Orange 9.5 Increased Significantly +3.3 389	 No Performance Color 5.6 Declined -1.6 18	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Orange 6.7 Increased +1.5 89

**Conclusions based on this data:**

- The rate of chronic absenteeism grew slightly, but remains below the state and local county averages.
- The SPSA contains an engagement goal to address this area of need both overall and for all subgroups performing at orange or red.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	0	1	3

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
 Green 0.7 Maintained -0.1 558	 Blue 0 Maintained 0 44	 No Performance Color Less than 11 Students - Data Not 6
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 0 Declined -4.3 14	 Blue 0.4 Declined -0.6 239	 Green 2.1 Declined -4.4 47

**2019 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color 9.1 11		 No Performance Color 0 Maintained 0 34	 No Performance Color 0 11
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0.5 Declined -0.3 392	 No Performance Color 0 Declined -7.1 19		 Orange 1.1 Increased +1.1 91

This section provides a view of the percentage of students who were suspended.

**2019 Fall Dashboard Suspension Rate by Year**

2017	2018	2019
1.3	0.8	0.7

**Conclusions based on this data:**

- Overall, suspensions remain well below the district, local county, and state level.
- A green overall rating was achieved.
- All significant subgroups are at green or better. The suspension rate dropped for students with disabilities in the past year.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

School Climate and Culture.

## LEA/LCAP Goal

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

## Goal 1

By June 2022, Meadow Green will maintain a positive and safe campus climate and culture, as measured by the annual California School Dashboard Indicator, parent survey data, ODR PBIS data, and annual suspension date.

## Identified Need

State priority area, identified through CDE and CA School Dashboard. Numerous research studies have proven the link between school climate and student outcomes.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA School Dash Board Indicator of status and growth for suspension rate- All Students (If available)	Green	Green or blue
Annual parent survey data regarding student happiness attending school	90%	90% or higher
Annual suspension rate	0.7	Less than 1%
Percentage of students 1 or more Office Discipline Referrals (ODR) majors in an academic year	3%	2% or fewer

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

1.1 Implementation of the PRIDE (Personal Responsibility in Daily Effort) Program, including PBIS training camps, monthly calendar assemblies, PBIS re-teaching, and issuance of PRIDE tickets to recognize and reinforce positive citizenship at Meadow Green.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	Title I 4000-4999: Books And Supplies Materials for lessons and Incentives and awards for students.
500	Title I 4000-4999: Books And Supplies Fitness finder charms to support school-wide campus climate through school-wide PBIS program.

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students.

**Strategy/Activity**

1.2 Implementation of a School Wide Discipline Plan- Meadow Green staff will continue to promote a positive campus climate, through the implementation of PBIS systems, and when necessary, addressing behaviors not meeting expectations through reteaching and progressive discipline.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
-----------	-----------

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students, specific services based on comprehensive Tiers. Students in orange/red for CA Dashboard are targeted through tiers.

**Strategy/Activity**

1.3 The implementation of PBIS (Positive Behavior Interventions and Supports) and Social/Emotional Learning practices.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	Title I 1000-1999: Certificated Personnel Salaries Sub release and salaries for staff, including administration and PPS personnel to develop and maintain comprehensive PBIS program and support at-risk students, including training, PD, and curriculum/program development for PBIS, PALs, Restorative Practices, conflict resolution, social emotional learning, and other training, conferences, professional development, or curriculum/program development, which targets campus climate.
250	Title I 3000-3999: Employee Benefits Benefits for salaries listed above.
500	Title I 4000-4999: Books And Supplies PBIS expectation signage to support school-wide program.
2000	Title I 5800: Professional/Consulting Services And Operating Expenditures Conference, training, and other related expenses staff, including administration and PPS personnel to develop and maintain comprehensive PBIS program and support at-risk students, including training, PD, and curriculum/program development for PBIS, PALs, Restorative Practices, conflict resolution, social emotional learning, and other training, conferences, professional development, or curriculum/program development, which targets campus climate.

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

**Strategy/Activity**

1.4 Project Wisdom will be utilized, including morning announcements, to promote a safe and positive campus climate and culture.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

500

Source(s)

Title I  
5000-5999: Services And Other Operating Expenditures  
Project Wisdom curriculum, to provide daily messages aligned to LJSD character education program.

### Strategy/Activity 5

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

1.5 Great Kindness Week Challenge Participation

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

250

Source(s)

Donations  
4000-4999: Books And Supplies  
Materials and supplies for great kindness week challenge.

### Strategy/Activity 6

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with disabilities

Strategy/Activity

1.6 Big Buddy Little Buddy Program between the special education preschool and regular education upper graders.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

### Strategy/Activity 7

#### Students to be Served by this Strategy/Activity



(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

1.7 If feasible, character ed assemblies will be booked , which promote kindness on campus and supports a positive school climate and culture.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1800

Source(s)

Parent-Teacher Association (PTA)  
5800: Professional/Consulting Services And  
Operating Expenditures  
Character Ed Assemblies

**Strategy/Activity 8**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

1.8- Campus supervision- A minimum of three campus supervisors will provide proactive and positive supervision to students at each lunch and each lunch recess to support positive behavior and citizenship. The school site will cover any additional costs in staffing not covered by the allocation formula for campus supervisors provided by the district.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3000

Source(s)

Unrestricted  
2000-2999: Classified Personnel Salaries  
Salaries for campus supervisors

500

Unrestricted  
3000-3999: Employee Benefits  
Benefits for salaries listed above

**Strategy/Activity 9**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

1.9- Playground PRIDE & Silver Spoon Awards promote positive citizenship at eating and playing areas on-campus.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	Donations 4000-4999: Books And Supplies Supplies and awards for monthly playground PRIDE and Silver Spoon winners.
15000	Title I 5000-5999: Services And Other Operating Expenditures Recess Coach to support active and hands-on activities and reduce office discipline referrals from less structured settings.

## Annual Review

### SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Meadow Green implements numerous strategies, actions, and programs to meet this goal. PBIS, restorative practices, SEL, and character education all contribute to our campus climate. Our continued goal is to maintain a green or better rating in the CDE established criteria for school climate. Some strategies were not be feasible to implement during distance learning and/or in-person hybrid, depending on health department guidance, and the school did implement to the greatest extent possible. Based on data available, strategies / activities were successful in supporting the goal.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Strategies / activities were adapted where possible to fit distance and hybrid learning model in 2020/21.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

A CA School Dashboard rating may be unavailable for the 2020/21 school year. Upon return in the Fall, SSC will consider whether additional metrics are required in this area.



# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Student and Family Engagement- Attendance

## LEA/LCAP Goal

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

## Goal 2

By June 2022, Meadow Green will maintain a high level of students and family engagement as measured by our cumulative average daily attendance rate and rate of chronic absenteeism. .

## Identified Need

Numerous research studies have proven the link between school attendance engagement and student outcomes. This is also a state and LJSJ priority area.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Average Daily Attendance Rate	96.6%	97% or above
Chronic Absenteeism CA Dashboard Indicator- All students, SWD, Hispanic, White (if available)	Orange (2018/19)	Green or Blue
Chronic Absenteeism CA Dashboard Indicator- SED (if available)	Red	Green or Blue
Chronic Absenteeism Rate	5.7%	5% or below

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

2.1 Periodic parent informational letters/newsletters stressing the importance of school attendance, including supplemental flyers from the Attendance Works organization, which connect school attendance with academic achievement.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

100

Unrestricted  
4000-4999: Books And Supplies  
Materials and supplies

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

2.2 Celebrate 100% attendance daily in classrooms with a "We're All Here Poster". Recognize these classes during morning announcements.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

2.3 Recognition for each class when they reach 10 days of perfect attendance. Class selects their class award.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Students with chronic absenteeism

Strategy/Activity

2.4 A SART and SARB process will be implemented for absenteeism and chronic absenteeism. Letters will be sent out at 6 and 12 excused absences. A doctors note will be required for 12+ absences. 12+ absences will trigger a SART. Truancy letters will be sent out at 3, 6, 9, and 13 unexcused absences. Six unexcused absences will trigger a SARB.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

**Strategy/Activity 5**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

2.5 Participation in the District Attendance Incentive Program

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

**Strategy/Activity 6**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

2.6- Implementation of a comprehensive internal and external communications plan which includes a weekly teleparent and email every Sunday Evening, regular updates to the school's website and social media, flyers and mailers, a monthly calendar, and monthly updates to the school's marquee board.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

3000

Unrestricted  
2000-2999: Classified Personnel Salaries

	Salaries for extra hours for office staff for clerical and communication support.
3000	Unrestricted 4000-4999: Books And Supplies New two-way radio communication handsets and chargers to replace non-functioning units.
500	Unrestricted 3000-3999: Employee Benefits Benefits for salaries listed above.

### Strategy/Activity 7

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with or at-risk for chronic absenteeism.

#### Strategy/Activity

2.7- Saturday Academy- Starting in September, Meadow Green will offer monthly Saturday Academy, allowing students to recover one absence, for each Saturday Academy attended.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
100	Title I 4000-4999: Books And Supplies Materials and supplies for Saturday Academy

### Strategy/Activity 8

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Parent Engagement of Tier III Students

#### Strategy/Activity

2.8- Parent Outreach, Education, and Engagement- Families will be invited to attend out of school hours family education and engagement events, topics include literacy and math support, and utilizing Think Central at home to support students in those subjects.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
50	Title I 2000-2999: Classified Personnel Salaries

	Salaries for childcare and/or office staffing & planning for evening family engagement events enabling families to attend evening family engagement activities.
50	Title I 3000-3999: Employee Benefits Benefits for salaries listed above.
250	Title I 1000-1999: Certificated Personnel Salaries Salaries for staff to develop and implement out of school/evening family education/engagement events.
100	Title I 3000-3999: Employee Benefits Benefits for salaries listed above.
100	Title I 5000-5999: Services And Other Operating Expenditures Supplies, materials, and light refreshments for family education / engagement events.

### Strategy/Activity 9

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

2.9- Art and VAPA Education

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5000	Donations 5800: Professional/Consulting Services And Operating Expenditures Art consultant will assist teachers with providing art instruction at least two times per trimester.
	District Funded 1000-1999: Certificated Personnel Salaries Music teacher will provide weekly music instruction to all students TK-6.
	District Funded 1000-1999: Certificated Personnel Salaries



6th grade students will have the opportunity to receive weekly instruction in band.

### Strategy/Activity 10

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

2.10- Basic supplies, materials, and equipment- School will maintain and purchase supplies, materials, and equipment needed to ensure daily opening and operations of the school.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

#### Amount(s)

15000

#### Source(s)

Unrestricted  
4000-4999: Books And Supplies  
Supplies, materials, and equipment to ensure daily operations of the school site.

## Annual Review

### SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Meadow Green implements numerous strategies, actions, and programs to meet this goal. PBIS, restorative practices, SEL, and character education all contribute to our campus climate. Overall, we met our goal and all benchmarks. Our continued goal is to maintain a green or better rating in the CDE established criteria for attendance/engagement. Some strategies were not be feasible to implement during distance learning and/or in-person hybrid, depending on health department guidance, and the school did implement to the greatest extent possible. Based on data available, strategies / activities were successful in supporting the goal.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Strategies / activities were adapted where possible to fit distance and hybrid learning model.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

A CA School Dashboard rating may be unavailable for the 2020/21 school year. Upon return in the Fall, SSC will consider whether additional metrics are required in this area.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Academic Excellence in English Language Arts and Mathematics

## LEA/LCAP Goal

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

## Goal 3

By June 2022, Meadow Green students will continue to demonstrate a high level of achievement and growth toward achievement of college and careers readiness in both English Language Arts (ELA) and Math on annual CAASPP Smarter Balanced assessments, including any significant subgroups performing below "green" status, as measured by annual California School Dashboard reports, as well as school level assessment data, as listed below under the metric/indicator section.

## Identified Need

California has adopted and implemented the Common Core State Standards (CCSS) in order to prepare students for college and career readiness. Meadow Green has thrived implementing these standards and will continue to strive to support students who attend Meadow Green with demonstrating exemplary achievement in these rigorous standards. It is vital that we continue to produce students who are well-prepared for college and careers, and further levels of schooling and training.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Fall 2021 California School Dashboard Rating in Math (if available)	Green	Green or Blue Status (Growth and Status in Distance from Level 3)
Fall 2021 California School Dashboard Rating in ELA (if available)	Blue	Green or Blue Status (Growth and Status in Distance from Level 3)
2021 CAASPP ELA Baseline	Not currently available, SSC will analyze data in Fall and determine if a growth goal is appropriate.	Not currently available, SSC will analyze data in Fall and determine if a growth goal is appropriate.
Reading Plus 2020/21 Benchmarks	School-wide reading level growth of 1.5 GLE in 2020/21	School-wide reading level gain of 1.5 GLE or higher by end of year benchmark
2021 CAASPP Math Baseline	Not currently available, SSC will analyze data in Fall and determine if a growth goal is appropriate.	Not currently available, SSC will analyze data in Fall and determine if a growth goal is appropriate.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

**Strategy/Activity 1**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All

**Strategy/Activity**

3.1 Students in grades 3-6 will be given a base line DIBELS reading assessment three times a year as a progress monitoring tool.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Based on Tiers. Tier 1- All (100%) Tier 2- Targeted-- About 15%, Tier 3- Intensive- About 5%

**Strategy/Activity**

3.2 Implement a Master Schedule and MTSS systems that allow for 2 to 2.5 hours of ELA core instruction, and 1 to 1.5 hours of math instruction (Tier 1), implementation of FOCUS 5 daily for in-class intervention (Tier 2), and 30 minutes intensive small group intervention (Tier 3) 3 days per week.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

25000

Title I  
1000-1999: Certificated Personnel Salaries  
Salary for Intervention Support Teacher(s) three days per week and release time to collaborate with teachers to develop specific support plans for Tier III students through on going progress monitoring and data analysis.

2000

Title I  
3000-3999: Employee Benefits  
Benefits for salaries listed above.

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All

**Strategy/Activity**

3.3 Examination of student performance; identify focus standards; create short cycle formative assessments to monitor student mastery of standards and identify target students during Wednesday collaborations to develop plans to reteach for mastery.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All

**Strategy/Activity**

3.4- Professional Learning Communities- A comprehensive scope and sequence will be developed and implemented for site PLC Mondays to support further development and collaboration around programs and practices such as Lexia/Reading Plus, integration of technology to enhance learning, supporting struggling and special education students in general education classrooms, Visual Evidence of Student Learning (VESL) practices, ST-Math, Desk-to-Dashboard Data analysis, adult collaboration and development of collective expertise, and identification of practices and programs that are yielding strong academic results at Meadow Green.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

500

Title I  
1000-1999: Certificated Personnel Salaries  
Release time for collaboration and data conference analysis to target the needs of Tier II and Tier III students requiring targeted and intensive interventions.

100

Title I  
3000-3999: Employee Benefits  
Benefits for salaries listed above.

Title I  
1000-1999: Certificated Personnel Salaries

Substitute release time for curriculum development and to attend professional development

## Strategy/Activity 5

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Tier I (All), Tier II (Targeted Intervention), and Tier III (Intensive Intervention) students. Tiers include students from any subgroups in orange or red on the CA Dashboard, if applicable.

### Strategy/Activity

3.5 Computer-assisted instruction programs in ELA and Math. Access to technology and Reading Plus and Front Row daily through Chromebooks, Computer Lab, and iPads. Teachers will utilize computer assisted instruction program, which are differentiated and individualized to each students learning needs, including Lexia (TK-2), Reading Plus (3-6), Accelerated Reader (TK-2), ST Math (K-6), Khan Academy (4-6) and Reflex Math (3-6) to support academic achievement in ELA and Math.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4200	Donations 5000-5999: Services And Other Operating Expenditures ST Math School License
750	Title I 5000-5999: Services And Other Operating Expenditures Reading A-Z licenses for kindergarten teachers.
	District Funded 5000-5999: Services And Other Operating Expenditures Lexia Licenses K-2
	Title I 5800: Professional/Consulting Services And Operating Expenditures School-wide Reading Plus site license.
2500	Title I 5800: Professional/Consulting Services And Operating Expenditures Accelerated Reader Licenses and hosting (TK-2).
	Title I 4000-4999: Books And Supplies

	Technology expense purchases to support teaching and learning, including Chromebooks and tablets, iPads, projectors/displays, and other related technology expenses.
1000	Title I 5000-5999: Services And Other Operating Expenditures School-wide license for Mystery Science.
2500	Title I 5000-5999: Services And Other Operating Expenditures School-wide license for Flocabulary
11340	District Funded 5000-5999: Services And Other Operating Expenditures District technology allocation to support the on-going refresh of teacher computers and other devices on-campus, and to support other technology needs, including projection/display systems, printers, student devices, and other related expenses for technology at Meadow Green.
	Title I 5800: Professional/Consulting Services And Operating Expenditures Site wide MobyMax License.

**Strategy/Activity 6**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

**Strategy/Activity**

3.6- Professional Development- Professional development for staff, including administrators and PPS personnel.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

2000

Title I  
1000-1999: Certificated Personnel Salaries  
Sub and teacher salaries for professional development, including the programs listed in this plan, as well as other applicable topics.

2000	Title I 5000-5999: Services And Other Operating Expenditures Training, conference fees, and other expenses for PD in research-proven academic programs and practices for teachers and administrators, including CUE conference, CA STEAM conference, ISTE, So Cal Kinder Conference, administrator training through ACSA or other nationally and state recognized organizations, and other research-based PD on teaching, learning, or other practices that impact academic achievement, including topics related to distance learning and hybrid and/or virtual teaching.
250	Title I 3000-3999: Employee Benefits Benefits for salaries listed above.
2000	Title I 1000-1999: Certificated Personnel Salaries Sub salaries to provide one day of release time for each teacher to develop curriculum to support the implementation of Thinking Maps, Studies Weekly, and A2I, as well as distance learning, virtual and hybrid teaching.
250	Title I 2000-2999: Classified Personnel Salaries Benefits for salaries listed above.

**Strategy/Activity 7**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All

**Strategy/Activity**

3.7- Materials and Supplies- Purchase of materials and supplies such as paper, ink, and other basic academic supplies to support teacher creation of daily lessons and instruction to support classroom learning.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10000	Unrestricted 4000-4999: Books And Supplies



	Basic supplies and materials for classrooms and for the school. Classrooms are allotted a minimum of \$12/student.
1000	Title I 4000-4999: Books And Supplies Supplemental materials / curriculum across all subject areas to support academic achievements in reading, writing, and math

**Strategy/Activity 8**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All

**Strategy/Activity**

3.8- Collaboration and implementation of newly adopted ELA (Journeys/Study Snyc) and Math (Go Math/Big Ideas) , and Studies Weekly/Discovery (History) core programs. Teachers will continue to collaborate and develop best practices for successfully implementing lessons and units.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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**Strategy/Activity 9**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Tier II and Tier III

**Strategy/Activity**

3.9- Intervention outside of the school day- Meadow Green will provide weekly before and/or after school intervention for students in grades TK-6 for students in need of Tier II and Tier III Intervention supports.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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8000	District Funded 1000-1999: Certificated Personnel Salaries LCFF before and after school intervention salaries.
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1000	District Funded 2000-2999: Classified Personnel Salaries
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	LCFF before and after school intervention salaries.
1000	District Funded 3000-3999: Employee Benefits Benefits for salaries listed above.

# Annual Review

## SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Meadow Green implements numerous strategies, actions, and programs to meet this goal. Tiered intervention, effective classroom instruction, a laser focus on academics, before and after school tutoring, computer-adaptive programs, professional development, and collaboration all contributed to the success of this goal. Overall, we met our goal and all benchmarks. Some strategies were not be feasible to implement during distance learning and/or in-person hybrid, depending on health department guidance, and the school did implement to the greatest extent possible. Based on data available, strategies / activities were successful in supporting the goal.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Strategies / activities were adapted where possible to fit distance and hybrid learning model.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

A CA School Dashboard rating may be unavailable for the 2020/21 school year. Upon return in the Fall, SSC will consider whether additional metrics are required in this area.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

English Language Development- ELD

## LEA/LCAP Goal

Academic Excellence - Learning for All Students

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

## Goal 4

By June 2022, English Language Learners will demonstrate growth in achievement in students meeting or exceeding college and career readiness standards in English Language Arts, as Measured by annual, ELPAC, reclassification rate, and CAASPP results.

## Identified Need

The achievement of English Learners continue to be a priority in Lowell Joint and at Meadow Green. English Learners students are at-risk of low academic achievement.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of English Language Learner students meeting or exceeding standards on ELA CAASPP assessment.	38%	48%
Percentage of Students scoring level 3 or 4 on annual ELPAC assessments.	87.2%	90%
Percentage of students meeting the criteria for RFEP	25%	35%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Language Learners

Strategy/Activity

EL 4.1- Meadow Green Teachers and support staff will continue to provide integrated (throughout the day) and designated (30 minutes daily) of English Language Development to support academic language acquisition and academic achievement for English Language Learner students.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
19000	District Funded 2000-2999: Classified Personnel Salaries Salary for 0.5 ELD Specialist to support English Learners.
3000	District Funded 3000-3999: Employee Benefits Benefits for the salary listed above.

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

English Language Learners

**Strategy/Activity**

EL 4.2- Use of data- Teachers will be provided with ELPAC data, including overall levels and levels in reading, writing, listening, and speaking for in English Language learner in their class prior to the start of the school year from Illuminate to inform designated and integrated ELD instruction.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

English Language Learners

**Strategy/Activity**

EL 4.3- Family Engagement & Education Events in evening- See Goal #2 for detailed description of these events.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

### **Strategy/Activity 4**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

EL 4.4- Saturday Intervention- Meadow Green staff will explore the use of Saturday Academy to provide targeted intervention in small groups to English Language Learner students.

#### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

### **Strategy/Activity 5**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Tier II and Tier III English Learners

Strategy/Activity

EL 4.5- English Learners will receive Tier II and Tier III Interventions during the day and before and after school to target needs and support language acquisition and academic achievement (see goal #2 for detailed information on interventions).

#### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

### **Strategy/Activity 6**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

EL 4.6- Professional Development- All new teachers will be trained in EDI. Teachers will have the opportunity to be trained in Guided Language Acquisition Development (GLAD) and Thinking Maps. These are all research based programs/practices that support language acquisition and development and academic achievement of English Learners.

#### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

### **Strategy/Activity 7**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

English Language Learners

#### **Strategy/Activity**

EL 4.7- ELAC / SSC- Parents will collaborate throughout the year with the Principal to provide input and feedback on the ELD program.

#### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

## **Annual Review**

### **SPSA Year Reviewed: 2020-21**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### **ANALYSIS**

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Meadow Green implements numerous strategies, actions, and programs to meet this goal. Please see goal #3, academic excellence for strategies and activities that contribute to academic achievement. In addition to those, we provide specific ELD support to English Learners, which are outlined in this goal area. Overall, we met our goal and all benchmarks. Some strategies may not be feasible to implement during distance distance learning and/or in-person hybrid, depending on health department guidance, and the school will implement to the greatest extent possible.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Strategies / activities were adapted where possible to fit distance and hybrid learning model.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

A CA School Dashboard rating may be unavailable for the 2020/21 school year. Upon drafting the SPSA for 2020/21, SSC will consider whether additional metrics are required in this area.

# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$62602
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$154,440.00

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$64,250.00

Subtotal of additional federal funds included for this school: \$64,250.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
District Funded	\$43,340.00
Donations	\$9,950.00
Parent-Teacher Association (PTA)	\$1,800.00
Unrestricted	\$35,100.00

Subtotal of state or local funds included for this school: \$90,190.00

Total of federal, state, and/or local funds for this school: \$154,440.00

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	62602	-1,648.00

## Expenditures by Funding Source

Funding Source	Amount
District Funded	43,340.00
Donations	9,950.00
Parent-Teacher Association (PTA)	1,800.00
Title I	64,250.00
Unrestricted	35,100.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	39,750.00
2000-2999: Classified Personnel Salaries	26,300.00
3000-3999: Employee Benefits	7,750.00
4000-4999: Books And Supplies	31,950.00
5000-5999: Services And Other Operating Expenditures	37,390.00
5800: Professional/Consulting Services And Operating Expenditures	11,300.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	District Funded	8,000.00
2000-2999: Classified Personnel Salaries	District Funded	20,000.00



3000-3999: Employee Benefits	District Funded	4,000.00
5000-5999: Services And Other Operating Expenditures	District Funded	11,340.00
4000-4999: Books And Supplies	Donations	750.00
5000-5999: Services And Other Operating Expenditures	Donations	4,200.00
5800: Professional/Consulting Services And Operating Expenditures	Donations	5,000.00
5800: Professional/Consulting Services And Operating Expenditures	Parent-Teacher Association (PTA)	1,800.00
1000-1999: Certificated Personnel Salaries	Title I	31,750.00
2000-2999: Classified Personnel Salaries	Title I	300.00
3000-3999: Employee Benefits	Title I	2,750.00
4000-4999: Books And Supplies	Title I	3,100.00
5000-5999: Services And Other Operating Expenditures	Title I	21,850.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	4,500.00
2000-2999: Classified Personnel Salaries	Unrestricted	6,000.00
3000-3999: Employee Benefits	Unrestricted	1,000.00
4000-4999: Books And Supplies	Unrestricted	28,100.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	27,800.00
Goal 2	27,250.00
Goal 3	77,390.00
Goal 4	22,000.00

# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Matt Cukro- Principal	XPrincipal
Krista Karr- Teacher	XClassroom Teacher
Michelle Van der Lee- Teacher- Chairperson	XClassroom Teacher
Amanda Evenson- Teacher- Vice Chairperson	XClassroom Teacher
Darleene Pullen- Classified Staff-	XOther School Staff
Edna Tristian- Parent	XParent or Community Member
Patricia Garcia - EL Parent	XParent or Community Member
Esther Ota- Grandparent- Historian / SSC Clerk	XParent or Community Member
Maria Gonzalez - Parent	XParent or Community Member
Courtney Rivera- Parent/PTA Representative	XParent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

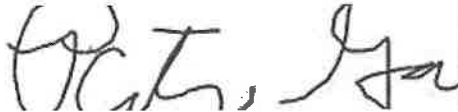
The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

**Signature**

**Committee or Advisory Group Name**



X English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

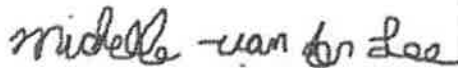
This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 04/29/2021.

Attested:



Principal, Matt Cukro on 4/29/2021



SSC Chairperson, Michelle Van der Lee on 04/29/2021

# Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

**The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.**

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## **Purpose and Description**

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

### **Purpose**

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

### **Description**

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

### **Stakeholder Involvement**

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

*[This section meets the requirements for TSI and ATSI.]*

*[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]*

### **Resource Inequities**

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

*[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]*

# Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

## Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

*[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]*

## Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

*[Completing this section fully addresses all relevant federal planning requirements]*

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

*[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]*

*[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]*

## Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

*[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]*

*[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]*

## **Students to be Served by this Strategy/Activity**

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

## **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

*[This section meets the requirements for CSI, TSI, and ATSI.]*

*[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

## **Annual Review**

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

## Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

*[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]*

## Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.*

## Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:



- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

*[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

### Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
  - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

### Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
    - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    - b. use methods and instructional strategies that:
      - i. strengthen the academic program in the school,
      - ii. increase the amount and quality of learning time, and
      - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    - c. 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, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
      - i. strategies to improve students' skills outside the academic subject areas;
      - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
      - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
      - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program 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; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

## Appendix B:

### Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

#### Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

#### Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## **Single School Districts and Charter Schools Identified for School Improvement**

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## **Appendix C: Select State and Federal Programs**

**For a list of active programs, please see the following links:**

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

School Year: 2021-22



# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Olita Elementary School	19647666020200	May 24, 2021	June 14, 2021

## Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The staff at Olita Elementary School is working to meet all ESSA requirements by using the District adopted, state approved curriculum to meet the needs of all students. Our struggling readers in grades Kindergarten through third grade are receiving intensive foundational reading skills by attending daily sessions with our Leveled Literacy Intervention teacher. All students' needs are being met through our during-school enrichment/intervention sessions focusing on English Language Arts skills. These sessions occur twice weekly and progress monitoring allows for regrouping periodically throughout the year as needed. All subgroups are identified and monitored throughout this process.



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# Comprehensive Needs Assessment Components

## Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

## Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Parents, students, and teachers will be given an opportunity during the 2021-2022 school year to complete a formal needs assessment. The survey includes topics such as academics, school climate and overall operations of the school.

The results will provide feedback about areas of concern that may need attention for improvement.

The survey from last year showed that parents were overall pleased with how our school provides for their children. The only area of concern is communication about their child's progress which has been addressed with all teachers. Almost all teachers use Class Dojo as a form to communicate with parents. We continue to send fliers, make phone calls, and reach out to our parents.

## Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Observations in the form of informal walkthroughs by the site administrator take place at Olita at least once per week in each classroom. Classroom instruction is also monitored by the formal evaluation process. During these informal and formal observations there is evidence that teachers are meeting the needs of all students using district approved materials and effective teaching strategies.

## Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

## Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

This year our students in grades 3-6 will complete trimester benchmarks using the Smarter Balance IABs. The IABs are aligned with the SBAC and will give accurate data that reflects student achievement. TK-2 students are using other benchmarks for teachers to monitor progress and adjust instruction, including A2i assessments and district benchmarks.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

The teachers at Olita School use end of chapter tests and end of unit tests in order to modify instruction based on data collected. Students are also given monthly assessments using the STAR Reading Program to monitor comprehension. In primary grades DIBELS progress monitoring is ongoing monthly with trimester assessments and A2i assessments are used to determine levels of support needed by our primary students. ST Math is used by all Kindergarten through 5th grade students. Math skills, along with fluency are practiced throughout the year using ST Math and Khan Academy.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All classroom teachers are highly qualified and meet the requirements for ESEA.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers are provided professional development throughout the year. We have been focusing on our writing program through Write From the Beginning and Thinking Maps. We have also adopted Studies Weekly (K-5th) and Discovery (6th) for History/Social Sciences.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

The teachers attend professional development training which includes Thinking Maps, Write From the Beginning, technology usage, and curriculum training.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Our Kindergarten through second grade teachers are working with instructional coaches through A2i (Assessment to Intervention). They are working to build decoding and fluency skills and meet with the coach several times throughout the year to monitor progress. The district also has 3 TOSAs to support teachers on a regular basis in addition to district provided professional development.

Teacher collaboration by grade level (kindergarten through grade eight [K-8]) and department (grades nine through twelve) (EPC)

Our teachers work with their grade level teams every Wednesday to plan and review for upcoming lessons. They also get together several times a year to work together district-wide for planning and professional development.

## Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Our teachers collaborate weekly to plan curriculum that meets the grade level standards in all subject areas. Best practices are discussed through data comparisons and reflecting on teaching strategies.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

All teachers are informed of instructional minutes in which they use to plan daily instruction in order to meet the needs of all students. Minutes are above state requirements.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Teachers create a weekly schedule that maps out when each subject is taught and for how many minutes each day. The during school intervention sessions are included in these schedules.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students have access to every textbook and all instructional materials for their grade level.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All students are using district adopted (State approved) instructional materials for all levels of instruction.

## Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Almost all teachers are GLAD, EDI, and Thinking Map trained. The teachers use different scaffolding strategies to reach all students, including underperforming students. We are working to provide training to all teachers who need GLAD, EDI, and/or Thinking Maps.

Evidence-based educational practices to raise student achievement

We continue to seek evidence-based practices in order to help students achieve. These practices include, but are not limited to : EDI, GLAD, and Thinking Maps.

## Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Our curriculum director and assistant superintendent provide support throughout the year to provide strategies for working with under achieving students through our Intervention Coordinator on site. The Intervention Coordinator meets 1:1 with all underperforming students (identified from SBAC scores) in order to set SMART goals for the year. The intervention Coordinator and classroom teachers work with the students to make sure they are on target to meet the goals.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

We have a strong base of parent volunteers who come to school and work with our struggling students. Parents help students memorize math facts, learn Fry words, and any other skills needed. We also partner with the local high school seniors as part of service learning. The high school seniors come to school twice a month to help support student learning.

## Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

We are funded schoolwide for Title 1. All students have access to any program or materials purchased with Title 1 funds. Our LLI reading program is funded through Title 1. We are also using funds from our Low Performing Block Grant. All underperforming students will meet with our Intervention Coordinator to make goals and discuss

## Fiscal support (EPC)

In addition to Title I monies Olita receives a Site Allocation from LCFF in addition to STEAM monies and other supplemental LCFF dollars to support students.

## Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

### Involvement Process for the SPSA and Annual Review and Update

The planning process for this year's SPSA began early this year as we were unable to meet last spring due to COVID-19. Since the start of school, the teachers have discussed several ways to support our students during distance learning. While many topics were discussed, our actual goals will be very similar to last year's goals. Our students did not take any formal assessment through CAASPP due to the school closures. Our School Site Council will meet virtually to discuss plans and goals for this year. School Site Council meeting is scheduled for May 21, 2021 to approve this year's goals. The next meetings for School Site Council are scheduled for December 2, 2021, March 10, 2022 and May 12, 2022.



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## Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

As part of the Comprehensive Needs Assessment a large portion of our students did not have access to before and after school intervention. To make sure that all students have access we implemented during the school day intervention sessions to meet the needs of all students.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	%	0%	%		0	
African American	2.06%	2.03%	1.4%	9	9	6
Asian	2.52%	3.61%	4.7%	11	16	20
Filipino	1.14%	2.03%	2.3%	5	9	10
Hispanic/Latino	66.59%	65.91%	66.0%	291	292	283
Pacific Islander	1.14%	1.13%	1.2%	5	5	5
White	23.57%	20.77%	19.6%	103	92	84
Multiple/No Response	%	2.93%	1.6%		7	7
<b>Total Enrollment</b>				437	443	429

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	61	77	69
Grade 1	39	49	63
Grade 2	66	45	51
Grade 3	67	64	49
Grade 4	54	68	63
Grade 5	77	63	70
Grade 6	72	77	64
Grade 8	1		
<b>Total Enrollment</b>	437	443	429

### Conclusions based on this data:

1. Based on this data, our Asian population has increased by 4 students. Our Hispanic population decreased by 9 students.
2. Our African-American population decreased by 3 students along with our White students dropping by 8 students.
3. Based on the data, our student enrollment continues to decline, From last year we declined by 14 students.



# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	43	38	37	9.8%	8.6%	8.6%
Fluent English Proficient (FEP)	23	38	28	5.3%	8.6%	6.5%
Reclassified Fluent English Proficient (RFEP)	0	17	2	0.0%	39.5%	5.3%

### Conclusions based on this data:

1. The number of English Learners had been decreasing each year, however in the past year we gained 2 students.
2. Our number of Fluent English Proficient students are also decreasing.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	62	53	64	58	51	64	58	51	64	93.5	96.2	100
Grade 4	59	69	57	59	67	53	59	67	53	100	97.1	93
Grade 5	72	69	72	69	66	72	69	66	72	95.8	95.7	100
Grade 6	63	72	74	62	70	71	62	70	71	98.4	97.2	95.9
All	256	263	267	248	254	260	248	254	260	96.9	96.6	97.4

\* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2428.	2432.	2441.	22.41	19.61	31.25	29.31	35.29	25.00	25.86	23.53	23.44	22.41	21.57	20.31
Grade 4	2466.	2462.	2482.	23.73	19.40	26.42	22.03	25.37	30.19	25.42	29.85	24.53	28.81	25.37	18.87
Grade 5	2519.	2508.	2499.	28.99	15.15	16.67	28.99	40.91	41.67	18.84	25.76	19.44	23.19	18.18	22.22
Grade 6	2551.	2554.	2545.	20.97	21.43	19.72	37.10	38.57	38.03	27.42	31.43	26.76	14.52	8.57	15.49
All Grades	N/A	N/A	N/A	24.19	18.90	23.08	29.44	35.04	34.23	24.19	27.95	23.46	22.18	18.11	19.23

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	27.59	27.45	37.50	39.66	52.94	45.31	32.76	19.61	17.19	
Grade 4	23.73	17.91	33.96	54.24	61.19	47.17	22.03	20.90	18.87	
Grade 5	24.64	21.21	22.22	55.07	57.58	50.00	20.29	21.21	27.78	
Grade 6	24.19	31.43	28.17	54.84	42.86	46.48	20.97	25.71	25.35	
All Grades	25.00	24.41	30.00	51.21	53.54	47.31	23.79	22.05	22.69	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	22.41	17.65	23.44	53.45	58.82	48.44	24.14	23.53	28.13
Grade 4	23.73	10.45	20.75	57.63	62.69	62.26	18.64	26.87	16.98
Grade 5	39.13	30.30	23.61	44.93	53.03	55.56	15.94	16.67	20.83
Grade 6	33.87	34.29	28.17	48.39	51.43	53.52	17.74	14.29	18.31
All Grades	30.24	23.62	24.23	50.81	56.30	54.62	18.95	20.08	21.15

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	18.97	17.65	28.13	70.69	70.59	56.25	10.34	11.76	15.63
Grade 4	10.17	19.40	15.09	71.19	71.64	64.15	18.64	8.96	20.75
Grade 5	24.64	10.61	11.11	59.42	77.27	75.00	15.94	12.12	13.89
Grade 6	14.52	22.86	21.13	75.81	70.00	67.61	9.68	7.14	11.27
All Grades	17.34	17.72	18.85	68.95	72.44	66.15	13.71	9.84	15.00

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	25.86	23.53	25.00	51.72	52.94	48.44	22.41	23.53	26.56
Grade 4	16.95	28.36	24.53	62.71	47.76	58.49	20.34	23.88	16.98
Grade 5	27.54	21.21	25.00	47.83	59.09	51.39	24.64	19.70	23.61
Grade 6	38.71	34.29	38.03	46.77	60.00	46.48	14.52	5.71	15.49
All Grades	27.42	27.17	28.46	52.02	55.12	50.77	20.56	17.72	20.77

**Conclusions based on this data:**

1. Due to the Covid-19 pandemic, our students did not participate in the CAASPP testing in the spring of 2020.
2. We will assess our students in August to determine intervention and academic needs. Our program will be designed to help all students from intense intervention to enrichment and beyond.
3. When our results from the 20/21 SBAC tests are released, we will consider that data as we assess for current levels in the fall.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	62	52	64	58	50	64	58	50	64	93.5	96.2	100
Grade 4	59	69	57	59	67	53	59	67	53	100	97.1	93
Grade 5	72	68	72	70	65	72	70	65	72	97.2	95.6	100
Grade 6	63	72	74	62	70	70	62	70	70	98.4	97.2	94.6
All	256	261	267	249	252	259	249	252	259	97.3	96.6	97

\* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2429.	2426.	2425.	13.79	12.00	6.25	27.59	34.00	45.31	36.21	30.00	20.31	22.41	24.00	28.13
Grade 4	2476.	2468.	2481.	23.73	14.93	20.75	20.34	37.31	35.85	33.90	31.34	20.75	22.03	16.42	22.64
Grade 5	2525.	2516.	2518.	28.57	24.62	25.00	25.71	26.15	23.61	25.71	27.69	30.56	20.00	21.54	20.83
Grade 6	2545.	2554.	2550.	22.58	34.29	34.29	25.81	22.86	18.57	29.03	27.14	24.29	22.58	15.71	22.86
All Grades	N/A	N/A	N/A	22.49	22.22	22.01	24.90	29.76	30.12	30.92	28.97	24.32	21.69	19.05	23.55

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	25.86	26.00	29.69	53.45	44.00	39.06	20.69	30.00	31.25	
Grade 4	37.29	32.84	35.85	30.51	37.31	37.74	32.20	29.85	26.42	
Grade 5	42.86	38.46	40.28	35.71	36.92	34.72	21.43	24.62	25.00	
Grade 6	30.65	44.29	42.86	40.32	30.00	30.00	29.03	25.71	27.14	
All Grades	34.54	36.11	37.45	39.76	36.51	35.14	25.70	27.38	27.41	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	29.31	26.00	15.63	46.55	46.00	56.25	24.14	28.00	28.13
Grade 4	23.73	10.45	22.64	42.37	58.21	47.17	33.90	31.34	30.19
Grade 5	30.00	20.00	26.39	42.86	52.31	51.39	27.14	27.69	22.22
Grade 6	22.58	27.14	28.57	59.68	50.00	41.43	17.74	22.86	30.00
All Grades	26.51	20.63	23.55	47.79	51.98	49.03	25.70	27.38	27.41

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
<b>Grade 3</b>	15.52	28.00	17.19	62.07	50.00	60.94	22.41	22.00	21.88
<b>Grade 4</b>	28.81	22.39	26.42	44.07	53.73	49.06	27.12	23.88	24.53
<b>Grade 5</b>	18.57	21.54	19.44	55.71	52.31	54.17	25.71	26.15	26.39
<b>Grade 6</b>	29.03	31.43	28.57	46.77	48.57	45.71	24.19	20.00	25.71
<b>All Grades</b>	22.89	25.79	22.78	52.21	51.19	52.51	24.90	23.02	24.71

**Conclusions based on this data:**

1. Due to the Covid-19 pandemic, our students did not participate in the CAASPP testing in the spring of '20.
2. We will assess our students in August '21 to determine student needs and implement an intervention program to meet these needs.
3. We will analyze our data from the modified SBAC testing that our students completed in May '21 in August '21.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	*	*	*	*	*	*	*	4
Grade 1	*	*	*	*	*	*	*	4
Grade 2	*	*	*	*	*	*	*	4
Grade 3	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	4
Grade 5	*	*	*	*	*	*	*	7
Grade 6	*	*	*	*	*	*	*	*
All Grades							42	27

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*		*	*	*
1	*	*	*	*		*	*	*	*	*
2	*	*	*	*		*	*	*	*	*
3	*	*		*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*		*		*	*	*
6	*	*		*		*	*	*	*	*
All Grades	47.62	7.41	*	48.15	*	29.63	*	14.81	42	27



Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*		*	*	*
1	*	*	*	*		*	*	*	*	*
2	*	*	*	*		*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*		*	*	*
5	*	*	*	*		*		*	*	*
6	*	*		*		*	*	*	*	*
All Grades	57.14	18.52	*	48.15	*	22.22	*	11.11	42	27

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*		*	*	*
1	*	*	*	*		*	*	*	*	*
2	*	*	*	*		*	*	*	*	*
3		*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*		*		*	*	*
6	*	*		*		*	*	*	*	*
All Grades	42.86	7.41	26.19	22.22	*	51.85	*	18.52	42	27

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
1	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*
All Grades	57.14	18.52	30.95	66.67	*	14.81	42	27

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
1	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*
<b>All Grades</b>	50.00	22.22	38.10	59.26	*	18.52	42	27

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
2	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*
<b>All Grades</b>	47.62	7.41	35.71	66.67	*	25.93	42	27

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
1	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*
<b>All Grades</b>	40.48	18.52	45.24	66.67	*	14.81	42	27

Conclusions based on this data:

- 1.



# School and Student Performance Data

## Student Population

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

This section provides information about the school's student population.

2019-20 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>443</b>	<b>45.8</b>	<b>8.6</b>	<b>0.5</b>

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	38	8.6
Foster Youth	2	0.5
Homeless	15	3.4
Socioeconomically Disadvantaged	203	45.8
Students with Disabilities	80	18.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	9	2.0
Asian	16	3.6
Filipino	9	2.0
Hispanic	292	65.9
Two or More Races	7	1.6
Pacific Islander	5	1.1
White	92	20.8





### Conclusions based on this data:

1. Our student population rarely fluctuates and stays fairly consistent over time. However, the number of socioeconomically disadvantaged students is increasing.

# School and Student Performance Data

## Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

2019 Fall Dashboard Overall Performance for All Students		
<b>Academic Performance</b>	<b>Academic Engagement</b>	<b>Conditions &amp; Climate</b>
<b>English Language Arts</b>  Yellow	<b>Chronic Absenteeism</b>  Yellow	<b>Suspension Rate</b>  Green
<b>Mathematics</b>  Yellow		

### Conclusions based on this data:

1. The data supports that the area of Conditions and Climate/Suspension Rate will need support in order to improve. Student behavior expectations will be posted in areas around the campus for visual reminders.
2. Due to the Covid-19 pandemic, we do not have current data. When this information is updated, we will analyze and make a plan for improvement if needed.

# School and Student Performance Data

## Academic Performance English Language Arts

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
1	3	0	1	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> Yellow 6 points above standard Maintained ++0.6 points 257	<p><b>English Learners</b></p> Orange 35.7 points below standard Declined -14.9 points 39	<p><b>Foster Youth</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<p><b>Homeless</b></p> No Performance Color 2.7 points above standard 11	<p><b>Socioeconomically Disadvantaged</b></p> Orange 20.1 points below standard Maintained -0.9 points 110	<p><b>Students with Disabilities</b></p> Red 72.8 points below standard Maintained -1.5 points 41

**2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Hispanic	Two or More Races	Pacific Islander	White
 Orange 8.3 points below standard Maintained -2 points 168	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 Green 36.5 points above standard Increased ++6.2 points 65

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

**2019 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
101.1 points below standard Declined Significantly -67.3 points 14	0.9 points above standard Increased ++8.8 points 25	12.5 points above standard Maintained ++2.8 points 214

**Conclusions based on this data:**

- Due to the Covid-19 pandemic, we do not have scores from the 19/20 school year. Our students did take a modified SBAC in May '21 and we will analyze the data when we receive results.
- We will plan and implement an intervention/enrichment program based on our results from the SBAC data.
- The Hispanic population will need focused attention with intervention strategies to improve English language skills.

# School and Student Performance Data

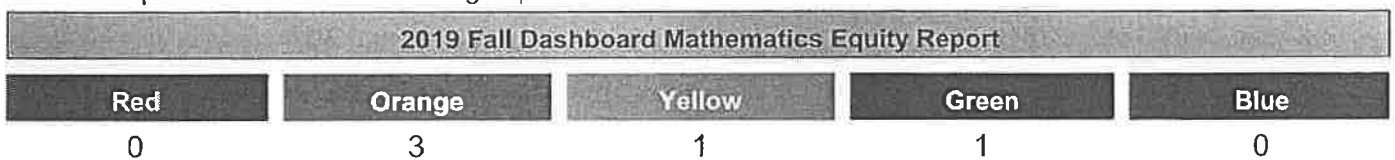
## Academic Performance Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

The performance levels are color-coded and range from lowest-to-highest performance in the following order:










This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> Yellow 7.2 points below standard Maintained ++1.1 points 256	<p><b>English Learners</b></p> Orange 34.2 points below standard Declined -4.2 points 39	<p><b>Foster Youth</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<p><b>Homeless</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	<p><b>Socioeconomically Disadvantaged</b></p> Orange 29.7 points below standard Maintained -2.4 points 109	<p><b>Students with Disabilities</b></p> Orange 84.1 points below standard Maintained -0.4 points 40

**2019 Fall Dashboard Mathematics Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 14.6 points below standard Maintained ++0.7 points 168	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 Green 14.4 points above standard Increased ++4.8 points 64

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

**2019 Fall Dashboard Mathematics Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
80.8 points below standard Declined Significantly -38.1 points 14	8 points below standard Increased ++8.5 points 25	3.5 points below standard Maintained ++1.7 points 213

**Conclusions based on this data:**

1. Due to the Covid-19 pandemic, our students did not participate in the CAASPP testing in the spring of '20. We will analyze the data when we receive results from the modified SBAC test from May '21.
2. We will design and implement an intervention/enrichment program based on results of state testing in May '21 and universal screeners given in August '21.

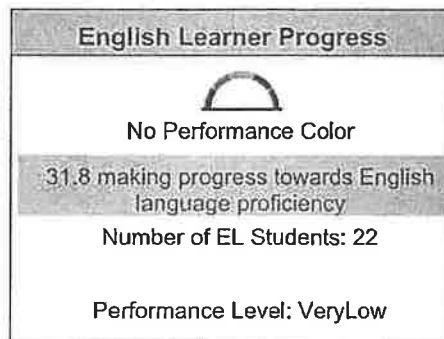
# School and Student Performance Data

## Academic Performance English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
18.1			31.8

#### Conclusions based on this data:

1. Due to the Covid-19 pandemic, our students did not take the ELPAC in the 19/20 school year.
2. Once we have current data from this year's ELPAC testing, we will analyze and implement strategies to improve scores that will promote student achievement.



# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.









2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	2	2	1

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p>  Yellow 5.2 Maintained 0 460	<p><b>English Learners</b></p>  Blue 2.2 Maintained -0.1 46	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
<p><b>Homeless</b></p>  No Performance Color 18.2 Increased +11.9 22	<p><b>Socioeconomically Disadvantaged</b></p>  Yellow 8.8 Maintained +0.4 194	<p><b>Students with Disabilities</b></p>  Green 6.5 Declined -2.4 92



**2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color 0 11	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
Hispanic	Two or More Races	Pacific Islander	White
 Green 4.9 Maintained -0.3 307	 No Performance Color 18.8 Increased +3.4 16	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 Yellow 5.7 Maintained -0.1 106

**Conclusions based on this data:**

1. Due to the Covid-19 pandemic, our attendance was tracked using a 4/3/2/A codes to represent whether the student was present during the synchronous teaching time or completed assigned work.
2. In March, 2021, students returned on campus for instruction in a modified hybrid schedule for the rest of the school year.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

The performance levels are color-coded and range from lowest-to-highest performance in the following order:










This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	1	2	1

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
 Green 1.7 Declined -0.4 472	 Blue 0 Maintained 0 47	 No Performance Color Less than 11 Students - Data Not 4
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 8.7 Increased +2.4 23	 Yellow 2.5 Maintained 0 198	 Green 1.1 Declined -3.2 95

**2019 Fall Dashboard Suspension Rate by Race/Ethnicity**

<p align="center"><b>African American</b></p>  <p align="center">No Performance Color Less than 11 Students - Data 10</p>	<p align="center"><b>American Indian</b></p>	<p align="center"><b>Asian</b></p>  <p align="center">No Performance Color 0 12</p>	<p align="center"><b>Filipino</b></p>  <p align="center">No Performance Color Less than 11 Students - Data 5</p>
<p align="center"><b>Hispanic</b></p>  <p align="center">Green 1.3 Declined Significantly -1 318</p>	<p align="center"><b>Two or More Races</b></p>  <p align="center">No Performance Color 6.3 Increased +6.3 16</p>	<p align="center"><b>Pacific Islander</b></p>  <p align="center">No Performance Color Less than 11 Students - Data 5</p>	<p align="center"><b>White</b></p>  <p align="center">Orange 1.9 Increased +1 106</p>

This section provides a view of the percentage of students who were suspended.

**2019 Fall Dashboard Suspension Rate by Year**

2017	2018	2019
	2.1	1.7

**Conclusions based on this data:**

1. Due to the Covid-19 pandemic, we do not have current data to show suspension rate for the 19/20 school year. As we received current information, we will adjust our protocols, if needed.
2. We will display behavior expectations around campus for visual reminders.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

English Language Arts

## LEA/LCAP Goal

Academic Excellence - Learning for All Students

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

## Goal 1

By August 2022, the percentage of 3rd to 6th grade students will improve in Writing as measured by the SBAC scores.

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

SBAC  
CA Dashboard

Overall, the percentage of students at or near standard remained the same in the area writing.

Our student achievement in writing will improve as measured by the SBAC scores.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, including Hispanic group

### Strategy/Activity

Teachers will meet in ITPs to analyze assessments and achievement. Teachers will also discuss best practices and good first teaching strategies to implement with students.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

None Specified  
None Specified

None Specified  
None Specified

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide teachers with professional development opportunities to support understanding of the Thinking Maps and how they can be used to support all learners across the curriculum.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

00.00

Source(s)

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Students will be taught academic vocabulary related to their district approved, grade level texts.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

00.00

Source(s)

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

**Strategy/Activity**

All grade levels will focus on predetermined Grade Level Academic Vocabulary through weekly lessons.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

25.00

Source(s)

LCFF  
4000-4999: Books And Supplies  
Paper will be used to put together grade level journals to track academic vocabulary words.

**Strategy/Activity 5**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

**Strategy/Activity**

Teachers will evaluate student work samples to monitor standards and DOK level.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

00.00

Source(s)

**Strategy/Activity 6**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

**Strategy/Activity**

Teachers will provide Success Criteria for students to gauge their progress on assignments.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

00.00

### Strategy/Activity 7

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Struggling students will attend Leveled Literacy Interventions daily in grades kindergarten through 3rd grade.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

24,442.25

Title I  
1000-1999: Certificated Personnel Salaries  
Salaries

8,887.06

Title I  
3000-3999: Employee Benefits  
Mandated statutes

### Strategy/Activity 8

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Students will be flexibly grouped by ability and receive intervention or enrichment during school hours.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

## Annual Review

SPSA Year Reviewed: 2020-21



Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## **ANALYSIS**

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

All teachers at Olita implemented the district adopted English Language Arts curriculum with fidelity. We implemented before school interventions and during the school day leveled interventions in order to meet the needs of all students. The teachers continued to receive training with Thinking Maps and how they promoted reading comprehension and higher level thinking skills. Our most struggling readers in grades kindergarten through 3rd grade received daily intensive lessons with our Leveled Literacy Intervention.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The majority of our implementation plans remained the same, however as we further developed our training with Thinking Maps, our teachers continued to learn effective strategies to improve student achievement. Due to COVID-19, schools were closed mid-March and regular instruction could not be performed in person. All strategies and actions were completed up until March 13, 2020 when schools switched to distance learning.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Because State Assessments were modified in length, we will also need to look at current needs. Our students did receive online instruction and every effort was made to keep our students learning on pace through the remainder of the school year. We know there will be gaps and more review will need to take place at the start of the 21-22 school year.



# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

English Language Arts

## LEA/LCAP Goal

Academic Excellence - Learning for All Students

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

## Goal 2

By August 2021, the Hispanic students' performance points in ELA will improve on the SBAC enough to move from Orange to Yellow as measured on the Dashboard.

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC	As a whole, our Hispanic group did not make adequate progress on the SBAC resulting in an Orange on the Dashboard.	Our Hispanic students will improve their ELA skills enough to move from Orange to Yellow on the Dashboard.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Hispanic students

### Strategy/Activity

Teachers will provide English Language Arts instruction daily using the new ELA/Literacy adoption.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

00.00

Source(s)

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

English Learners, but all students benefit from these visual strategies.

Strategy/Activity

GLAD strategies will be used in all classrooms.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

00.00

Source(s)

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

English Learners.

Strategy/Activity

Reclassified EL students will be identified and monitored throughout the year.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

00.00

Source(s)

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Hispanic English Learners

Strategy/Activity

EL students who are Spanish speaking will receive additional ELD support through our bilingual aide two days per week.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

00.00

**Strategy/Activity 5**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Training and collaboration time will be provided for teachers to learn how to implement intervention tools effectively using new ELA/Literacy adoption.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

00.00

**Strategy/Activity 6**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

The school will continue to implement DIBELS and AR as a means of monitoring student progress, along with our new iReady program purchased for the 21/22 school year.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

5670:00

LCFF

	1000-1999: Certificated Personnel Salaries Substitutes will be hired to teach the classes while the classroom teachers assess each student with DIBELS and DAZE assessments.
1420.00	Title I 3000-3999: Employee Benefits Mandated statutes

**Strategy/Activity 7**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Hispanic students requiring assistance and our Kindergarten through Third Grade students needing intensive intervention.

**Strategy/Activity**

The Tier 3 students (including Hispanic) will receive Leveled Literacy Intervention during the school day for thirty minutes/5 times per week.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
23,616.51	Title I 1000-1999: Certificated Personnel Salaries A certificated teacher will instruct Tier 3 students with intensive reading skills five times per week for 30 minutes each day.
8494.51	Title I 3000-3999: Employee Benefits Statutories

**Strategy/Activity 8**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

English Learners and all students, including those needing reading intervention.

**Strategy/Activity**

Students will strengthen Reading and ELA skills by working with reading interventions from Scholastic News, Reading Plus and BrainPop programs.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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7100.31

Title I

4000-4999: Books And Supplies  
Reading materials for intervention and classroom instruction. BrainPop is a computer-based program that teachers use for various subjects, including ELA. It is highly motivating and students interact with the material.

### Strategy/Activity 9

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students needing ELA intervention, but targeted students will have first priority.

#### Strategy/Activity

Students will be offered before school intervention for reading skills.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

8,296.32

Source(s)

LCFF  
None Specified

## Annual Review

### SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The strategies and activities used included all intervention classes, progress monitoring in using DIBELS and using strategies effectively from GLAD training. Our English Learners will continue to be monitored throughout the year for progress.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were little differences in the budgeted expenditures needed to implement the strategies and activities. Due to COVID-19, our students were on a modified schedule while on a hybrid model. Our DIBELS monitoring could not take place and therefore, the budgeted money for substitute teachers was not spent. The budget will also reflect the money that would have been spent on before school intervention classes.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Due to COVID-19, the SBAC testing was performed using a modified protocol. In the fall of 2021, we will need to assess our students to see where extra support will be needed.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Math

## LEA/LCAP Goal

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

## Goal 3

By August 2022, the English Learners and Socioeconomically Disadvantaged students' performance points in Math will improve on the SBAC enough to move from Orange to Yellow as measured on the Dashboard.

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC	As a whole, our English Learners and Socioeconomically Disadvantaged groups did not make adequate progress on the SBAC resulting in Orange on the Dashboard.	The expected outcome for our English Learners and Socioeconomically Disadvantaged students in the area of Math will be that they improve their skills to move from Orange to Yellow on the Dashboard.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Socioeconomically Disadvantaged Students and all students needing extra interventions.

### Strategy/Activity

Before school Intervention will be provided for all students needing learning strategies to improve Math skills.



### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	None Specified None Specified
	None Specified None Specified

## Annual Review

**SPSA Year Reviewed: 2020-21**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

All of our English learners and Socioeconomically Disadvantaged students that needed support with math skills were identified. Extra support was given during the school day via Zoom or in person by the classroom teachers.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Our budget did not change as all intervention was completed during the school day. Due to COVID-19, our extra support was offered through Zoom meetings or while they were on campus during the spring in a hybrid format provided by teachers. Students were all offered times where they could meet with the teacher online and get more focused instruction with math skills.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will continue to focus on the identified students in the fall of 2021 to provide support to improve math skills. Because the SBAC was modified this year, we will need to assess every student to find the areas that will need intensive support to help all students achieve.



# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Chronic Absenteeism

## LEA/LCAP Goal

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

## Goal 4

Our Hispanic and Socioeconomically Disadvantaged students will improve their school attendance percentage in order to move from Orange to Yellow as measured on the Dashboard.

## Identified Need

These two student groups are both below the percentages in comparison to "All Students", so additional supports need to be identified.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Dashboard	Our Hispanic and Socioeconomically Disadvantaged students rated in the Orange on the Dashboard for Chronic Absenteeism.	Our Hispanic and Socioeconomically Disadvantaged students will improve their attendance and move from Orange to Yellow on the Dashboard.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

Attendance letters will be sent to parents of students when school is missed 3, 5, 9, 12, and 15 days. During distance learning, our attendance procedures have been modified to reflect attendance and engagement. Teachers will monitor when students are attending the class times and are also monitoring student assignments. Attendance will be based on a 4, 3, 2, or A (4 meaning student was present and completed all assignments, 3 is for students that do not attend class but still complete the work, 2 is for students that attend class, but do not complete the work, and an A for students that neither attend or turn in assignments)

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

### **Strategy/Activity 2**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

#### **Strategy/Activity**

Chronic absenteeism letters will be sent to parents of all students who have missed at least 10% of the enrolled year.

#### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

### **Strategy/Activity 3**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

#### **Strategy/Activity**

Student Attendance Review Team meetings will occur for families with Chronic Absenteeism.

#### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

## **Annual Review**

### **SPSA Year Reviewed: 2020-21**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## **ANALYSIS**

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

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Our attendance percentage did go down at the start of 2020, as we saw many students with fevers and illness. Because of COVID-19, we have become more aware of how important frequent hand washing and hygiene can in helping to deter the spread of germs.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

All of the strategies were implemented through May 2021. There was no change to the budget expenditures as all activities did not cost anything to implement.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will continue to implement the activities and monitor attendance through monthly percentages. Students will be coming back to school on a regular school schedule. We will continue to follow attendance protocols and monitor for chronic absenteeism.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Suspension Rate

## LEA/LCAP Goal

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

## Goal 5

Our Suspension Rate for Hispanic, Socioeconomically Disadvantaged Students and Students with Disabilities will decline in order to move from Orange to Yellow as measured by the CAASPP Dashboard.

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

CAASPP Dashboard

Our Hispanic, Socioeconomically Disadvantaged Students and Students with Disabilities have Suspension Rates that have increased by an average of 2.2% as measured by the CAASPP Dashboard.

Our Suspension Rate for Hispanic, Socioeconomically Disadvantaged Students and Students with Disabilities will decline in order to move from Orange to Yellow as measured by the CAASPP Dashboard.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

A school-wide discipline plan will be shared with all teachers, noon duty aides, parents and students.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

### **Strategy/Activity 2**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

#### **Strategy/Activity**

All students will be taught behavioral expectations in and out of the classroom. Students will be given examples of appropriate behavior and consequences for behavior that is not desirable.

#### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

### **Strategy/Activity 3**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

#### **Strategy/Activity**

Teachers will continue to teach the monthly Character Education themes (Digital Citizenship, Respect, Making Good Choices, Gratitude, Kindness, Goal Setting, Honesty, Self-Control, Responsibility, and Friendship. Students complete activities tied to the monthly theme.

#### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

### **Strategy/Activity 4**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

#### **Strategy/Activity**

#### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

2,000.00

Site Formula Funds

## Annual Review

**SPSA Year Reviewed: 2020-21**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Our strategies and activities focused on everything from student recognition and rewards for good behavior to explicit rules to follow throughout the day. We worked every day to set behavior expectations and support all students to make good choices.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The banners that promote safety and student responsibility will be ordered and will be posted at the Olita campus when received.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will review our suspension rate and determine if any changes need to be made to our strategies.

# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$39,179
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$89,951.96

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$73,960.64

Subtotal of additional federal funds included for this school: **\$73,960.64**

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
	\$0.00
LCFF	\$13,991.32
Site Formula Funds	\$2,000.00

Subtotal of state or local funds included for this school: **\$15,991.32**

Total of federal, state, and/or local funds for this school: **\$89,951.96**



# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

Funding Source

Amount

Balance

## Expenditures by Funding Source

Funding Source

Amount

Funding Source	Amount
	0.00
LCFF	13,991.32
Site Formula Funds	2,000.00
Title I	73,960.64

## Expenditures by Budget Reference

Budget Reference

Amount

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	53,728.76
3000-3999: Employee Benefits	18,801.57
4000-4999: Books And Supplies	7,125.31
None Specified	8,296.32

## Expenditures by Budget Reference and Funding Source

Budget Reference

Funding Source

Amount

Budget Reference	Funding Source	Amount
		0.00
1000-1999: Certificated Personnel Salaries	LCFF	5,670.00
4000-4999: Books And Supplies	LCFF	25.00
None Specified	LCFF	8,296.32
	Site Formula Funds	2,000.00
1000-1999: Certificated Personnel Salaries	Title I	48,058.76



3000-3999: Employee Benefits

Title I

18,801.57

4000-4999: Books And Supplies

Title I

7,100.31

### Expenditures by Goal

#### Goal Number

Goal 1
Goal 2
Goal 5

#### Total Expenditures

33,354.31
54,597.65
2,000.00

# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Katie Allsman	Classroom Teacher
Jenny Amaya	Parent or Community Member
A. D. Ahmed El Sayed	Parent or Community Member
Esther Evangelista	Parent or Community Member
Keri Peloquin	Classroom Teacher
Naomi Rex	Parent or Community Member
Francisco Refon	Parent or Community Member
Aly Saieva	Classroom Teacher
Susan Scott	Other School Staff
Krista Van Hoogmoed	Principal

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

**Signature**


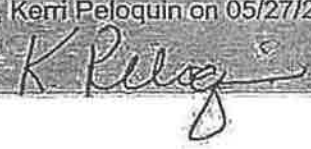
**Committee or Advisory Group Name**

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on May 24, 2021.

Attested:

Principal, Krista Van Hoogmoed on 05/24/2021	
SSC Chairperson, Keri Peloquin on 05/27/21	

# Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

**The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.**

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

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For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## **Purpose and Description**

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

### **Purpose**

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

### **Description**

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

## **Stakeholder Involvement**

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

*[This section meets the requirements for TSI and ATSI.]*

*[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]*

## **Resource Inequities**

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

*[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]*

# Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

## Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **Specific, Measurable, Achievable, Realistic, and Time-bound**. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

*[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]*

## Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

*[Completing this section fully addresses all relevant federal planning requirements]*

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

*[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]*

*[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]*

## Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

*[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]*

*[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]*

## **Students to be Served by this Strategy/Activity**

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

## **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

*[This section meets the requirements for CSI, TSI, and ATSI.]*

*[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

## **Annual Review**

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

## Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

*[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]*

## Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.*

## Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:



- 
- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

*[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

### Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
  - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

### Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
    - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    - b. use methods and instructional strategies that:
      - i. strengthen the academic program in the school,
      - ii. increase the amount and quality of learning time, and
      - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    - c. 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, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
      - i. strategies to improve students' skills outside the academic subject areas;
      - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
      - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
      - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program 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; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

### Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## **Single School Districts and Charter Schools Identified for School Improvement**

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

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## Appendix C: Select State and Federal Programs

**For a list of active programs, please see the following links:**

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

School Year: 2021-22



# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Rancho-Starbuck Intermediate School	19647666020218	May 27, 2021	June 14, 2021

## Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program  
 To outline actions to meet the needs of students based on analysis of data.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Rancho-Starbuck does not receive Title I funding.



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# Comprehensive Needs Assessment Components

## Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

## Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Teachers, support staff, and parents spend time providing input on the needs of Rancho-Starbuck Intermediate School. An LCAP parent survey in the spring of 2021 generated responses and provided input into action steps for Rancho-Starbuck. The Rancho staff is pleased with the results of the parent survey. Out of 37 questions, nineteen of those resulted in answers above 90% of parents responding agree or strongly agree. Of the remaining 20 questions, the answer 'Don't Know' was the reason for a score less than 90%. The pandemic year had an effect on answers in those categories resulting in parents not having evidence that could help them answer the questions. We are very pleased to see the high percentages in many categories. For those questions under 90% that are relevant to this year's circumstances, there are several items to note. 24.9% of respondents did not know if students had the opportunity to work above grade level. 5.3% of parents disagree that students are provided an appropriate level of challenging coursework. 11.1% of parents did not know if the school provides intervention and academic support. 6.2% of parents did not feel that they receive timely feedback of assignments/homework. Again, some of those responses are a result of this unusual year. Along with the parent survey, the staff also responded. I am very pleased to record that 13 questions have a 100% response of agree or strongly agree. Of the other 23 questions, only 4 were below 90%. Two of those questions involved EL students, their understanding of material and staff understanding criteria of EL placement for students. One question under 90% related to opportunities to work above grade level. 86.6% of staff felt there were opportunities for students to work above grade level and 13.3% did not know. The other question under 90% agreement related to discipline being enforced consistently among all students. It is not clear whether that relates to all staff following the discipline plan or to those referred to the office for additional discipline. 86.7% agreed to rules being enforced consistently and 8.9% disagreed. The staff results showed a positive agreement for the current direction of Rancho-Starbuck. The data from these surveys will help direct the path for Rancho-Starbuck for the 2022 school year.

## Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Frequent observations by the site administrators take place at Rancho-Starbuck. Informal observations take place throughout the school year. Formal observations of probationary teachers takes place on a regular basis. Each probationary teacher has three informal observations and two formal evaluations each year. Tenured teachers have a formal observation every third year after ten years. Each teacher has feedback regarding lessons taught and there is regular communication between the administration and the teaching staff. Staff members have the opportunity to observe

other teachers in their field and they are encouraged to do so. Informal walk throughs by the site administrators confirm the excellent job being done in the classroom by the teachers at Rancho-Starbuck.

## **Analysis of Current Instructional Program**

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

## **Standards, Assessment, and Accountability**

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Local benchmarks and state data is used to assess and monitor student progress. Data is continually reviewed and adjusted.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Data is used to place students in intervention classes and special programs.

## **Staffing and Professional Development**

Status of meeting requirements for highly qualified staff (ESEA)

All teachers at Rancho are highly qualified.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Teachers are trained on all adopted materials used on campus.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Through Professional Learning Communities, staff reviews materials and plans benchmarks that are aligned to standards.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Instructional coaches that assist teachers in strategies for instruction are in place to offer on-going assistance to teachers.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Rancho-Starbuck is a Professional Learning Community that allows teacher time within the school day for planning and collaboration.

## Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All curriculum is aligned to state standards. Pacing and planning is done with standards in mind at all times.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Rancho-Starbuck is within the allotted time for instructional minutes.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The Rancho-Starbuck master schedule has been planned to allow for the maximum of intervention time throughout the school day that we call our Flex program.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All materials are available to students.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Rancho-Starbuck uses state adopted and aligned materials. Each student has access to these materials.

## Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

EL aide services, Special Ed Services, 504 plans, and interventions before and after school all help students succeed Math intervention and reading intervention courses are provided.

Evidence-based educational practices to raise student achievement

Explicit Direction Instruction, Project Based Learning, Math intervention, Read 180, Computer Science courses and ELL programs all are research based strategies used for student achievement. More strategies are listed in the plan.

## Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Rancho-Starbuck has a multitude of interventions for at-risk students including but not limited to school counseling services, before and after school interventions, interventions during the school day and special classes for at-risk students.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

School Site Council and DELAC evaluates the Con APP programs; however, Rancho Starbuck is not a Title I school.

## Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Computer-based program for ELD students is funded through Title III

## Fiscal support (EPC)

Fiscal support is provided for programs on campus through District support and through site budget

## Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

### Involvement Process for the SPSA and Annual Review and Update

All stakeholders are involved in the process of creating the Single School Plan. Surveys for parents, students and teachers place a priority on needed areas based on survey results. The administrative team and the staff together analyze student data. During PLC meetings, departments create success goals based on data. Those goals are then presented to the staff and the members of the staff collaborate on the goals to include in the plan. Once the plan is created, the final adjustments are made by the Principal and the Leadership team. The plan is then presented to the School Site Council for review. After input from the School Site Council, the plan is presented to the Board of Trustees.

## Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

None are noted.



# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.13%	0.12%	%	1	1	
African American	1.74%	1.61%	1.5%	13	13	12
Asian	4.02%	3.85%	3.8%	30	31	31
Filipino	0.94%	0.5%	1.0%	7	4	8
Hispanic/Latino	66.49%	69.19%	70.4%	496	557	575
Pacific Islander	0.4%	0.12%	0.2%	3	1	2
White	24.8%	22.36%	22.2%	185	180	181
Multiple/No Response	%	1.24%	0.4%		8	3
<b>Total Enrollment</b>				746	805	817

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 7	374	413	405
Grade 8	372	392	412
<b>Total Enrollment</b>	746	805	817

### Conclusions based on this data:

1. As a school community, Rancho-Starbuck needs to be aware of the cultural needs of our Hispanic population. Rancho-Starbuck will need to address the ethnic backgrounds of those we serve.



# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	31	33	33	4.2%	4.1%	4.0%
Fluent English Proficient (FEP)	115	140	131	15.4%	17.4%	16.0%
Reclassified Fluent English Proficient (RFEP)	2	12	14	9.1%	38.7%	42.4%

### Conclusions based on this data:

1. While our English Learner population is small, we will need to continue to monitor the growth of both our English Learners and our Reclassified (RFEP) students.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	360	384	377	355	380	370	355	380	370	98.6	99	98.1
Grade 8	416	366	367	410	358	361	410	358	361	98.6	97.8	98.4
All	776	750	744	765	738	731	765	738	731	98.6	98.4	98.3

\* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	2581.	2576.	2572.	21.13	23.68	24.05	46.48	39.21	37.30	21.13	21.05	21.89	11.27	16.05	16.76
Grade 8	2586.	2602.	2584.	17.80	24.86	24.10	40.49	43.30	35.18	26.59	20.39	20.22	15.12	11.45	20.50
All Grades	N/A	N/A	N/A	19.35	24.25	24.08	43.27	41.19	36.25	24.05	20.73	21.07	13.33	13.82	18.60

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	32.68	33.16	29.19	49.30	47.11	49.73	18.03	19.74	21.08
Grade 8	29.27	38.27	33.80	50.00	41.62	41.00	20.73	20.11	25.21
All Grades	30.85	35.64	31.46	49.67	44.44	45.42	19.48	19.92	23.12

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	36.90	32.63	34.86	50.14	51.32	49.19	12.96	16.05	15.95
Grade 8	30.98	38.27	30.19	52.93	48.04	50.69	16.10	13.69	19.11
All Grades	33.73	35.37	32.56	51.63	49.73	49.93	14.64	14.91	17.51

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	19.15	16.58	18.65	67.32	68.95	66.76	13.52	14.47	14.59
Grade 8	19.51	25.70	20.78	70.00	63.13	63.43	10.49	11.17	15.79
All Grades	19.35	21.00	19.70	68.76	66.12	65.12	11.90	12.87	15.18

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
<b>Grade 7</b>	40.00	42.11	35.14	50.14	45.79	51.08	9.86	12.11	13.78
<b>Grade 8</b>	30.73	43.30	37.40	51.22	44.69	42.38	18.05	12.01	20.22
<b>All Grades</b>	35.03	42.68	36.25	50.72	45.26	46.79	14.25	12.06	16.96

**Conclusions based on this data:**

1. Current data is not available due to lack of state testing in 2020. Prior to 2020, the Reading claim had the highest percentage of students below standard in both 7th and 8th grade. 8th grade dipped slightly below 7th grade in the percentage of students above or near standard, this will be an area of focus.
2. Current data is not available due to lack of state testing in 2020. Prior to 2020, Listening had 85.2% of students scoring above or at or near standard. That is the highest scoring claim area and one we focused on which helped us conclude our strategies worked.
3. Current data is not available due to lack of state testing in 2020. Prior to 2020, overall in the ELA claim areas, we continued to see strength in the claim areas of Research/Inquiry and Listening and Speaking with the highest percentage of students in the above or near standard band. Based on this data we continued practices in place in these areas.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	360	384	377	356	380	370	356	380	370	98.9	99	98.1
Grade 8	416	366	368	410	359	365	410	359	365	98.6	98.1	99.2
All	776	750	745	766	739	735	766	739	735	98.7	98.5	98.7

\* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	2573.	2561.	2577.	24.72	25.53	29.46	29.21	23.16	25.14	29.78	28.42	27.84	16.29	22.89	17.57
Grade 8	2586.	2600.	2580.	27.56	35.10	27.12	27.07	23.40	24.11	25.61	21.17	23.29	19.76	20.33	25.48
All Grades	N/A	N/A	N/A	26.24	30.18	28.30	28.07	23.27	24.63	27.55	24.90	25.58	18.15	21.65	21.50

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 7	38.76	36.32	40.00	34.83	33.16	35.41	26.40	30.53	24.59	
Grade 8	43.17	47.35	40.27	33.17	29.53	32.33	23.66	23.12	27.40	
All Grades	41.12	41.68	40.14	33.94	31.39	33.88	24.93	26.93	25.99	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	24.16	22.89	25.68	58.71	51.32	50.00	17.13	25.79	24.32
Grade 8	25.37	33.15	25.75	48.54	46.80	44.93	26.10	20.06	29.32
All Grades	24.80	27.88	25.71	53.26	49.12	47.48	21.93	23.00	26.80

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	24.44	27.37	25.95	62.08	53.95	57.03	13.48	18.68	17.03
Grade 8	23.17	30.36	24.66	60.98	57.10	54.79	15.85	12.53	20.55
All Grades	23.76	28.82	25.31	61.49	55.48	55.92	14.75	15.70	18.78

**Conclusions based on this data:**

1. This year we lacked traditional data sources to form conclusions. Data will again be reviewed after release of SBAC data for 2020-2021

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 7	1566.4	*	1543.1	*	1589.4	*	14	9
Grade 8	*	1552.8	*	1554.5	*	1550.8	*	11
All Grades							20	20

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	*	*	*	*	*	*		*	14	*
8	*	45.45	*	18.18		27.27	*	9.09	*	11
All Grades	*	45.00	*	20.00	*	30.00	*	5.00	20	20

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	*	*	*	*	*	*		*	14	*
8	*	45.45	*	36.36		0.00	*	18.18	*	11
All Grades	*	55.00	*	35.00	*	0.00	*	10.00	20	20

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	*	*	*	*	*	*	*	*	14	*
8	*	18.18	*	27.27	*	36.36	*	18.18	*	11
All Grades	*	15.00	*	35.00	*	30.00	*	20.00	20	20

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	*	*	*	*		*	14	*
8	*	18.18	*	72.73	*	9.09	*	11
All Grades	*	15.00	65.00	80.00	*	5.00	20	20

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	*	*	*	*		*	14	*
8	*	54.55	*	27.27	*	18.18	*	11
All Grades	60.00	65.00	*	25.00	*	10.00	20	20

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	*	*	*	*	*	*	14	*
8	*	27.27	*	18.18	*	54.55	*	11
All Grades	55.00	25.00	*	25.00	*	50.00	20	20

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	*	*	*	*		*	14	*
8	*	0.00	*	90.91	*	9.09	*	11
All Grades	*	0.00	*	95.00	*	5.00	20	20

**Conclusions based on this data:**

1. Traditional data sources were not available and data will be again reviewed for 2020-2021 when data is available.



# School and Student Performance Data

## Student Population

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

This section provides information about the school's student population.

2019-20 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
805	37.3	4.1	0.2
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	33	4.1
Foster Youth	2	0.2
Homeless	15	1.9
Socioeconomically Disadvantaged	300	37.3
Students with Disabilities	91	11.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	13	1.6
American Indian	1	0.1
Asian	31	3.9
Filipino	4	0.5
Hispanic	557	69.2
Two or More Races	8	1.0
Pacific Islander	1	0.1
White	180	22.4

### Conclusions based on this data:





1. Because of the unavailability of traditional data, it is difficult to draw accurate conclusions. Data will be reviewed once data is available.



# School and Student Performance Data

## Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Green	<b>Chronic Absenteeism</b>  Green	<b>Suspension Rate</b>  Orange
<b>Mathematics</b>  Green		

### Conclusions based on this data:

1. Based on 2019 data, student groups in orange in ELA were English Learners and Students with Disabilities. Targeted interventions were addressed to help those student groups grow. Hispanic students and SED students were in the green level and white students are in the blue level in ELA. Current data sources are not available for 2020 but will be reviewed again once up to date data is available.
2. Based on 2019 data, RFEP students, needed to be a focus in ELA as they are 40.2 points below level 3. Current data sources are not available for 2020 but will be reviewed again once up to date data is available.
3. Based on 2019 data, Students with Disabilities were in the red performance area for Math. RFEP students who scored 78.3 points below level 3 in Math needed to be a focus. Current data sources are not available for 2020 but will be reviewed again once up to date data is available.

# School and Student Performance Data

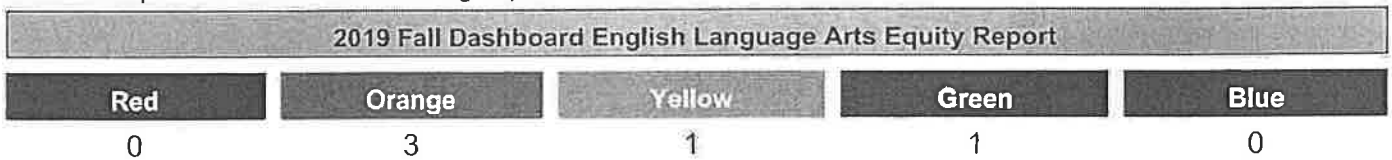
## Academic Performance English Language Arts

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<b>All Students</b>  Green 21 points above standard Declined -10.3 points 717	<b>English Learners</b>  Orange 46.9 points below standard Declined -7.5 points 78	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<b>Homeless</b>  No Performance Color 4.3 points below standard Declined Significantly -31.7 points 23	<b>Socioeconomically Disadvantaged</b>  Orange 10.9 points below standard Declined -11.2 points 271	<b>Students with Disabilities</b>  Orange 91.9 points below standard Increased ++5.8 points 84

**2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color 13.7 points below standard Declined Significantly -65.3 points 12	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 87.6 points above standard Increased Significantly +28.5 points 30	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 7.2 points above standard Declined -12.8 points 475	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 Green 44.7 points above standard Declined -7.9 points 179

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

**2019 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
103.6 points below standard Declined Significantly -30.9 points 16	32.3 points below standard Maintained -1.8 points 62	27.8 points above standard Declined -9.1 points 581

**Conclusions based on this data:**

- Based on 2019 data, Rancho-Starbuck English Language Learners are making progress in language acquisition but are not showing progress in developing skills in claim areas of Language Arts. School wide focus will need to be explored to help students in this group with data showing English Learners 39.9% below standard. Current data sources are not available for 2020 but will be reviewed again once up to date data is available.
- Based on 2019 data, Students with Disabilities are performing at the lowest level in the orange performance level. Strategies will need to be explored to help students grow. Current data shows Students with Disabilities 77.5 points below standard. Current data sources are not available for 2020 but will be reviewed again once up to date data is available.
- Based on 2019 data, SED and Hispanic subgroups score in the green level and White students in the blue level. Current data sources are not available for 2020 but will be reviewed again once up to date data is available.

# School and Student Performance Data

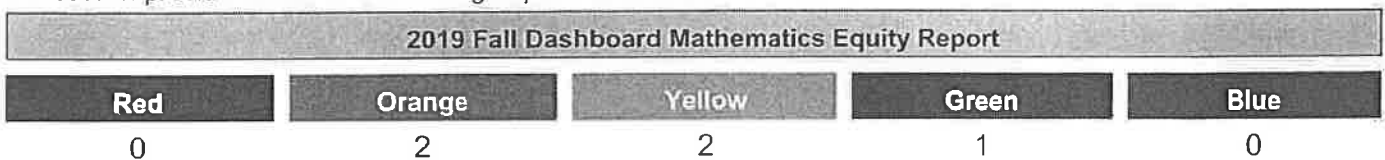
## Academic Performance Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p>  Green 5.2 points above standard Maintained -1.1 points 718	<p><b>English Learners</b></p>  Yellow 56 points below standard Increased ++10.4 points 78	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p><b>Homeless</b></p>  No Performance Color 33.1 points below standard Declined Significantly -51 points 23	<p><b>Socioeconomically Disadvantaged</b></p>  Orange 27.5 points below standard Maintained ++2.2 points 272	<p><b>Students with Disabilities</b></p>  Orange 116.6 points below standard Increased Significantly ++11.3 points 84

**2019 Fall Dashboard Mathematics Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color 59.9 points below standard Declined Significantly -71.8 points 12	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 102.1 points above standard Increased Significantly ++18.3 points 30	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 11.5 points below standard Maintained -1.7 points 476	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 Green 34.4 points above standard Maintained -1.7 points 179

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

**2019 Fall Dashboard Mathematics Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
134 points below standard Declined Significantly -28.2 points 16	36.1 points below standard Increased Significantly ++19.7 points 62	10.7 points above standard Maintained -0.6 points 582

**Conclusions based on this data:**

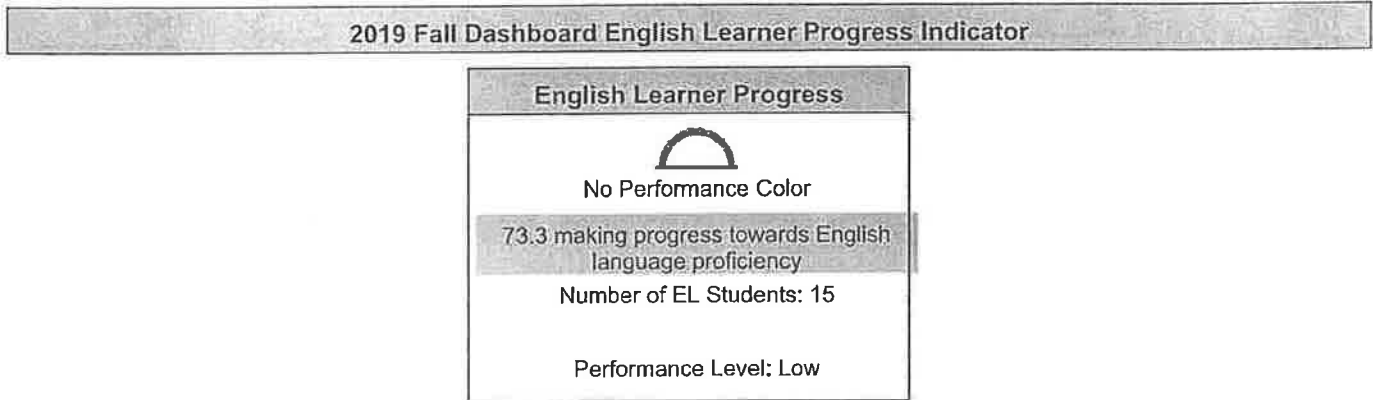
- Data from 2019, showed that in almost all categories, Math subgroups increased. Only Asians and Two or More Races declined to grow. Both of those groups had less than 20 students each. Current data sources are not available for 2020 but will be reviewed again once up to date data is available.
- A Math focus will be on our Students with Disability subgroup who perform in the red performance level should remain a focus. They are 131.6 points below standard based on 2019 data. Current data sources are not available for 2020 but will be reviewed again once up to date data is available.

# School and Student Performance Data

## Academic Performance English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
	26.6	6.6	66.6

### Conclusions based on this data:

1. Data from 2019 showed that English Language Learners need support in transferring language skills to Language Arts curriculum. District wide, including Rancho-Starbuck, EL students need support in this area. Current data sources are not available for 2020 but will be reviewed again once up to date data is available.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.









2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	1	3	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p> <p>Green</p> <p>4.2</p> <p>Maintained +0.3</p> <p>768</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>13.9</p> <p>Declined -4</p> <p>36</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>11.5</p> <p>Increased +7.7</p> <p>26</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Green</p> <p>6.1</p> <p>Declined -0.7</p> <p>296</p>	<p><b>Students with Disabilities</b></p> <p>Green</p> <p>7.6</p> <p>Declined -6.5</p> <p>92</p>



**2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color 7.1 Increased +7.1 14	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Maintained 0 30	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8
Hispanic	Two or More Races	Pacific Islander	White
 Green 4.7 Maintained 0 515	 No Performance Color 0 Maintained 0 11	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 Yellow 3.8 Increased +0.6 186

**Conclusions based on this data:**

1. According to the data from 2019, Rancho-Starbuck's absent rate declined by 1.2%. Overall we are pleased to be in the green level. 3.9% of students were chronically absent. White subgroup was in blue level. Current data sources are not available for 2020 but will be reviewed again once up to date data is available.
2. In 2019, Students with Disabilities was the only subgroup in the orange; thus, Rancho-Starbuck will place an emphasis on making sure we encourage attendance of our Students with Disabilities. Current data sources are not available for 2020 but will be reviewed again once up to date data is available.



# School and Student Performance Data

## Conditions & Climate Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	1	1	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
 Orange 6 Increased +0.7 781	 No Performance Color 7.9 Increased +0.8 38	 No Performance Color Less than 11 Students - Data Not 1
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 3.8 Maintained +0.1 26	 Orange 8.4 Increased +0.7 298	 Yellow 11.7 Declined -2.2 94

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
<b>African American</b>  No Performance Color 14.3 Increased +7.6 14	<b>American Indian</b>  No Performance Color Less than 11 Students - Data 1	<b>Asian</b>  No Performance Color 0 Maintained 0 31	<b>Filipino</b>  No Performance Color Less than 11 Students - Data 8
<b>Hispanic</b>  Green 5.9 Declined -0.6 523	<b>Two or More Races</b>  No Performance Color 0 Maintained 0 12	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data 3	<b>White</b>  Orange 6.3 Increased +2.8 189

This section provides a view of the percentage of students who were suspended..

2019 Fall Dashboard Suspension Rate by Year		
2017	2018	2019
	5.3	6

**Conclusions based on this data:**

1. Socioeconomically Disadvantaged, Hispanic and White students comprised the group in the orange level on the suspension report in 2019. Rancho will continue to explore alternate ways to provide necessary interventions for students in lieu of suspension. Current data sources are not available for 2020 but will be reviewed again once up to date data is available.
2. Based on 2019 data, Students with Disabilities were in the red level. Rancho will continue to explore alternate ways to provide necessary interventions for students in lieu of suspension. Current data sources are not available for 2020 but will be reviewed again once up to date data is available.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

ELA/Math

## LEA/LCAP Goal

Academic Excellence - Learning for All Students

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

## Goal 1

By next reporting time, all students in the English Learner subgroup will demonstrate growth in ELA and Math by an increase in 10 points toward level 3 as measured by their performance on the California Assessment of Student Performance and Progress (CAASPP).

## Identified Need

English Language Learners scored well below their peers on the last available state test.

## Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

ELA/CA Dashboard SBAC Data

Students in the English Learner subgroup perform significantly lower than their peers. In ELA and Math there is a 50% gap. Only 8th grade ELA showed a slight increase.

All English Language Learner students will move by a scale score of 10 toward level 3 in ELA and Math.

Benchmark test results

2021 results on formative and summative assessments.

Targeted instruction will be tracked by current data related to skill progress with an outcome of growth on skills.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Staff will analyze SBAC and benchmark data to determine target areas of need.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000.00	Site Formula Funds 1000-1999: Certificated Personnel Salaries Expenditure to attend SBAC data conference for IAB use and SBAC summative analysis
	Site Formula Funds 3000-3999: Employee Benefits Expenditure to attend SBAC data conference for IAB use and SBAC summative analysis

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

English Learners

**Strategy/Activity**

Flex time will be used to provide additional instruction for English Learners as part of MTSS (Multi-Tiered System of Supports).

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500.00	Donations 4000-4999: Books And Supplies student rewards

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

English Learners

**Strategy/Activity**

Two sections of ELD will be taught using Read 180 to support reading comprehension for English Learners

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
28,000.00	District Funded 1000-1999: Certificated Personnel Salaries ELD support class using Read 180
4,362.00	District Funded 3000-3999: Employee Benefits ELD support class using Read 180

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

English Learners

**Strategy/Activity**

Additional instructional time will be offered through Saturday School and after school enrichment

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000.00	District Funded 1000-1999: Certificated Personnel Salaries Saturday School
600.00	District Funded 3000-3999: Employee Benefits Saturday School intervention hours

**Strategy/Activity 5**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

English Learners

**Strategy/Activity**

English Learner subgroup will be a focus in the classroom with additional classroom strategies and through a school wide initiative focusing on academic language. Due to Covid 19 we were not able to complete this action.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000.00	Site Formula Funds 1000-1999: Certificated Personnel Salaries Conference fees for teachers to learn about additional best practices and MTSS intervention strategies.
400.00	Site Formula Funds 3000-3999: Employee Benefits Conference fees for teachers to learn about additional best practices and MTSS intervention strategies.

## Annual Review

### SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Due to distance learning and hybrid instruction during 2020-2021, implementation of strategies was not completed. When traditional instruction continues on campus, Flex time will be used to increase support offered to ELD students. READ 180 continues to support ELL students in an ELD class setting.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

A budgeted expense for teachers to attend conferences on IAB implementation and MTSS were not used nor was a school-wide use of academic language addressed this year due to the change in instruction during distance learning and hybrid instruction.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The goals will change based on formative assessments to determine gap areas due to distance learning and as determined by our ability to teach in-person in a traditional schedule that is not hybrid or distance learning.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Students with Disabilities in ELA & Math Content Areas

## LEA/LCAP Goal

Academic Excellence - Learning for All Students

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

## Goal 2

Students with Disabilities will demonstrate growth in ELA and Math as measured by results on the California Assessment of Student Performance and Progress (CAASPP).

## Identified Need

Students with Disabilities increased their scores overall in 2019. However, we still saw a gap of 42%-52% in both ELA and Math which will again be reviewed based on current data.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP results in Math	Students with Disabilities were 42% below peers in 7th grade Math and 52% behind their peers in 8th grade Math.	All Students with Disabilities will improve by an increase of 10 points toward level 3 in Math.
CAASPP results in ELA	Students with Disabilities placed 41% lower than their peers in 7th grade ELA and 50% lower than 8th grade peers in ELA.	All Students with Disabilities will improve by an increase of 10 points toward level 3 in ELA.
Benchmark Data	2020 results on formative and summative assessments.	Targeted instruction will be tracked by current data related to skill progress with an outcome of growth on skills.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with Disabilities



Strategy/Activity

Staff will analyze SBAC data and benchmark data to determine target areas of need.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1000.00

Site Formula Funds  
1000-1999: Certificated Personnel Salaries  
Expenditure to attend SBAC data conference for IAB use and SBAC summative analysis

200.00

Site Formula Funds  
3000-3999: Employee Benefits  
Expenditure for leadership team to attend SBAC data conference for IAB use and SBAC summative analysis

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Students with Disabilities

Strategy/Activity

Flex time will be used to provide additional instruction for Students with Disabilities as part of MTSS (Multi-Tiered System of Supports).

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

500.00

Site Formula Funds  
4000-4999: Books And Supplies  
student rewards

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Students with Disabilities

Strategy/Activity

Professional development for teachers in differentiation strategies using our language arts curriculum will be provided.



**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000.00	Site Formula Funds 1000-1999: Certificated Personnel Salaries Professional development for teachers
200.00	Site Formula Funds 3000-3999: Employee Benefits Professional development for teachers

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Students with Disabilities

Strategy/Activity

Strategies in the classroom and a school initiative focusing on vocabulary will be initiated in all classrooms including academic words of the week. Additional strategies will be explored that highlight best practices.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000.00	Site Formula Funds 1000-1999: Certificated Personnel Salaries Professional development of site teacher leaders in best practices for Students with Disabilities.
200.00	Site Formula Funds 3000-3999: Employee Benefits Professional development of site teacher leaders in best practices for Students with Disabilities.

**Strategy/Activity 5**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Students with Disabilities

Strategy/Activity

All staff will continue to meet quarterly for a "Monday Chat" with the special education team to focus on the needs of Students with Disabilities.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

## Annual Review

**SPSA Year Reviewed: 2020-21**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Due to distance learning and hybrid instructional model during 2020-2021, implementation of strategies was not completed. Flex time was not used to provide additional instruction to Students with Disabilities. In addition, professional development was not this year on differentiation strategies using the language arts text due to the changes based on distance learning and hybrid instruction.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Due to distance learning and hybrid instruction during 2020-2021, implementation of strategies was not completed. Quarterly chats with special education team was not realized; however, special education teachers will begin implementation as we return to instruction in the fall of 2021.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Due to distance learning and hybrid instruction during 2020-2021, implementation of strategies was not completed. Strategies will be put in place to have a more systematic communication between special education and general education teachers to address student need as well as a more strategic plan for special education teachers to participate in instruction in the general education classroom when returning in the fall of 2021.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

School Climate and Culture

## LEA/LCAP Goal

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

## Goal 3

It is the goal of Rancho-Starbuck to increase student engagement by continuing to create a positive, safe and nurturing school culture.

## Identified Need

Based on student surveys in 2019, needs were identified in several areas including recognition of good behavior and behavior in classes.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student survey	12.1% of students strongly agree with statement "I always like school" and 42.8.% respond positively to "I often like school."	60% of students will agree with statement " I like school either always or often.
Student survey results	12.5% strongly agree that students always treat each other well and 54% says students often treat each other well.	70% of students will agree that peers treat each other well always or often.
Student survey results	24.3% of students strongly agree that students are always recognized for good behavior. 39.9% agree that students are often recognized for good behavior.	70% of students will agree that students are recognized for good behavior always or often.
Student survey results	7.9% of students say students always behave in class. 45.5% say often students behave in class.	55% of students will report that students always or often behave in class so teachers can teach.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

#### Strategy/Activity

There will be a focus on increasing student recognition in classrooms and on campus to reward positive behavior through Starbuck rewards, Student of the Month recognition including new home yard signs, the Rancho-Starbuck website, Social Media and other recognition opportunities with ideas provided by students during Trojan Chats.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

2000

Parent-Teacher Association (PTA)  
4000-4999: Books And Supplies  
Prizes and rewards

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

#### Strategy/Activity

Counselor intern program provides more social-emotional support to students.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

84000

District Funded  
1000-1999: Certificated Personnel Salaries  
Intern counselors are on campus one day a week under the direction of our full time counselor to offer additional support to students.

1680

District Funded  
3000-3999: Employee Benefits  
Intern counselors are on campus under the direction of our full time counselor to offer additional support to students.

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

**Strategy/Activity**

Student assemblies and activities geared at peer to peer kindness and classroom lessons will be initiated.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

7000

Source(s)

Site Formula Funds  
5800: Professional/Consulting Services And Operating Expenditures  
Consulting services for development of peer to peer relationships.

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All

**Strategy/Activity**

Rancho-Starbuck will focus on consistency in following school wide discipline policies to promote positive classroom behavior. Student "Trojan Talks" will be implemented to encourage student voice in implementation decisions regarding student behavior expectations.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1000

Source(s)

Site Formula Funds  
1000-1999: Certificated Personnel Salaries  
Purchase of materials

**Strategy/Activity 5**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

**Strategy/Activity**

Parent Nights will be continued and student assemblies to promote social-emotional well being and Digital Citizenship will be initiated.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

500

Source(s)

Donations  
4000-4999: Books And Supplies  
Expenditures related to parent university

### Strategy/Activity 6

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Mindful Monday and Thoughtful Thursday will continue to take place for students to help reduce stress and set goals for the week along with promoting positive attitudes and attendance and teacher training on SEL.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

800

Source(s)

Site Formula Funds  
4000-4999: Books And Supplies  
Purchase of materials for SEL related materials.

### Strategy/Activity 7

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Olweus Bullying Prevention Program will be implemented to increase student kindness on campus. Program implemented by our counselor through a grant.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded  
4000-4999: Books And Supplies  
awards for use of Reach Record and Flex logs

### Strategy/Activity 8

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

**Strategy/Activity**

Digital Citizenship lessons will be taught by the counselor in every Social Studies class and PE classes consistently throughout the year.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

**Strategy/Activity 9**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

**Strategy/Activity**

A Best Buddies program is being implemented this year to encourage friendships and foster understanding among students.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

500

Donations

**Annual Review**

**SPSA Year Reviewed: 2020-21**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

**ANALYSIS**

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Due to distance learning and hybrid instruction during 2020-2021, implementation of strategies was not completed. However, plans to implement this goal in the fall of 2021 will include ideas such as Mindful Monday, Digital Citizenship lessons, yard sign recognition, increased social media to families, kindness assemblies, Trojan Talks by our counselor to all students, parent nights and a

Best Buddies program for general education students and special education students provided by the counselor. With the addition of new counseling staff, plans will be reviewed in the fall of 2021. Counselor interns will continue on campus in 2021 as they did during hybrid in spring of 2021. Olweus Bullying program will resume when all students are on campus in a traditional schedule.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The full implementation of Olweus was delayed due to distance learning and hybrid instruction.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Due to distance learning and hybrid instruction during 2020-2021, implementation of strategies was not completed. Once returning to all students on campus and not in hybrid, there will also be a focus on cultural awareness, acceptance and staff training that will be provided through Olweus implementation. A Universal Screener was used in the Spring of 2021 to identify students in need of support.



# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

ELA/All content areas

## LEA/LCAP Goal

Academic Excellence - Learning for All Students

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

## Goal 4

To increase student proficiency in reading comprehension and provide teachers with new strategies to better support student success at high levels in all content areas.

## Identified Need

State test scores indicate a need for this goal to be addressed.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Students in both 7th and 8th grade ELA had drops in state scores in 2019.	59% of 8th grade students scored in the Standard Nearly Met or Standard Met category. 61% of 7th grade ELA students feel in the same groups.	Students in 7th and 8th grade ELA will increase state test scores by 10%.
Staff indicated on Schools to Watch survey that they desire more grade level articulation time to provide more cross content area activities.	Currently only ELA and 8th Social Studies have a connection to curriculum taught that will provide reading comprehension strategies across content areas.	Departments will create at least one cross content area project with an emphasis on informational text.
Thinking Maps and Write from the Beginning will continue to be used across all content areas.	Thinking maps has been introduced in all classes.	On observation and through products, all subjects will use thinking maps.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Teachers will attend professional development in depth and complexity and use of district textbook.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1000

Source(s)

Site Formula Funds  
5800: Professional/Consulting Services And  
Operating Expenditures  
Consultant services

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Teachers will be provided time to collaborate in order to create activities and projects that will strengthen cross content area use of informational text.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

10000

Source(s)

Site Formula Funds  
1000-1999: Certificated Personnel Salaries

400

Site Formula Funds  
3000-3999: Employee Benefits

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Teachers will participate in Learning Walks to share strategies used in classrooms.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	Site Formula Funds 1000-1999: Certificated Personnel Salaries
400	Site Formula Funds 3000-3999: Employee Benefits

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

**Strategy/Activity**

Teachers will focus on using different types of informational text and literary text and will assist students in developing skills that will enable them to better comprehend text.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded

**Strategy/Activity 5**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

**Strategy/Activity**

Individual test conferences will be provided for each student to review areas of strength and growth areas so students can make goals and reflect on their own learning. Students will also complete a goal sheet and a reflection sheet after each IAB benchmark.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

**Strategy/Activity 6**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

**Annual Review**

**SPSA Year Reviewed: 2020-21**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

**ANALYSIS**

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Due to distance learning and hybrid instruction during 2020-2021, implementation of strategies was not completed.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Conferences with students to discuss test results and learning walks for teachers did not happen due to distance learning for the majority of the year and hybrid instruction in the spring.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Due to distance learning and hybrid instruction during 2020-2021, implementation of strategies was not completed. No test data was available for individual student conferences nor for grade level meetings. Assessment data and format for collection of that dat is being discussed including use of new assessment tools district wide.

# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$0
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$152,242.00

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
------------------	-----------------

Subtotal of additional federal funds included for this school: 0

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
District Funded	\$120,642.00
Donations	\$1,500.00
Parent-Teacher Association (PTA)	\$2,000.00
Site Formula Funds	\$28,100.00

Subtotal of state or local funds included for this school: \$152,242.00

Total of federal, state, and/or local funds for this school: \$152,242.00

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
----------------	--------	---------

## Expenditures by Funding Source

Funding Source	Amount
District Funded	120,642.00
Donations	1,500.00
Parent-Teacher Association (PTA)	2,000.00
Site Formula Funds	28,100.00

## Expenditures by Budget Reference

Budget Reference	Amount
	500.00
1000-1999: Certificated Personnel Salaries	131,000.00
3000-3999: Employee Benefits	8,442.00
4000-4999: Books And Supplies	4,300.00
5800: Professional/Consulting Services And Operating Expenditures	8,000.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	District Funded	114,000.00
3000-3999: Employee Benefits	District Funded	6,642.00
	Donations	500.00
4000-4999: Books And Supplies	Donations	1,000.00
4000-4999: Books And Supplies	Parent-Teacher Association (PTA)	2,000.00

1000-1999: Certificated Personnel Salaries	Site Formula Funds	17,000.00
3000-3999: Employee Benefits	Site Formula Funds	1,800.00
4000-4999: Books And Supplies	Site Formula Funds	1,300.00
5800: Professional/Consulting Services And Operating Expenditures	Site Formula Funds	8,000.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	37,862.00
Goal 2	4,100.00
Goal 3	97,480.00
Goal 4	12,800.00

# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 4 Parent or Community Members

Name of Members	Role
Linda Takacs	Principal
Mrs. Andrade	Parent or Community Member
Mrs. Edna Tristan	Parent or Community Member
Mrs. Arlene Anaya	Parent or Community Member
Mr. Kim	Parent or Community Member
Miss Goss	Classroom Teacher
Mr. Anderson	Classroom Teacher
Mrs. Pagano	Classroom Teacher
Mrs. Bullard	Other School Staff

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.



# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

**Signature**

**Committee or Advisory Group Name**

English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 05/27/2021.

Attested:

Principal, Linda Takacs on 05/27/21  
SSC Chairperson, Mrs. Andrade on 05/27/21

# Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## **Purpose and Description**

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

### **Purpose**

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

### **Description**

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

## **Stakeholder Involvement**

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

*[This section meets the requirements for TSI and ATSI.]*

*[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]*

## **Resource Inequities**

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

*[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]*

# Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

## Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

*[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]*

## Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

*[Completing this section fully addresses all relevant federal planning requirements]*

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

*[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]*

*[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]*

## Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

*[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]*

*[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]*

## **Students to be Served by this Strategy/Activity**

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

## **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

*[This section meets the requirements for CSI, TSI, and ATSI.]*

*[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

## **Annual Review**

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

## Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

*[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]*

## Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.*

## Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

*[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

### Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
  - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

### Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.



- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
    - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    - b. use methods and instructional strategies that:
      - i. strengthen the academic program in the school,
      - ii. increase the amount and quality of learning time, and
      - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    - c. 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, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
      - i. strategies to improve students' skills outside the academic subject areas;
      - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
      - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
      - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program 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; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

## Appendix B:

### Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

#### Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

#### Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## **Single School Districts and Charter Schools Identified for School Improvement**

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## Appendix C: Select State and Federal Programs

**For a list of active programs, please see the following links:**

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fq/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fq/fo/af/>

Developed by the California Department of Education, January 2019

LOWELL JOINT SCHOOL DISTRICT

June 14, 2021

To: President Hinz and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Acceptance of the Lowell Joint School District Long  
Range Facilities Master Plan

ACTION

Background:

A Long Range Facilities Master Plan is an essential tool for reviewing a school district's facilities, determining recommended improvements, and exploring available resources. The plan is also an important district tool to identify facilities needs related to projected student enrollment, calculate classroom capacity, assess facility conditions, identify improvements needed, and identify funding options and opportunities.

This report provides a framework for the District to focus on improving its existing facilities and to develop a plan to prioritize facilities needs and to pursue the financial resources to fund the priority improvements. The complete copy of the Facilities Master Plan will be accessible on the LJSD website once accepted by the Board of Trustees.

Financial Implications:

There is no fiscal impact in accepting the Master Facilities Plan. Costs will be identified as facility projects are selected and prioritized.

Recommendation:

It is recommended that the Board of Trustees accept the Lowell Joint School District Master Facilities Plan, and that the Superintendent or designee be authorized to execute the necessary documents.

---

Superintendent's Comment:

APPROVAL RECOMMENDED.



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DISTRICT

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# Facilities Master Plan



SEPTEMBER 8, 2020

*Care Takers of a Legacy*



FRAMEWORK FOR THE NEXT GENERATION - 20 YEARS IN THE MAKING

CHATRADE BANNON ARCHITECTS



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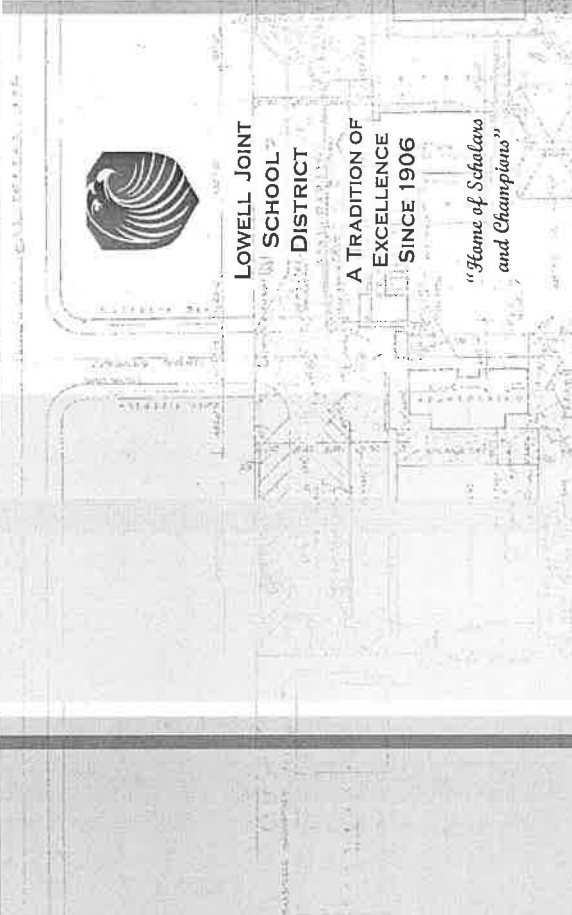
31 ..... Expanded View 1

32 ..... Expanded View 2

33 ..... Cost Analysis





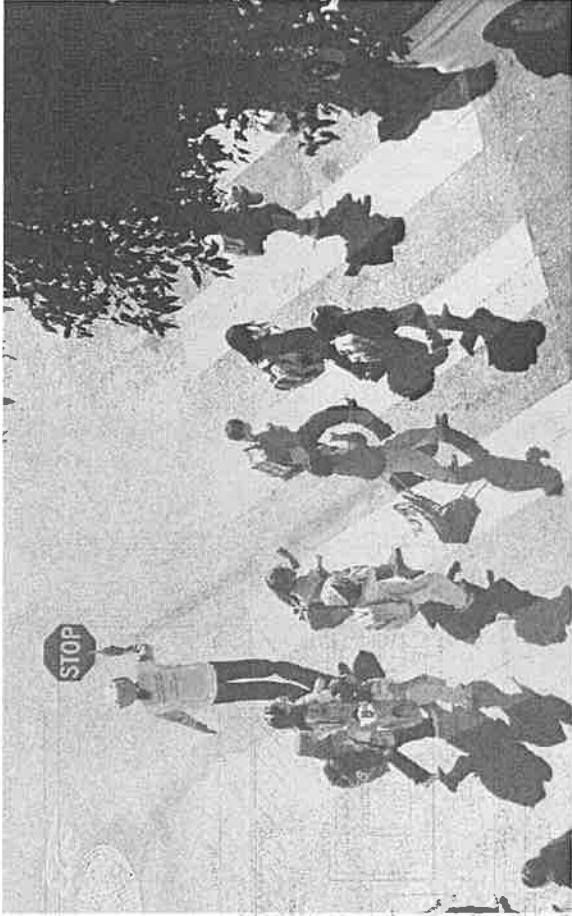


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**FRAMEWORK FOR THE NEXT GENERATION  
20 YEARS IN THE MAKING**



**INTRODUCTION**



**CHATTADE BANNON ARCHITECTS**

**GBA**



**INTRODUCTION**

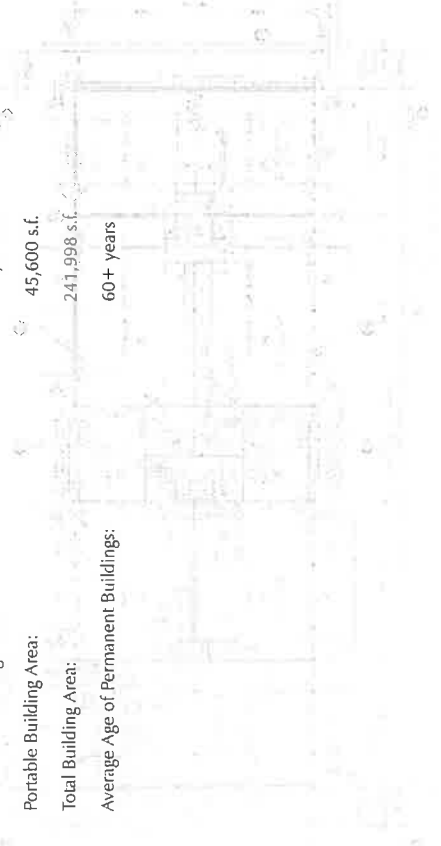
A Facilities Master Plan (FMP) is strategic in nature. It identifies a vision for the next 10 to 15 years. This plan shows a general path of how to get to the goal. It represents long range improvement recommendations and is a tool in establishing probable cost for the FMP. The costs developed as a part of this document have been utilized by the District for planning purposes. A cost-loaded schedule and program phasing are included as a part of this document.

As funding becomes available and projects move forward, design teams (architects and engineers) will plan individual aspects of the projects recommended in the FMP. The plans that result from the more detailed design phase process may vary from the concept shown in the FMP plan, but should reflect the program elements identified through the FMP process.

**BACKGROUND**

The Lowell Joint School District is in the southeastern portion of Los Angeles County and the northwestern portion of Orange County. It serves families from the communities of La Habra, La Habra Heights, and Whittier. The District serves the educational needs of students in Transitional Kindergarten through eighth grade at five K-6 elementary schools and one intermediate school. Basic statistics are as follows:

Total Enrollment:	3,150 (approximately)
Free & Reduced Meal Program:	1,260 (approximately)
Permanent Building Area:	196,398 s.f.
Portable Building Area:	45,600 s.f.
Total Building Area:	241,998 s.f.
Average Age of Permanent Buildings:	60+ years



**MEASURE LL**

On November 6, 2018 Measure LL, requiring a 55% majority, was approved by voters by a 64% Yes to 36% No margin. The Measure allows the Lowell Joint School District to issue \$48,000,000 in bonds. Measure LL will fund the first phase of projects.

Proceeds from the sale of the bonds authorized by the Measure shall be used only for the purposes specified in the Measure, including, but not limited to, upgrading classrooms, buildings, labs, restrooms, common areas/grounds, and school support facilities; repairing or replacing doors, windows, hardware, roofs, gutters, walls, ceiling, finishes, paint, siding, insulation, cabinets, storage, and flooring; upgrading lighting, sinks, drinking fountains, fixtures, signage, fencing, landscaping, whiteboards, furniture and equipment; renovating or replacing electrical, heating, cooling, ventilation, water, sewer, gas, irrigation, and drainage; acquiring energy efficient and renewable energy monitoring systems, fixtures, and equipment; constructing additional classrooms and replacing existing portable classrooms with modular or permanent classrooms; expanding parking areas; improving access for disabled students; installing fire alarm, fire protection, instructional media and communication systems; acquiring fencing, gates, locks, security lighting, alarms, surveillance, and electronic marquees; and upgrading playgrounds, instructional areas, athletic fields and facilities, including playground equipment and fixtures.

**BALLOT TEXT**

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

## FMP PROCESS

In early 2019 the District kicked off this facilities master plan process. The intent of the process was to review current facility conditions and needs, help define educational facility goals for the next 10-15 years and start to identify probable cost and schedule.

Shortly thereafter, architects and engineers conducted site walks at each school in order to access the existing conditions. Input from the Facilities Department focused on needed upgrades to the site work, plumbing, roofs, heating and air conditioning units, playgrounds and interior finishes. During the site walks, members of the team verified the accuracy of the District's site plans, documented the campus through photographs and recorded visual observations of conditions and room uses. With this information, a Facilities Condition Index was used to assign a condition ranking between 0 to 4; with 0 representing areas that were new or recently modernized and 4 representing areas that were in poor condition and could be considered for replacement. Refer to the Facility Assessment within each campus's report that follows.

During the site walks it became apparent that many portable buildings and some building construction was not certified by the Division of the State Architect (DSA). A meeting was organized with DSA to resolve this issue. That meeting moved resolving non-certified portables and construction to the forefront. Many of the existing portable buildings were in poor condition. Fixing or supplementing non-certified portables and construction versus replacement with more permanent construction was considered and decided that replacement provided the most value.

The Facility Assessment was used as the basis for each site's master plan, probable cost estimate and schedule for improvements. The Planning Team established the following minimum improvements to be made at each of the six campuses funded by Measure LL:

- 1) Fully Automatic Fire Alarm System
- 2) Heating, Ventilation and Air Conditioning (HVAC) plus associated Structural Support and Electrical Power for the Units
- 3) Roofing
- 4) Site Sewer

Minimum improvements followed by replacing non-certified portables and construction followed by general modernization became the template for the program schedule.

In February of 2019 preliminary designs were presented to the site principals and Planning Committee. Plans showed portables replaced with new construction to gather feedback and information on perceived needs and use. In some cases, feedback suggested consolidating Early Learning programs in new construction while old kindergarten programs became libraries or administrative spaces. Two-story buildings were proposed initially to minimize footprint. They gave way to single story buildings due to higher cost and complicated functionality. Feedback included parking lots and drop-off were too small and aggravated student drop-off and pickup. Revised site plans were presented in April responding to that feedback. Final plans were presented again in June. Those plans now serve as the Master Plans.

## PROCESS PARTICIPANTS

### BOARD OF TRUSTEES

Fred Schambeck, President  
William Hinz, Vice President  
Melissa Salinas, Clerk  
Anastasia "Staci" Shackelford, Board Member  
Karen Shaw, Board Member

### PLANNING TEAM

Jim Coombs, Superintendent of Schools  
David Bennett, Assistant Superintendent of Facilities and Operations  
Andrea Reynolds, Assistant Superintendent Administrative Services  
Cathy Weissman, Bond Contracts & Accounting Compliance Manager  
Miltos Varkatzas, Consultant  
Sushila Ghataode, Ghataode Bannan Architects, Partner  
David Bannan, Ghataode Bannan Architects, Partner

### SCHOOL SITE PRINCIPALS

David Serreno, El Portal Elementary  
Marikate Wissman, Jordan Elementary  
Patty Jacobsen, Macy Elementary  
Matt Cukro, Meadow Green Elementary  
Krista Vanhoogmoed, Olita Elementary  
Linda Takacs, Rancho Starbuck Intermediate

Ghataode Bannan Architects would like to acknowledge the efforts of all participants and recognize that it is their guidance and knowledge that made this process possible.

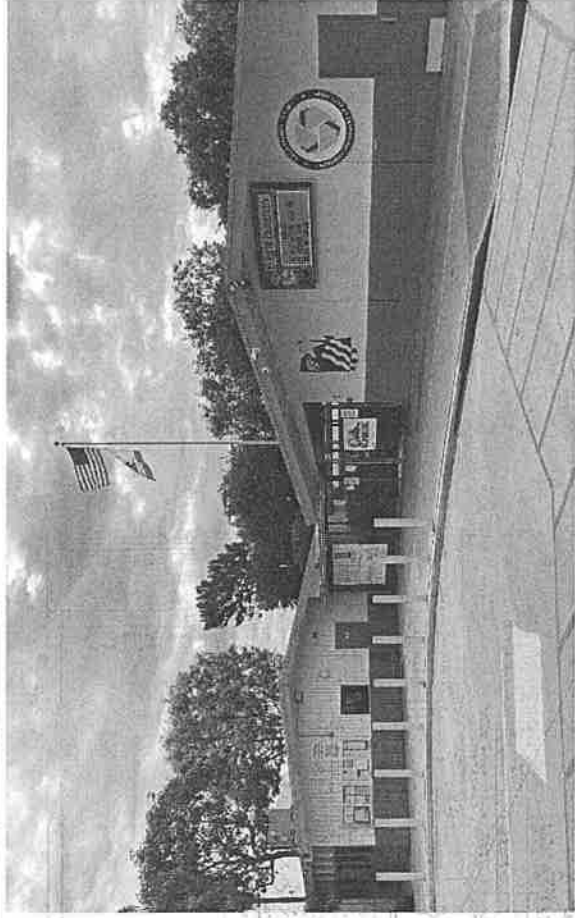


LOWELL JOINT SCHOOL DISTRICT

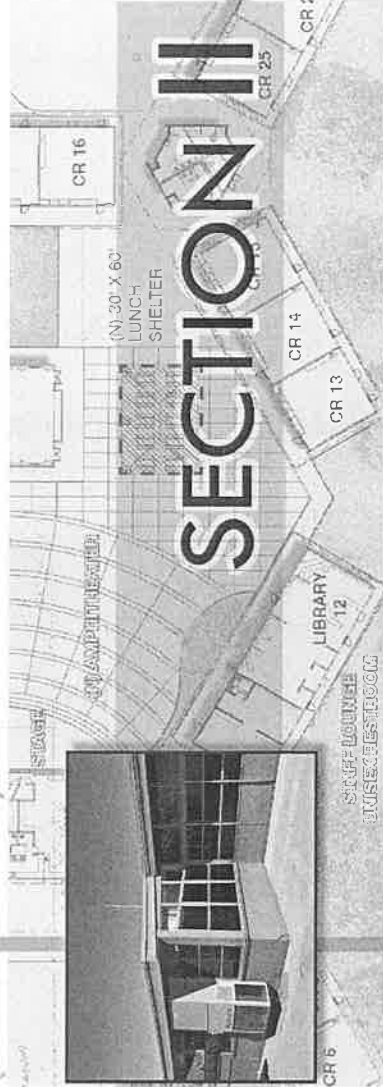
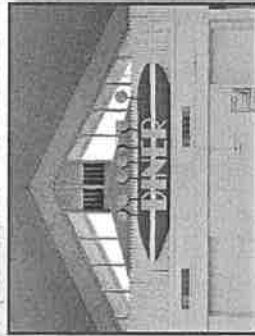
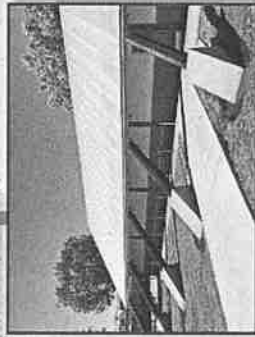
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FRAMEWORK FOR THE NEXT GENERATION  
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# EL PORTAL ELEMENTARY SCHOOL



GHATADE BANNON ARCHITECTS





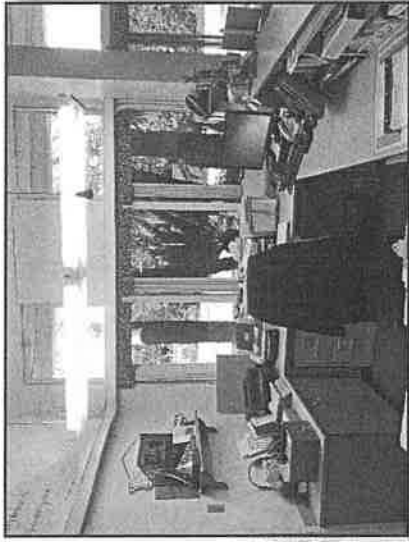
- 1. REMOVE NON-CERTIFIED AREA
- 2. (E) PARKING LOT NEEDS LIGHTS
- 3. ALL PELOS ARE TO BE REMOVED
- 4. REMOVE & REPLACE WESTERN FENCE WITH SECURE CMU WALL
- 5. INVESTIGATE SETTLEMENT AT SOUTH SIDE OF CR #27
- 6. EASTERN FENCE NEEDS GENERAL UP/KEEP
- 7. (E) CONCRETE PAD TO REMAIN
- 8. NORTH & SOUTH FENCES LOOK GOOD
- 9. FIELD PONDING ISSUES

II. El Portal Elementary School / Existing Site Plan

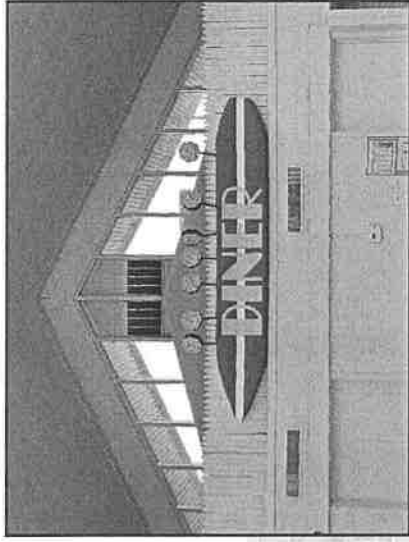




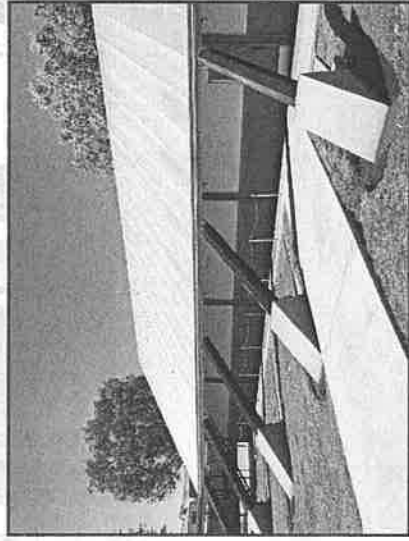
Admin / Front Entrance



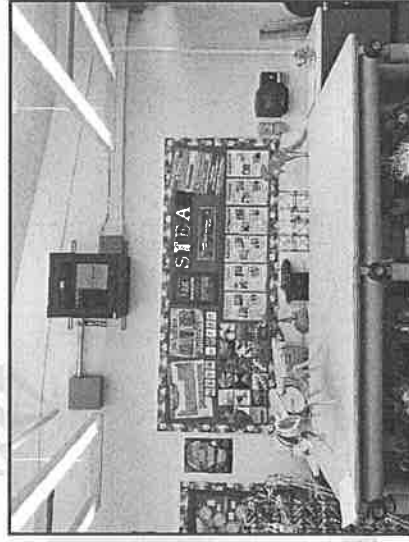
Admin Reception



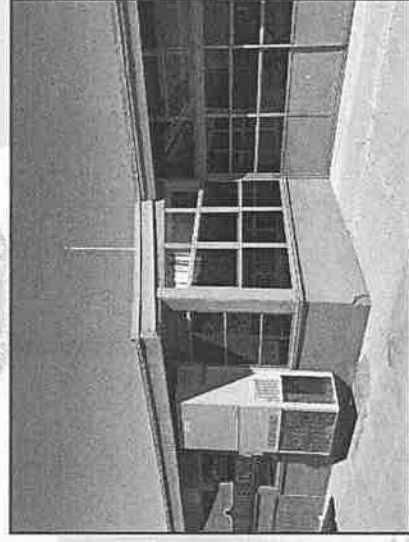
Multipurpose Room



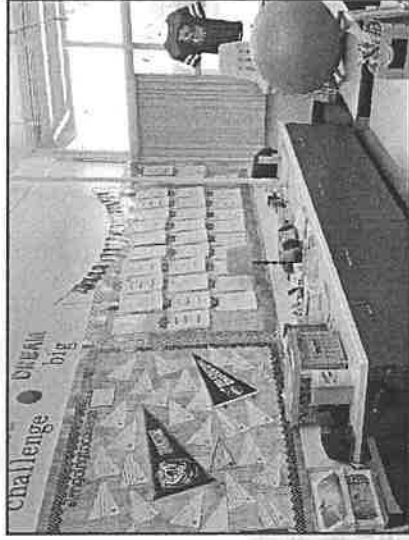
MPR Exterior



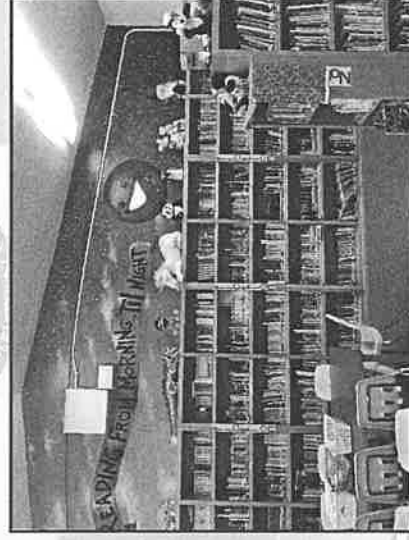
S.T.E.A.M. Classroom



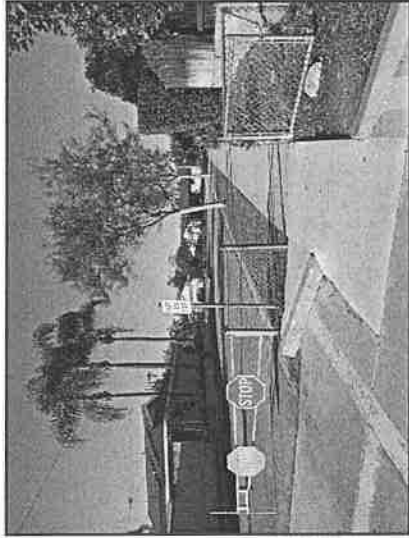
Kindergarten Ext.



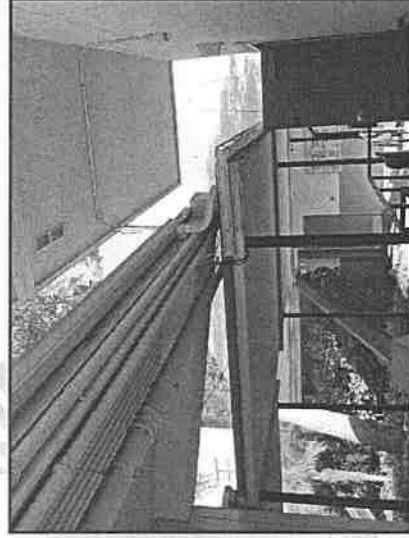
Classroom Interior



Library



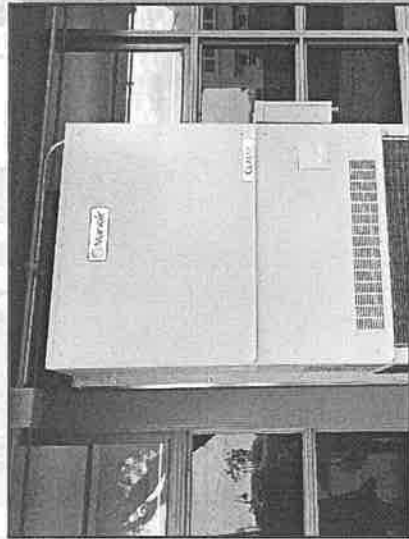
Parking Lot



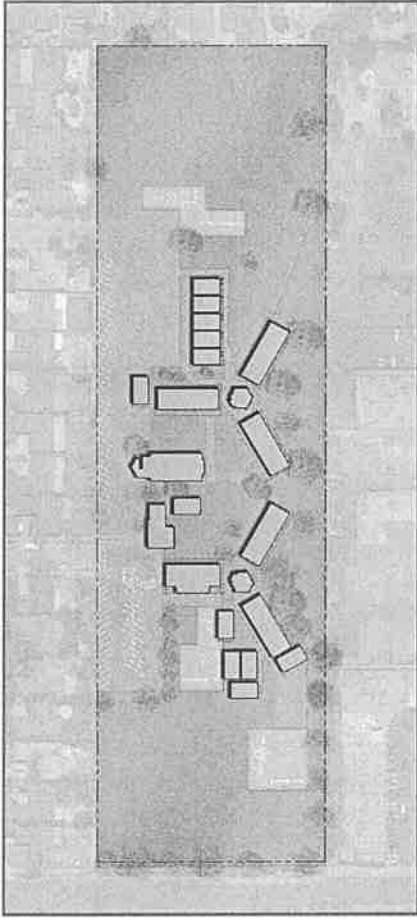
Covered Walkway



Kindergarten Classroom



Marvair Unit



EL PORTAL ELEMENTARY SCHOOL EXISTING BLDG AREA CALC



EL PORTAL ELEMENTARY - EXISTING BUILDING AREA CALCULATION

Administration Building	1,916 s.f.	
Multipurpose Building	3,658 s.f.	
Kindergarten Building	2,861 s.f.	
Building 1	2,746 s.f.	
Building 2	2,746 s.f.	
Building 3	2,746 s.f.	
Building 4	2,746 s.f.	
Building 5	2,746 s.f.	
Toilet Building 6	732 s.f.	
Toilet Building 7	732 s.f.	
<b>SUBTOTAL</b>		<b>23,629 s.f.</b>
Relocatable Classroom Buildings (12 @ 960 s.f.)	11,520 s.f.	
Relocatable Toilet Buildings (0 @ 480 s.f.)	0 s.f.	
<b>SUBTOTAL</b>		<b>11,520 s.f.</b>
<b>TOTAL</b>		<b>35,149 s.f.</b>



**EL PORTAL ELEMENTARY SCHOOL FACILITY ASSESSMENT**

**FACILITY CONDITION INDEX (FCI)**

- FCI 0 NEW or RECENTLY MODERNIZED  
(Deferred maintenance, new carpet, paint touch-up, etc.)
- FCI 1 MINOR MODERNIZATION  
(Repairing or touching up the existing finishes and systems. New paint, carpet, ceiling tiles, casework repair, re-lamping light fixtures, etc.)
- FCI 2 STANDARD MODERNIZATION  
(Remove and replace existing finishes down to the studs. New wall finishes, ceilings, flooring, casework, doors & hardware, plumbing, HVAC, electrical power & low voltage)
- FCI 3 MAJOR MODERNIZATION  
(Standard modernization plus reconfiguring or re-programming interior spaces. Repairing significant dry-rot or termite damage. Replacing exterior finishes. New windows). El Portal qualifies as a Major Modernization due to significant dry-rot of the exterior glu-hm beams and the need for new window systems. Exterior finishes are ok as is.
- FCI 4 REPLACEMENT  
(Remove and replace)

CURRENT ENROLLMENT: 512 students

CURRENT GRADE LEVELS: K-6

**GREATEST NEEDS:** Remove and replace twelve (12) existing portable classroom buildings with new buildings. Remove non-certified construction at the Administration Building.

**PORTABLES TO PERMANENT:** Remove twelve (12) existing portable buildings and the non-certified construction at the existing Administration Building. Replace the above area with two new single-story buildings mimicking the distribution of the existing portable buildings. Upper grades shall be to the east and lower grades to the west. Both buildings will total eleven (11) standard classrooms (960 s.f. ea.), one (1) Computer Lab (960 s.f.), one (1) STEAM classroom (1,300 s.f.), one Parent Center (480 s.f.), student and staff restrooms. It is proposed that the existing Administration Building be remodeled to remove the Staff Workroom located in the non-certified building area. The Building 2 Computer Lab will be remodeled to provide a Staff Workroom, Lounge and restroom.

**TRAFFIC/CIRCULATION:** It is proposed the existing parking lot be expanded to the west to lengthen curb side drop-off to alleviate poor traffic and circulation. It is also proposed the east side lot be widened to improve circulation. The total number of parking stalls shall be increased by 30 to 111 spaces. Low-level parking lot lighting is suggested with controlled light spillage to the surrounding neighborhood.

**PAVING:** The existing asphalt and concrete paving is in fair condition. Accessible path-of-travel (POT) needs to be improved. **FENCING:** Remove and replace the fence along Beach Boulevard at the western side of the site. This area is the end of the OCTA run. Provide CMU fencing. The north and south side fencing is in good condition.

**FENCING:** Remove and replace the fence along Beach Boulevard at the western side of the site. This area is the end of the OCTA run. Provide CMU fencing. The north and south side fencing is in good condition.

**LANDSCAPE & IRRIGATION:** Beautify the school entry as well as around the new buildings. The existing irrigation system requires general maintenance with new valves, heads, etc. where needed.

**II. El Portal Elementary School / Existing Facility Assessment**

**ATHLETIC FIELDS:**

In general, the athletic fields are in fair condition. Small fissures are noticeable at the southeast corner of the site. Some ponding occurs southwest of the existing lunch shelter area.

**ROOFING:**

Remove and replace the existing roofing as part of the Measure LL work. Remove and replace the existing internal gutters with galvanized steel gutters at the roof edge. Cut back the existing gulum beams behind the existing internal gutter and in front of the lateral bracing system connection to the roof diaphragm. Replace deteriorated wood fascia as required.

**COVERED WALKWAYS:**

Remove and replace the existing roofing as part of the Measure LL work. Replace deteriorated wood fascia as required.

**LUNCH SHELTERS:**

Remove and replace the existing fabric shelters south of the Multipurpose Building with metal lunch shelters.

**ACCESSIBILITY:**

Replace the existing concrete paving at the classroom entry doors to comply with maximum ADA threshold height requirements. Consider removing and replacing at the doors only in lieu of removing the entire walk.

Accessible parking will be required at all lots. Accessible drop-off areas will be required at all lots.

**MARQUEE:**

Provide a marquee mounted to the north side of the new building towards the east.

**WINDOW SYSTEMS:**

The existing windows are in very poor condition. Remove and replace.

**SIGNAGE:**

Provide dual language accessible signage.

**UTILITIES:**

Replace the sewer as part of the Measure LL work.

**SEWER:**

Replace in future phases.

**DOMESTIC WATER:**

Some ponding occurs southwest of the existing lunch shelter area. Correct in future phases.

**STORM DRAIN:**

**GAS:**

Remove and replace existing underground site gas piping in future phases. Add an earthquake valve.

**POWER:**

Remove and replace the original single-phase gear as a part of the Measure LL work. Remove one (1) metered stand up gear serving the existing portable buildings. Trench site and install conduits for three phase power and fire alarm. Coordinate and install new three-phase metered Main Service Board (MSB), feeders and panels.

**LIGHTING:**

Existing to remain. New lights were installed as a part of the Prop 39 work.

**CLOCK/INTERCOM:**

Remove and replace the existing Rauland 2100 system in future phases.

**SECURITY:**

Protect the existing DMP system currently serving the Computer Room 13 & Library Room 12.

**FIRE ALARM:**

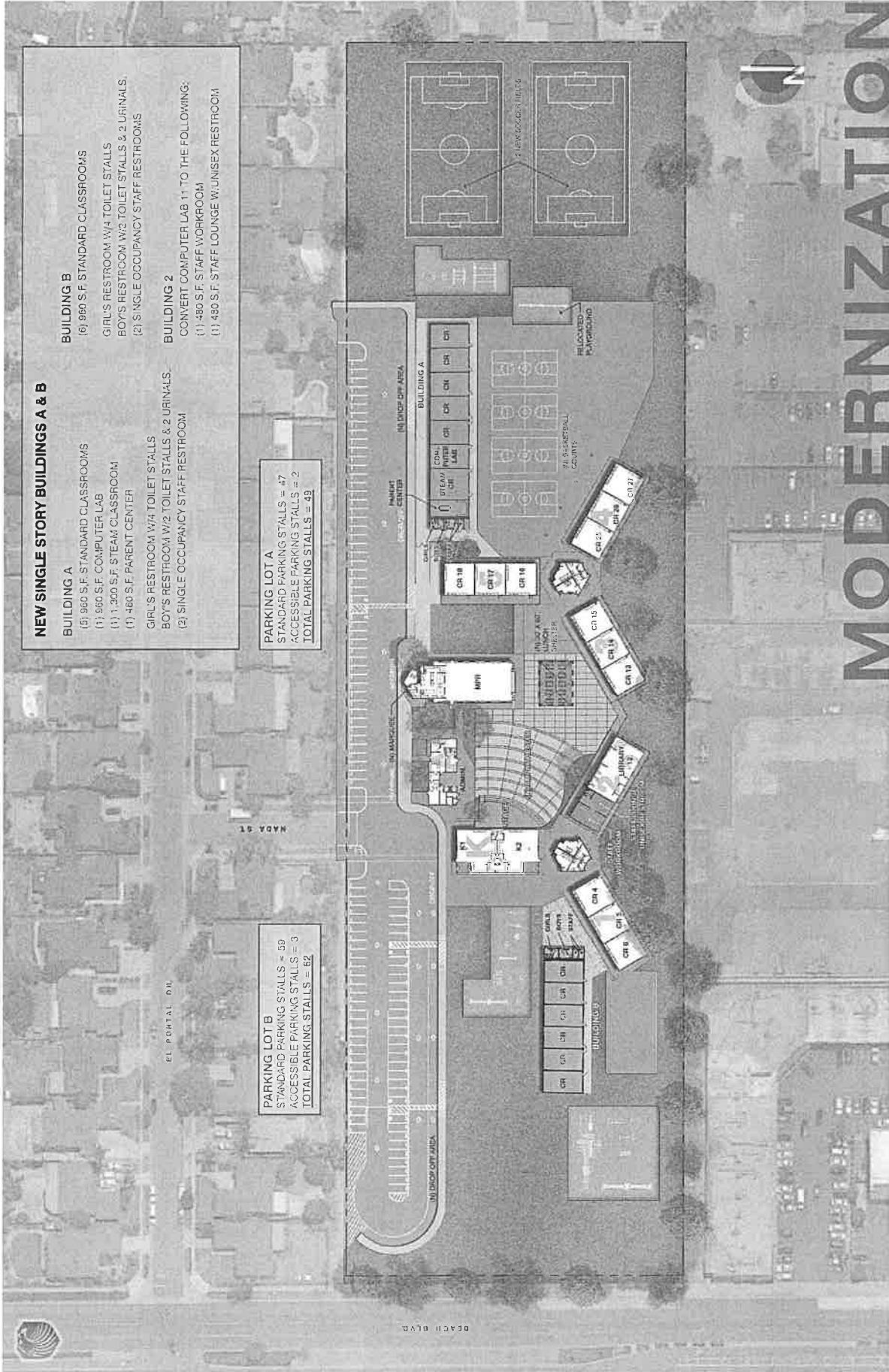
Replace the old Silent Knight system as part of the Measure LL work.

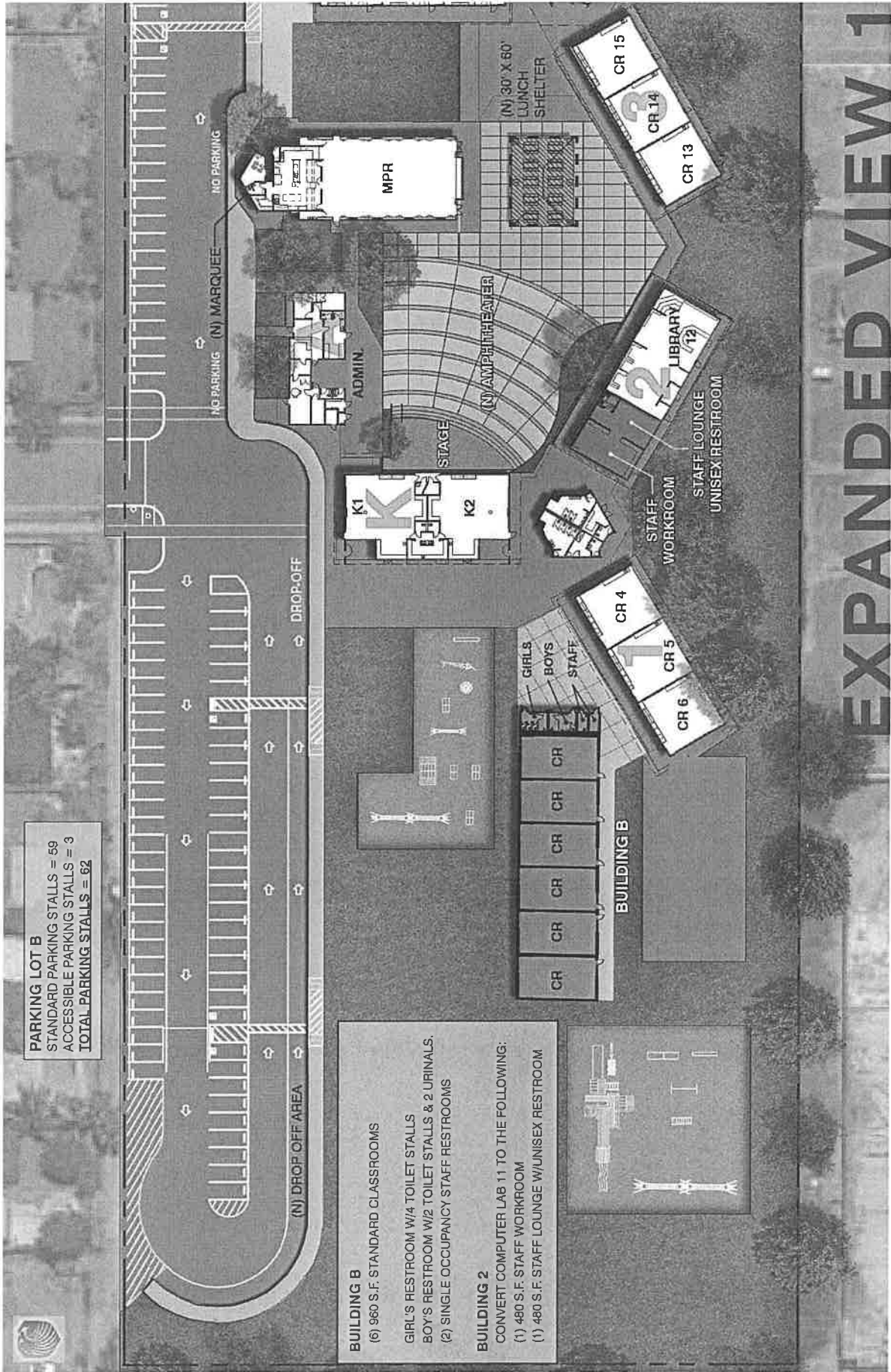
**CAMERAS:**

None.

Existing to remain. New mechanical units installed as a part of the Prop 39 work.

**HVAC:**



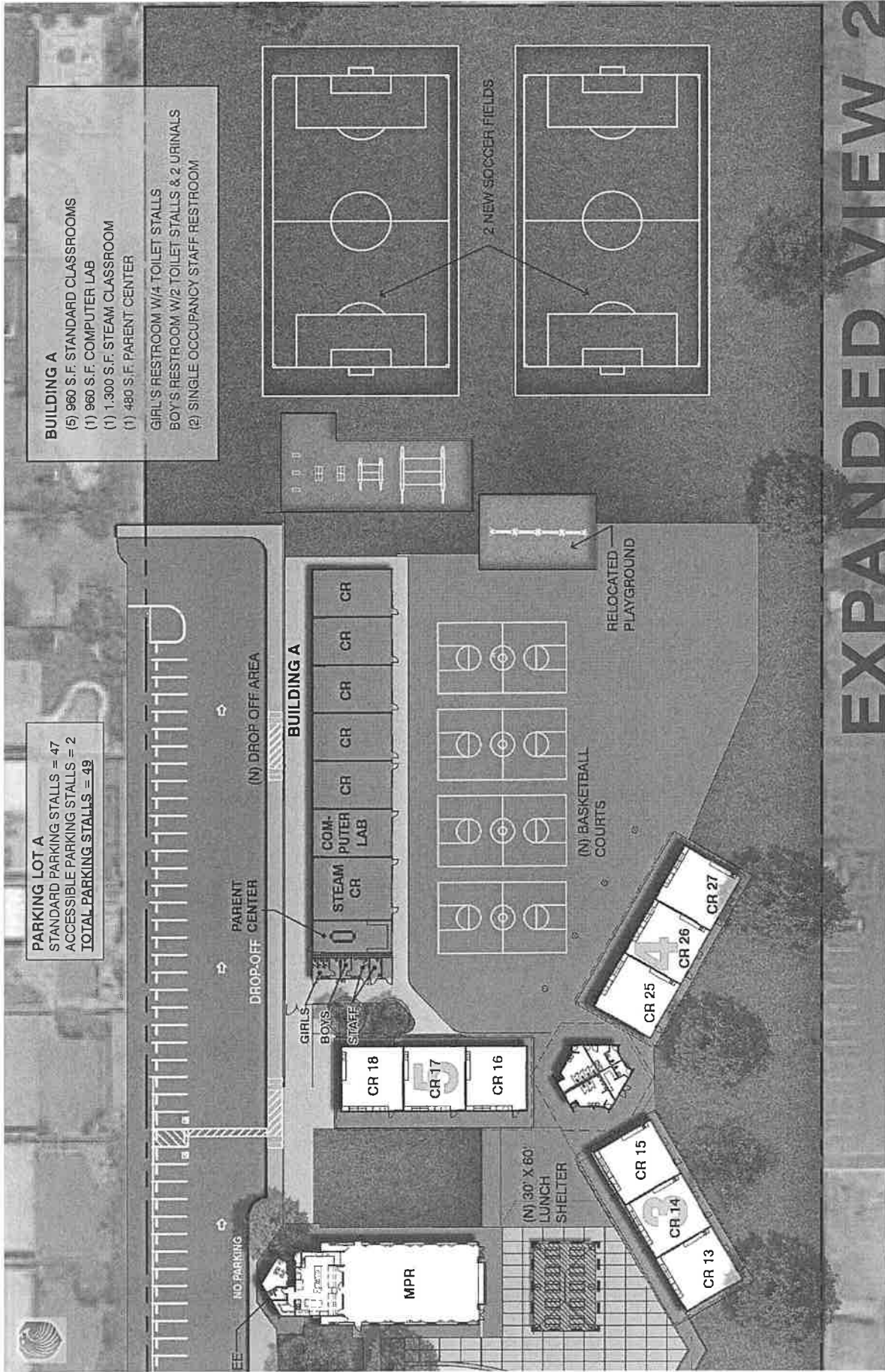


**PARKING LOT B**  
 STANDARD PARKING STALLS = 59  
 ACCESSIBLE PARKING STALLS = 3  
 TOTAL PARKING STALLS = 62

**BUILDING B**  
 (6) 960 S.F. STANDARD CLASSROOMS  
 GIRL'S RESTROOM W/4 TOILET STALLS  
 BOY'S RESTROOM W/2 TOILET STALLS & 2 URINALS,  
 (2) SINGLE OCCUPANCY STAFF RESTROOMS

**BUILDING 2**  
 CONVERT COMPUTER LAB 11 TO THE FOLLOWING:  
 (1) 480 S.F. STAFF WORKROOM  
 (1) 480 S.F. STAFF LOUNGE W/UNISEX RESTROOM

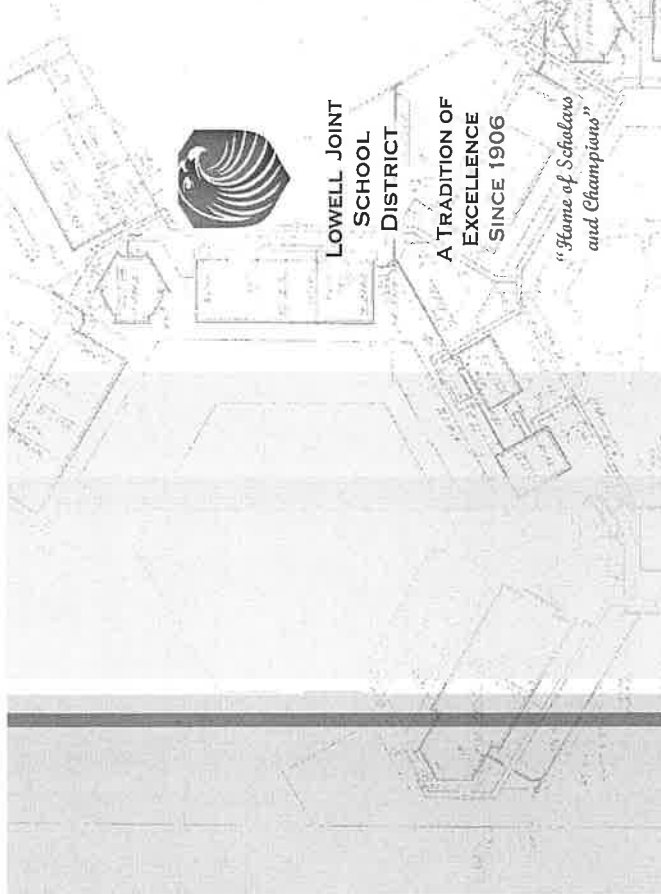
EXPANDED VIEW 1



# EXPANDED VIEW 2





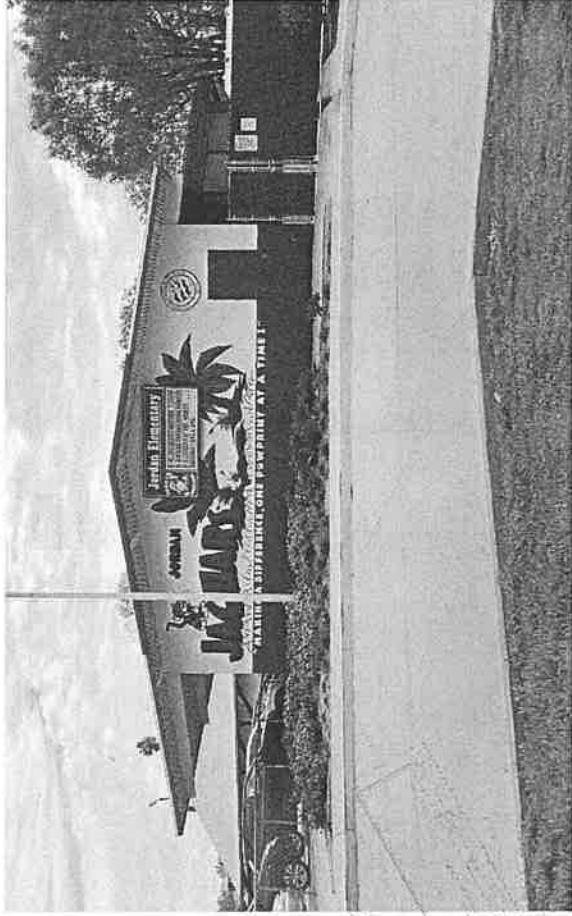


LOWELL JOINT  
SCHOOL  
DISTRICT

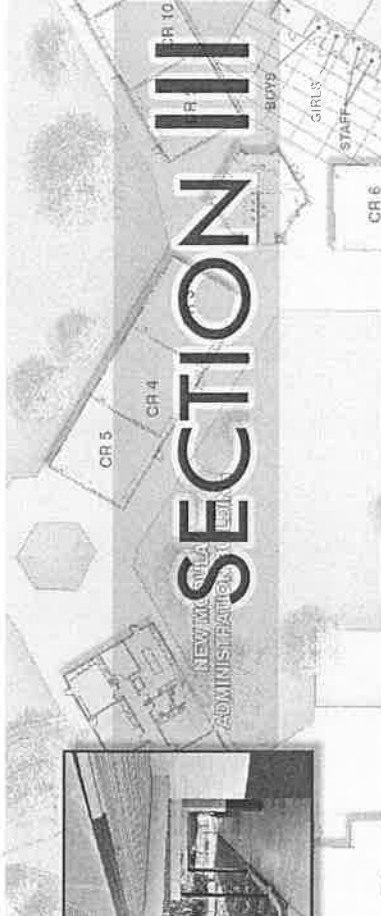
A TRADITION OF  
EXCELLENCE  
SINCE 1906

*"Home of Scholars  
and Champions"*

FRAMEWORK FOR THE NEXT GENERATION  
20 YEARS IN THE MAKING

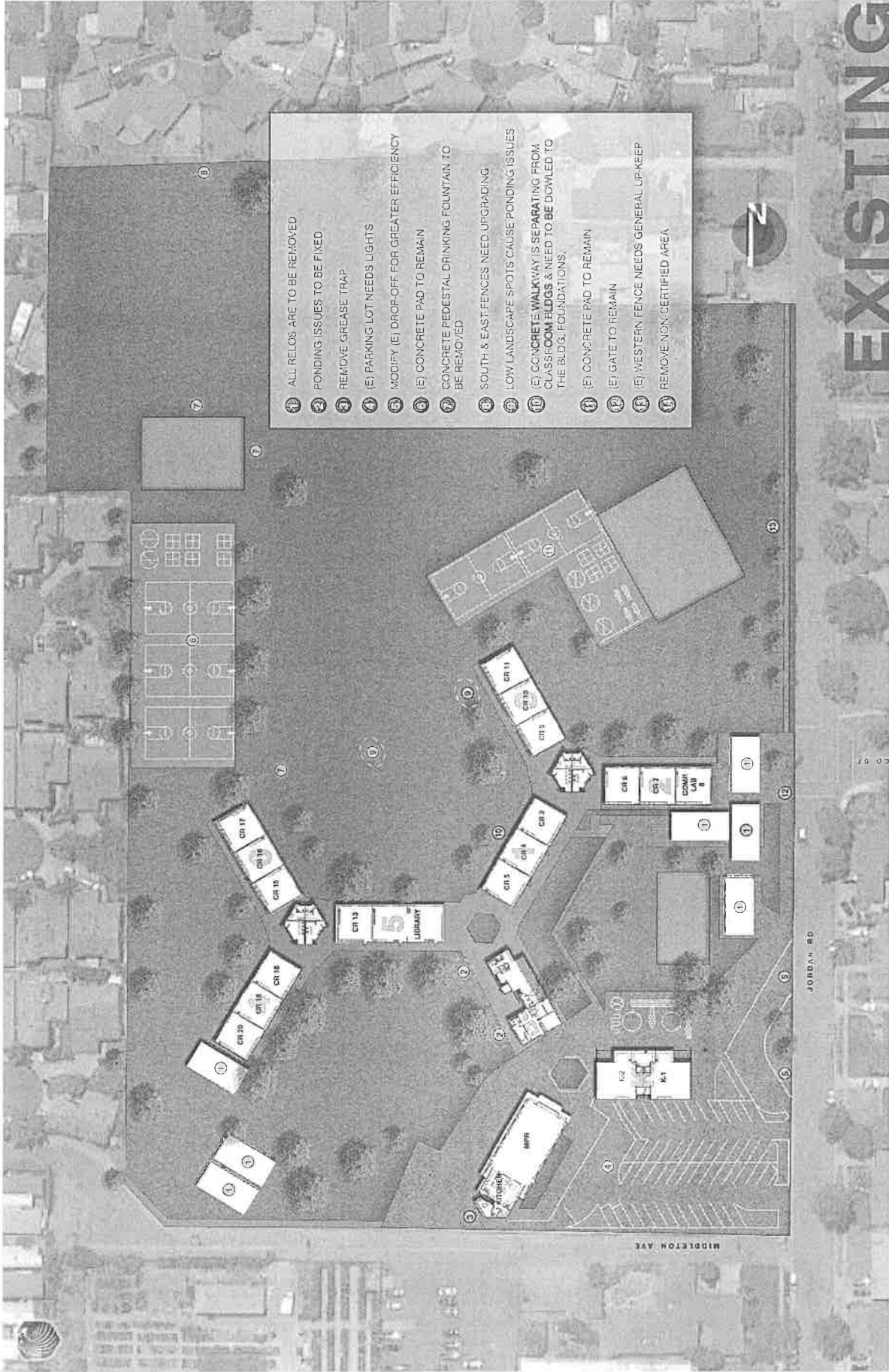


# JORDAN ELEMENTARY SCHOOL

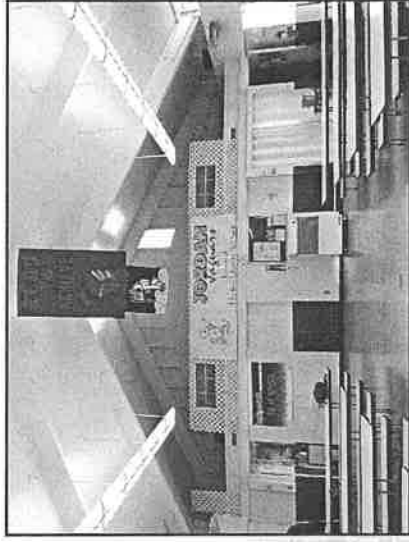


# SECTION III

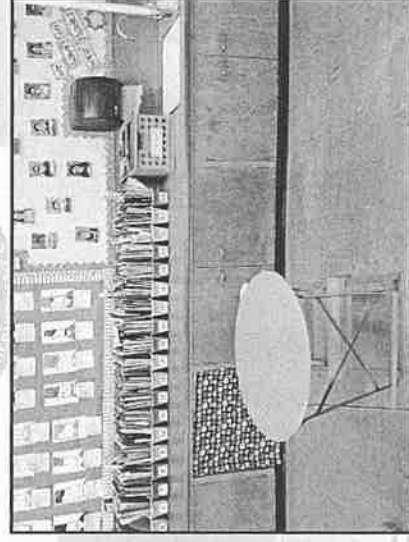




III. Jordan Elementary School/ Existing Site Plan



Multipurpose Room



Classroom



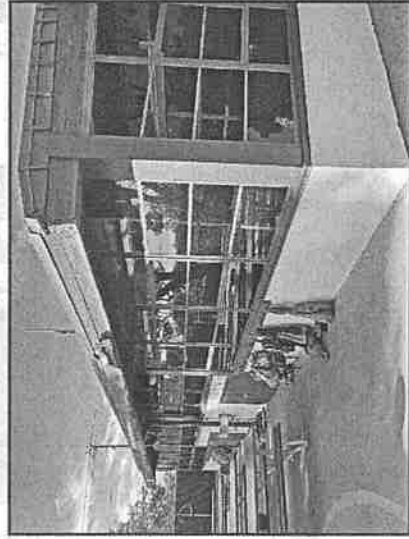
Classroom



Kitchen

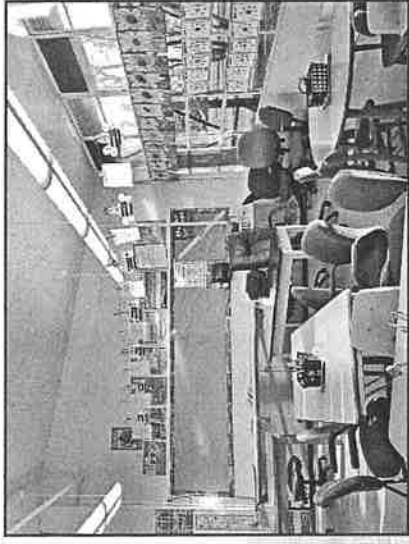


Admin / Front Entrance

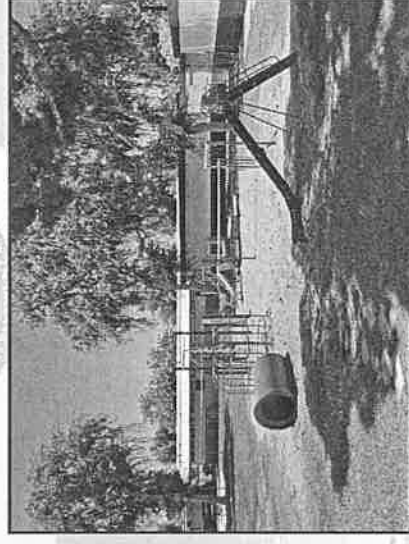


Kindergarten Ext.

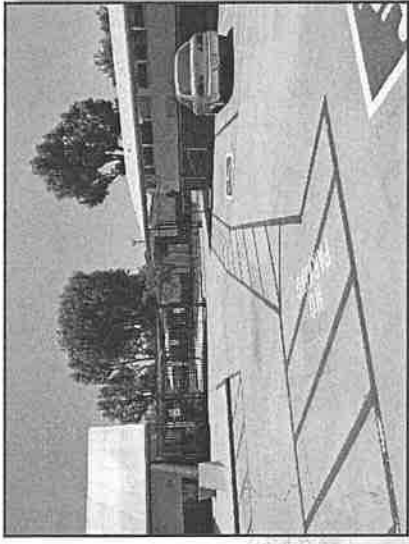




Classroom Interior



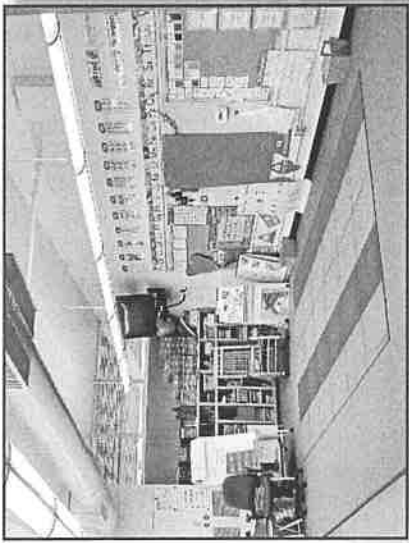
Kindergarten Playground



Accessible Parking Area



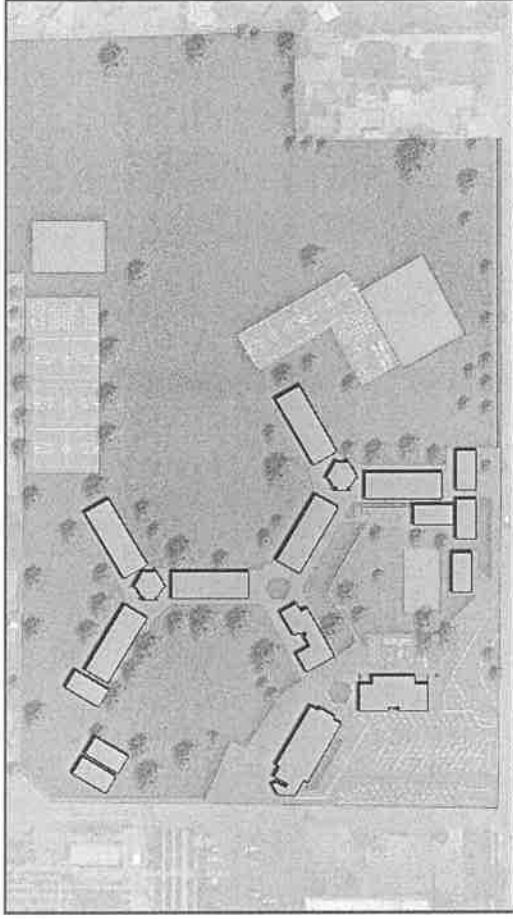
Courtyard



Kindergarten Classroom



Library



EXISTING BLDG AREA CALC

JORDAN ELEMENTARY SCHOOL



JORDAN ELEMENTARY - EXISTING BUILDING AREA CALCULATION	
Administration Building	0 s.f.
Multipurpose Building	3,658 s.f.
Kindergarten Building	2,861 s.f.
Building 1	2,746 s.f.
Building 2	2,746 s.f.
Building 3	2,746 s.f.
Building 4	2,746 s.f.
Building 5	2,746 s.f.
Building 6	2,746 s.f.
Toilet Building 7	732 s.f.
Toilet Building 8	732 s.f.
<b>SUBTOTAL</b>	<b>24,459 s.f.</b>
Relocatable Classroom Bldgs (7 @ 960 s.f.)	6,720 s.f.
<b>SUBTOTAL</b>	<b>6,720 s.f.</b>
<b>TOTAL</b>	<b>31,179</b>

**JORDAN ELEMENTARY SCHOOL FACILITY ASSESSMENT**

**FACILITY CONDITION INDEX (FCI)**

- FCI 0 NEW or RECENTLY MODERNIZED (Deferred maintenance, new carpet, paint touch-up, etc.)
- FCI 1 MINOR MODERNIZATION (Repairing or touching up the existing finishes and systems. New paint, carpet, ceiling tiles, casework repair, re-lamping light fixtures, etc.)
- FCI 2 STANDARD MODERNIZATION (Remove and replace existing finishes down to the studs. New wall finishes, ceilings, flooring, casework, doors & hardware, plumbing, HVAC, electrical power & low voltage)
- FCI 3 MAJOR MODERNIZATION (Standard modernization plus reconfiguring or re-programming interior spaces. Repairing significant dry-rot or termite damage. Replacing exterior finishes. New windows). El Portal qualifies as a Major Modernization due to significant dry-rot of the exterior glu-lam beams and the need for new window systems. Exterior finishes are ok as is.
- FCI 4 REPLACEMENT (Remove and replace)

CURRENT ENROLLMENT: 421 students

CURRENT GRADE LEVELS: K-6

GREATEST NEEDS: Remove and replace six (6) existing portable classroom buildings with new buildings. Remove non-certified construction at the Administration Building.

**PORTABLES TO PERMANENT:** Remove six (6) existing portable buildings and the existing Administration Building as a part of the Measure LL work. Replace the Administration Building in lieu of removing non-certified construction. Removing the non-certified construction leaves a building too small for practical purposes. Provide a new Administration Building (2,400 s.f.) with functional Reception, Principal's Office, Nurse's Office, Staff Workroom, Lounge and Restroom spaces.

Replace the existing portable building area with two (2) new single-story buildings. Provide an Early Learning Building along Jordan Road with one (1) pre-school (1,350 s.f.) and one (1) TK (1,250 s.f.). This building requires access to the street and a separate entrance from the elementary school. Provide a separate new Classroom Building serving the core of the campus with six (6) standard classrooms (960 s.f. ea.) and single occupant restrooms for Boys, Girls, Men and Women.

The existing Options Daycare portable classroom building shall remain with access to Jordan Road.

**TRAFFIC/CIRCULATION:** Add an accessible drop-off to the existing parking lot. Solve path-of-travel issues from the accessible parking to the new building areas as a part of the Measure LL work. Add low-level parking lot lighting to the main parking lot in future phases. Control light spillage to the surrounding neighborhood. Revise the existing "horseshoe" drive west of the Kindergarten Building to add a longer drop-off in future phases.

**PAVING:** The existing asphalt and concrete paving is in fair condition. Accessible path-of-travel needs to be improved. New walkways shall be epoxy doweled to the building foundations to prevent gapping.

**III. Jordan Elementary School / Existing Facility Assessment**

**FENCING:**

Remove and replace the north side fencing in conjunction with the adjacent future housing development. Southern and eastern perimeter fences need upgrade. West side fencing is relatively new.

**LANDSCAPE & IRRIGATION:**

Beautify the school entry. The existing irrigation system requires general maintenance with new valves, heads, etc. where needed.

**ATHLETIC FIELDS:**

South eastern fields have several areas that pond. The courtyard in front of the Administration Building has ponding issues which need proper drainage. The existing athletic field drinking fountains are to be removed.

**ROOFING:**

Remove and replace the existing roofing as part of the Measure LL work. Remove and replace the existing internal gutters with galvanized steel gutters at the roof edge. The existing glulam beams are in fair condition and shall remain. Replace deteriorated wood fascia as required.

**COVERED WALKWAYS:**

Remove and replace the existing roofing as part of the Measure LL work. Replace deteriorated wood fascia as required.

**LUNCH SHELTERS:**

Provide a new lunch metal shelter east of the Multipurpose Building.

**ACCESSIBILITY:**

Replace the existing concrete paving at the classroom entry doors to comply with maximum ADA threshold height requirements. Consider removing and replacing the concrete at the doors only in lieu of removing the entire walk. Add an accessible drop-off to the existing parking lot. Solve path-of-travel issues from the accessible parking to the new building areas.

**MARQUEE:**

Provide a marquee mounted to the west face of the new building towards the north.

**WINDOW SYSTEMS:**

The existing windows are in very poor condition. Remove and replace.

**SIGNAGE:**

Provide dual language accessible signage.

**UTILITIES:**

**SEWER:**

Replace the sewer as part of the Measure LL work.

**DOMESTIC WATER:**

Replace in future phases.

**STORM DRAIN:**

South eastern fields have several areas that pond. Where possible, infill these areas with foundation spoils from the new buildings. The courtyard in front of the Administration Building ponds. Correct in future phases.

**GAS:**

Remove and replace the existing gas meter as part of the Measure LL work. Add an earthquake valve. Protect the existing site gas distribution in place. Replace in future phases. Remove and replace any gas piping currently running on the existing roofing as a part of the Measure LL work.

**POWER:**

Remove and replace the original single-phase gear as part of the Measure LL work. Remove two (2) metered stand up gear serving the existing portable buildings. Trench site and install conduits for three phase power, fire alarm and low voltage systems. Coordinate and install new three-phase metered Main Service Board (MSB), feeders and panels.

**LIGHTING:**

Existing to remain. New lights were installed as a part of the Prop 39 work.

**CLOCK/INTERCOM:**

Remove and replace the old, troublesome Musiac System as a part of the Measure LL work.

**SECURITY:**

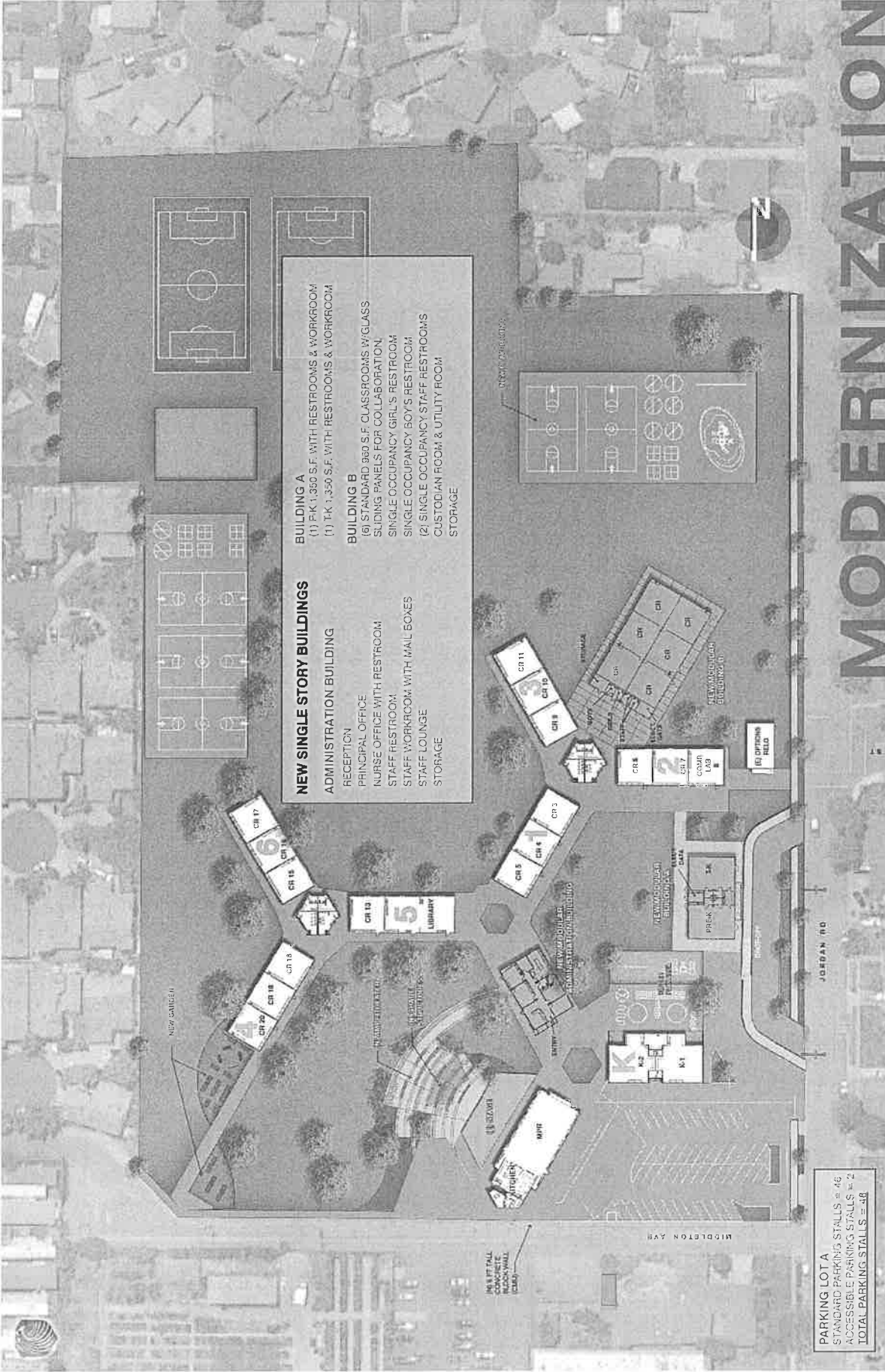
Modify the existing DMP system serving Computer Classroom 8 and Classroom 17.

**FIRE ALARM:**

Replace the fire alarm as part of the Measure LL work.

**HVAC:**

Replace the HVAC as part of the Measure LL work.



**NEW SINGLE STORY BUILDINGS**

ADMINISTRATION BUILDING  
 RECEPTION  
 PRINCIPAL OFFICE  
 NURSE OFFICE WITH RESTROOM  
 STAFF RESTROOM  
 STAFF WORKROOM WITH MAIL BOXES  
 STORAGE

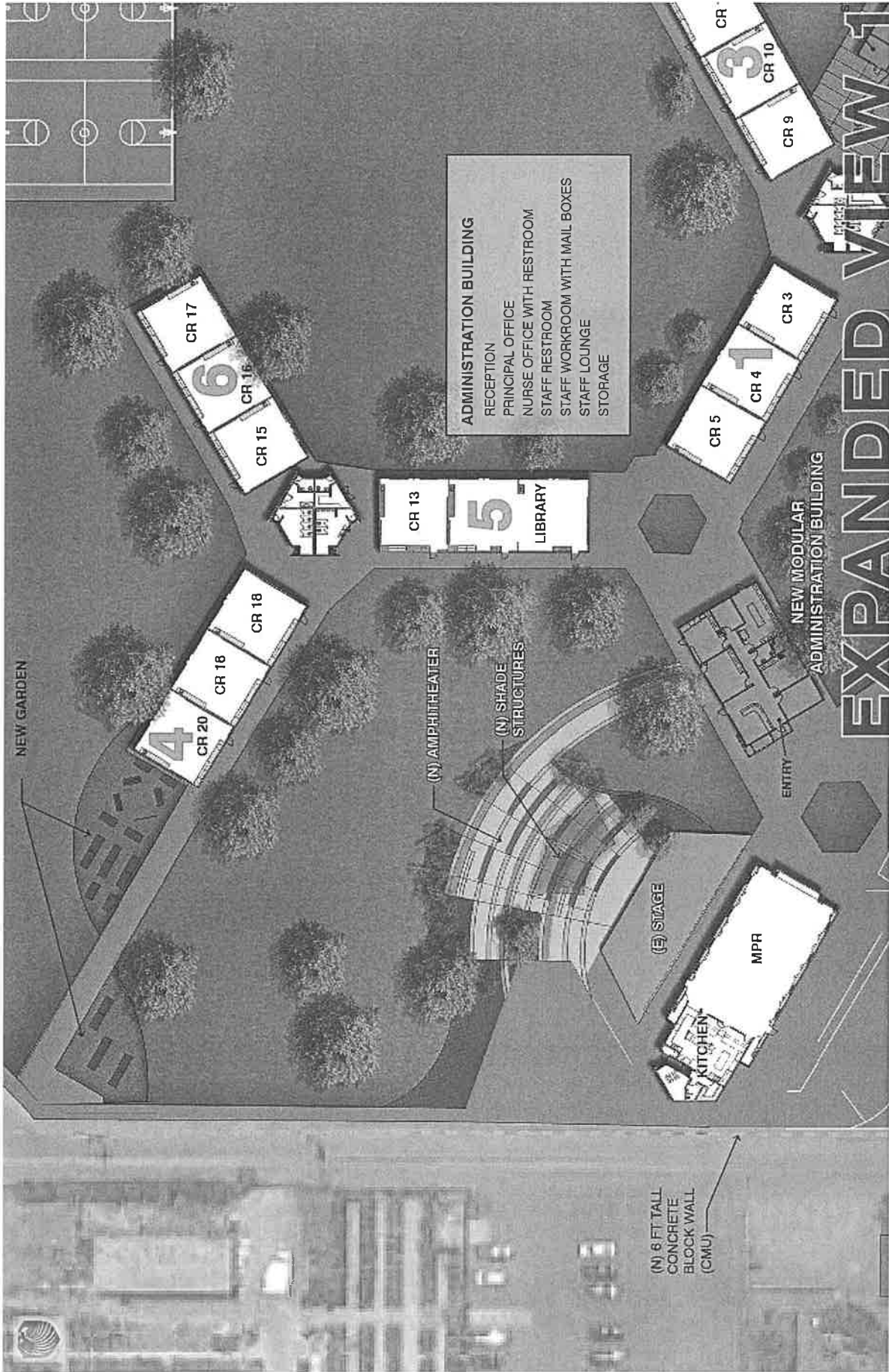
**BUILDING A**  
 (1) FK 1,350 S.F. WITH RESTROOMS & WORKROOM  
 (1) TK 1,350 S.F. WITH RESTROOMS & WORKROOM

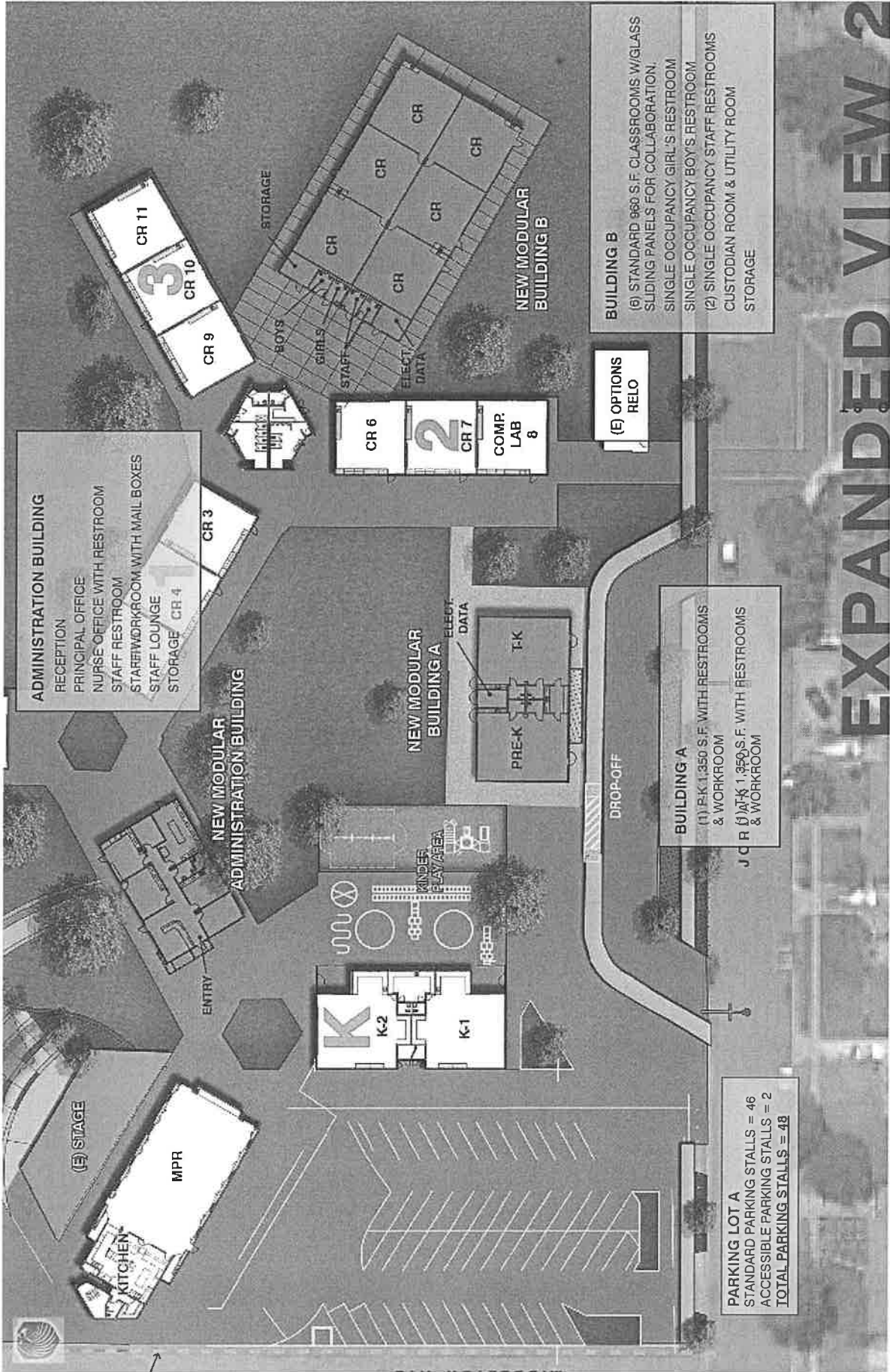
**BUILDING B**  
 (6) STANDARD 950 S.F. CLASSROOMS W/GLASS SLIDING PANELS FOR COLLABORATION  
 SINGLE OCCUPANCY GIRL'S RESTROOM  
 SINGLE OCCUPANCY BOY'S RESTROOM  
 (2) SINGLE OCCUPANCY STAFF RESTROOMS  
 CUSTODIAN ROOM & UTILITY ROOM  
 STORAGE

**PARKING LOT A**  
 STANDARD PARKING STALLS = 46  
 ACCESSIBLE PARKING STALLS = 2  
 TOTAL PARKING STALLS = 48

# MODERNIZATION







EXPANDED VIEW 2



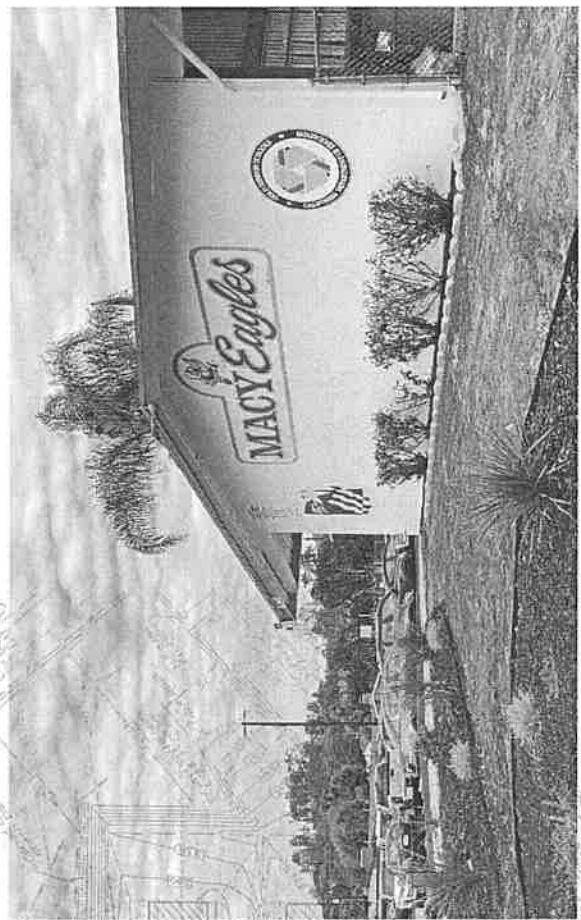




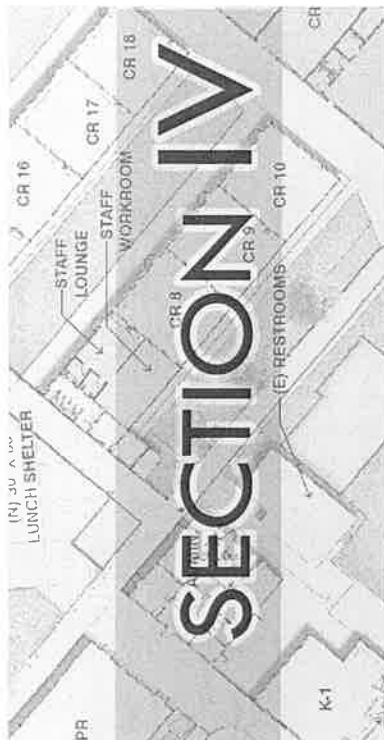
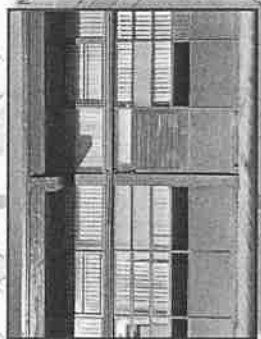
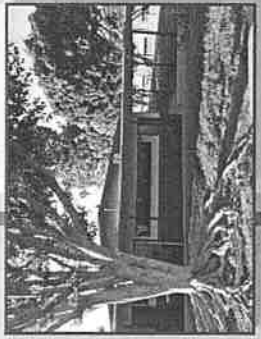
**LOWELL JOINT  
SCHOOL  
DISTRICT**  
A TRADITION OF  
EXCELLENCE  
SINCE 1906

*"Home of Scholars  
and Champions"*

**FRAMEWORK FOR THE NEXT GENERATION  
20 YEARS IN THE MAKING**



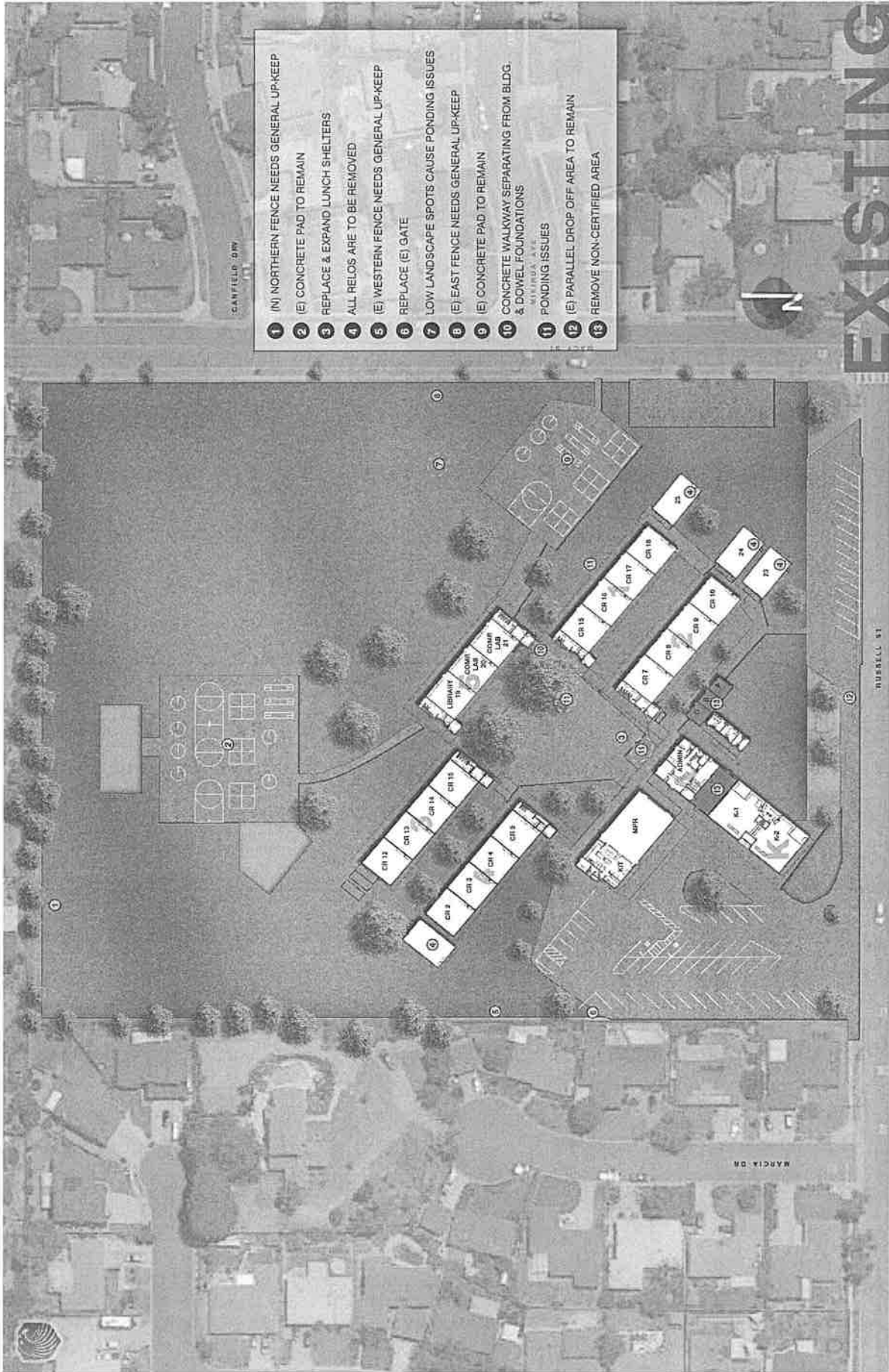
**MACY ELEMENTARY SCHOOL**



**CHATRADE BANNON ARCHITECTS**



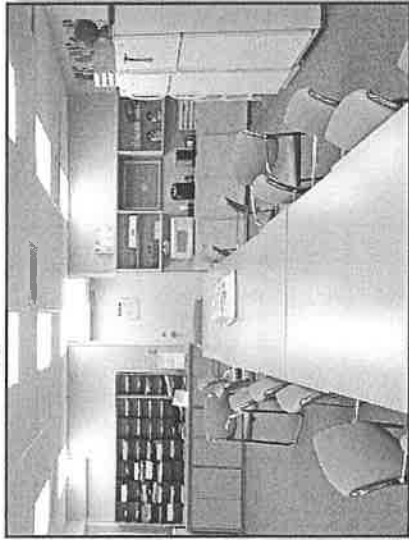




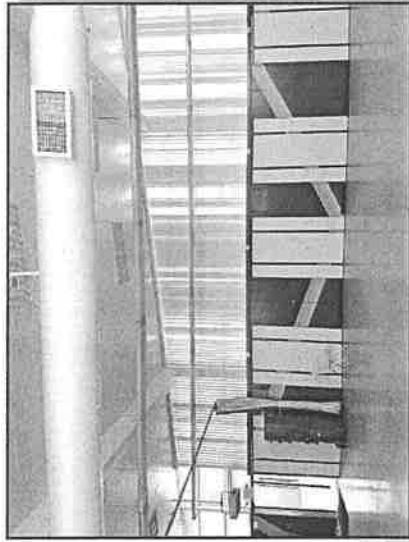
EXISTING



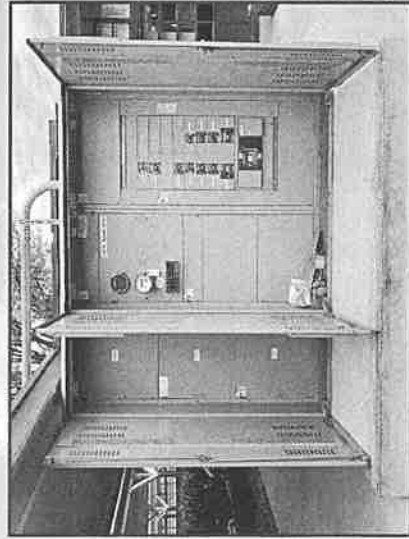
Admin / Front Entrance



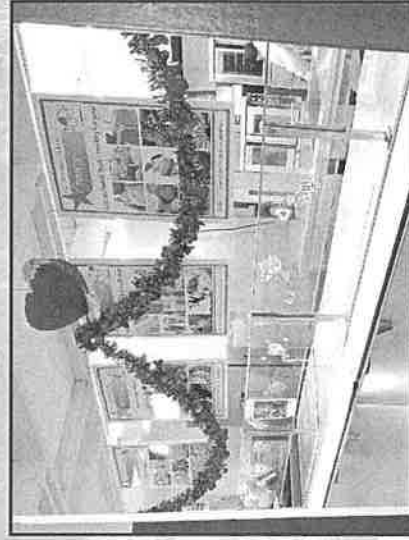
Teacher's Lounge



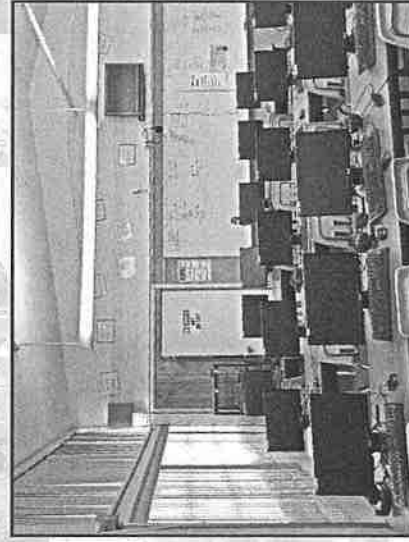
Multipurpose Room



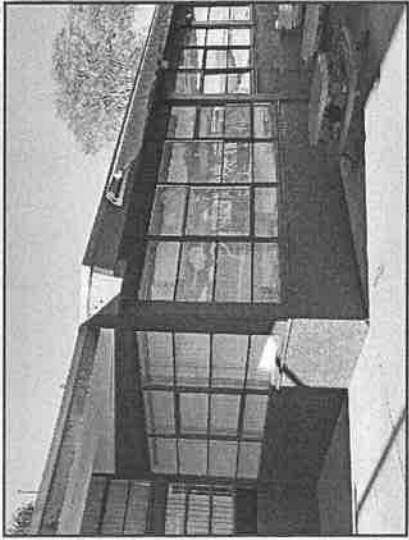
Main Switchboard



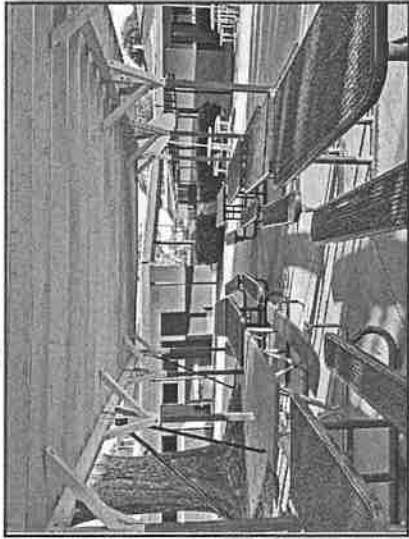
Kitchen



Computer Lab



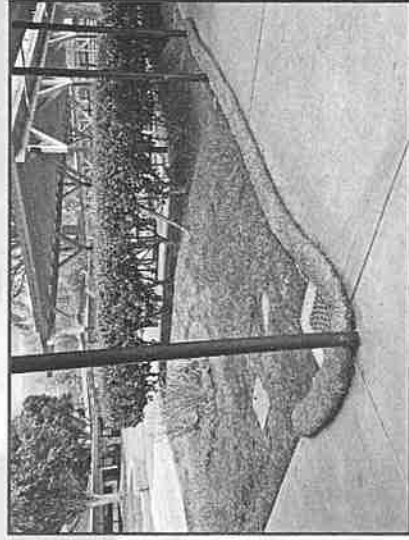
Kindergarten



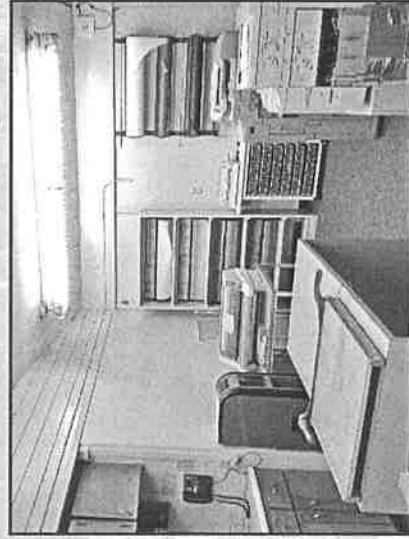
Lunch Shelter



Classroom Interior



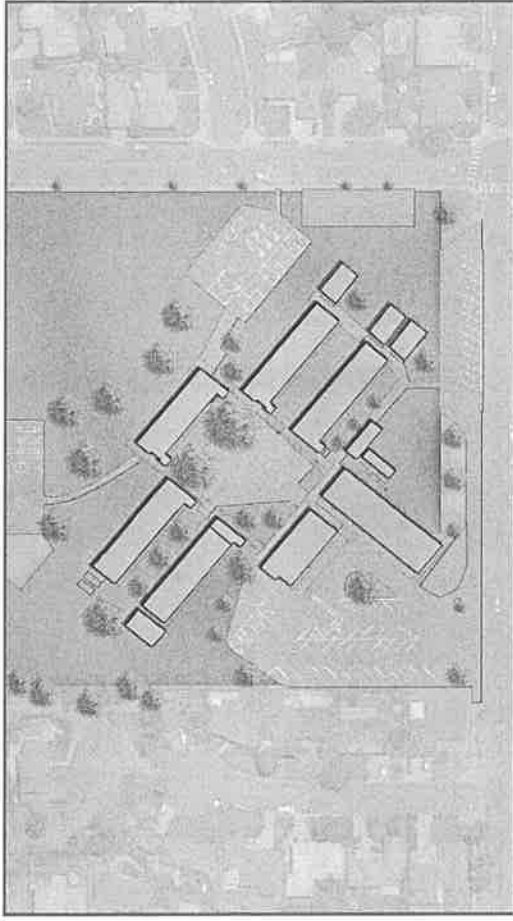
Storm Drain



Work Room



Modular Classroom



MACY ELEMENTARY - EXISTING BUILDING AREA CALCULATION	
Administration Building	2,259 s.f.
Multipurpose Building	3,177 s.f.
Kindergarten Building	2,880 s.f.
Building 1	4,096 s.f.
Building 2	4,116 s.f.
Building 3	4,116 s.f.
Building 4	4,096 s.f.
Building 5	3,508 s.f.
Building 6	720 s.f.
<b>SUBTOTAL</b>	<b>28,968 s.f.</b>
Relocatable Classroom Buildings (4 @ 960 s.f.)	3,840 s.f.
Relocatable Toilet Buildings (1 @ 480 s.f.)	480 s.f.
<b>SUBTOTAL</b>	<b>4,320 s.f.</b>
<b>TOTAL</b>	<b>33,288 s.f.</b>



IV. Macy Elementary School / Existing Building Area Calculation



**MACY ELEMENTARY SCHOOL FACILITY ASSESSMENT**

**FACILITY CONDITION INDEX (FCI)**

- FCI 0 NEW or RECENTLY MODERNIZED (Deferred maintenance, new carpet, paint touch-up, etc.)
- FCI 1 MINOR MODERNIZATION (Repairing or touching up the existing finishes and systems. New paint, carpet, ceiling tiles, casework repair, re-lamping light fixtures, etc.)
- FCI 2 STANDARD MODERNIZATION (Remove and replace existing finishes down to the studs. New wall finishes, ceilings, flooring, casework, doors & hardware, plumbing, HVAC, electrical power & low voltage)
- FCI 3 MAJOR MODERNIZATION (Standard modernization plus reconfiguring or re-programming interior spaces. Repairing significant dry-rot or termite damage. Replacing exterior finishes. New windows). El Portal qualifies as a Major Modernization due to significant dry-rot of the exterior glu-lam beams and the need for new window systems. Exterior finishes are ok as is.
- FCI 4 REPLACEMENT (Remove and replace)

**CURRENT ENROLLMENT:** 458 students

**CURRENT GRADE LEVELS:** K-6

**GREATEST NEEDS:** Remove and replace four (4) existing portable classroom buildings with a new one-story building. Remove non-certified construction at the Administration Building/Kindergarten Building.

**PORTABLES TO PERMANENT:** Remove four (4) existing portable buildings. Provide a new one-story building with three (3) standard classrooms (960 sq. ft. ea.) and one (1) kindergarten classroom (1,350 sq. ft.). The new building is proposed to be located at the southeast side of the site along Russell St. to add curb appeal. It is proposed that the existing Administration Building be remodeled to remove the Staff Workroom located in the non-certified building area. The Building 2, Classroom 7 will be remodeled to provide a Staff Workroom, Lounge and restroom. The existing Library shall double in size expanding into Computer Lab Rm 20. It was suggested the existing Options Pre-school be relocated to the east side of the site accessible from Macy St..

**TRAFFIC/CIRCULATION:** The drop-off and circulation in the existing Russell St. parking lot is fair. Low-level parking lot lighting is proposed with controlled light spillage to the surrounding neighborhood. Drop-off is proposed along Russell St. for the new pre-school.

**PAVING:** The existing asphalt and concrete paving is in fair condition. Accessible path-of-travel (POT) needs to be improved.

**FENCING:** Remove and replace the existing fencing along Macy St. with 1" black vinyl chain link fencing. Replace the large gate west of the Multipurpose Building.

**LANDSCAPE & IRRIGATION:** Beautify the school entry as well as around the new building. The existing irrigation system requires general maintenance with new valves, heads, and etc. where needed. Wind from the northeast blows dust into the Building 3 classrooms. A planted buffer is suggested.

**IV. Macy Elementary School / Existing Facility Assessment**

**ATHLETIC FIELDS:**

In general the athletic fields are in fair condition.

**ROOFING:**

Remove and replace the existing roofing as part of the Measure LL work. Remove and replace the existing corrugated metal roofing with new metal roofing. Replace deteriorated wood fascia as required.

**COVERED WALKWAYS:**

Remove and replace the existing roofing as part of the Measure LL work. Replace deteriorated wood fascia as required.

**LUNCH SHELTERS:**

Provide a new metal lunch shelter in the central quad north of the Multipurpose Building.

**ACCESSIBILITY:**

Replace the existing concrete paving at the classroom entry doors to comply with maximum ADA threshold height requirements. Consider removing and replacing the concrete at the doors only in lieu of removing the entire walk.

Accessible parking will be required at all lots. Accessible drop-off areas will be required at all lots.

**MARQUEE:**

Provide a marquee mounted to the south face of the new building.

**WINDOW SYSTEMS:**

The existing windows are in very poor condition. Remove and replace.

**SIGNAGE:**

Provide dual language accessible signage.

**UTILITIES:**

Replace the sewer as a part of the Measure LL work.

**SEWER:**

Replace in future phases.

**DOMESTIC WATER:**

Replace in future phases.

**STORM DRAIN:**

Storm water runs from the northeast play area between Buildings 1 and 5, continues northwest of Buildings 1 and 2 and collects in front of the Administration Building.

**GAS:**

Remove and replace existing underground site gas piping in future phases. Add an earthquake valve.

**POWER:**

Existing new three phase Main Service Board (MSB) to remain. New conductors were pulled in existing underground conduit. Most are single phase except two (2) are three phase. Newer panels were added; conductors run through gutted single-phase panels. Has (1) metered stand up gear to be reconnected. Remove overhead service lateral.

**LIGHTING:**

Existing to remain. New lights were installed as a part of the Prop 39 work.

**CLOCK/INTERCOM:**

Remove and replace the existing Rauland 2100 system in future phases.

**SECURITY:**

Protect the existing DMP system currently serving Computer Rooms 20-21 & Office.

**FIRE ALARM:**

Replace as a part of the Measure LL work.

**HVAC:**

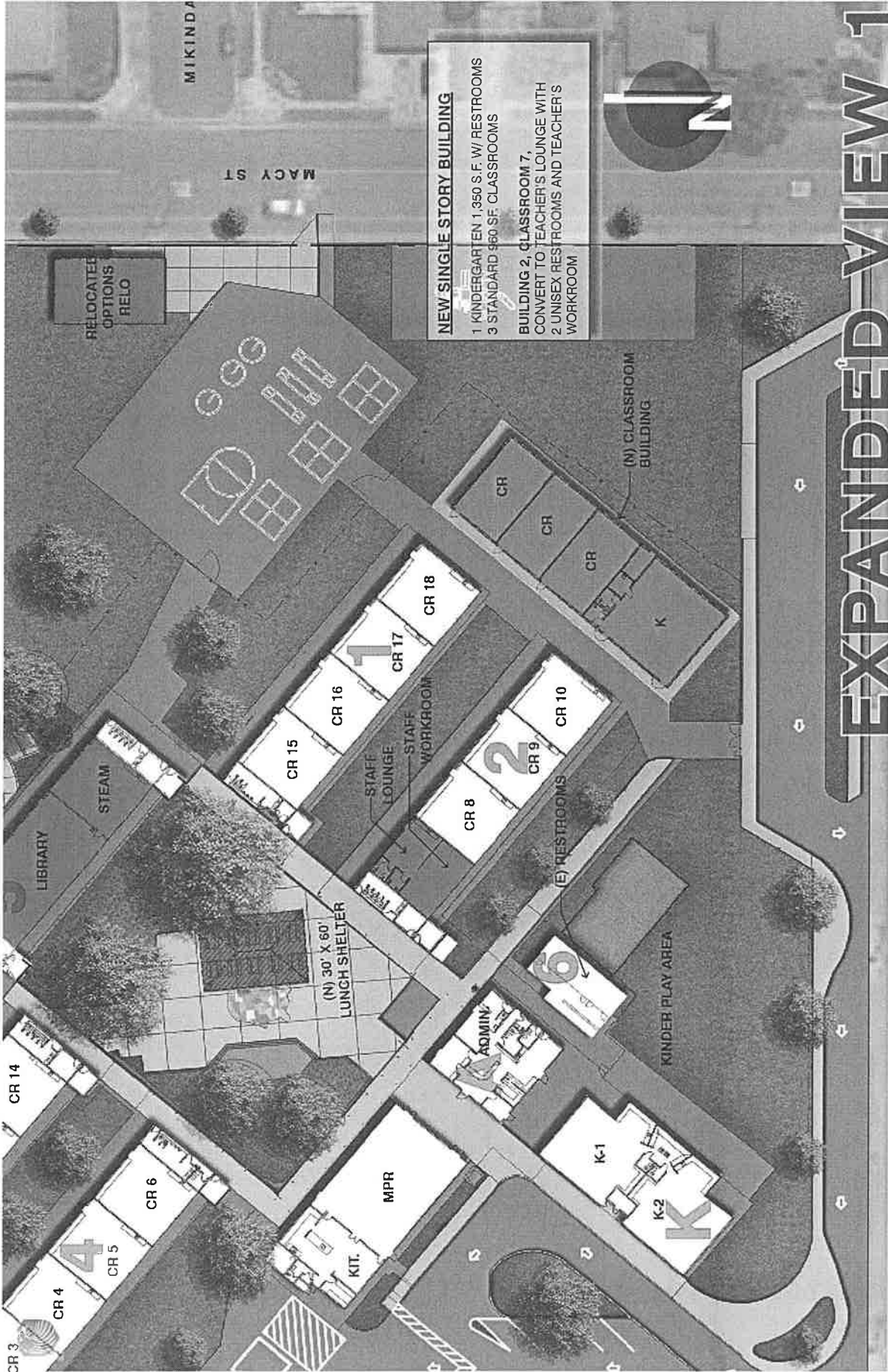
Replace as a part of the Measure LL work.

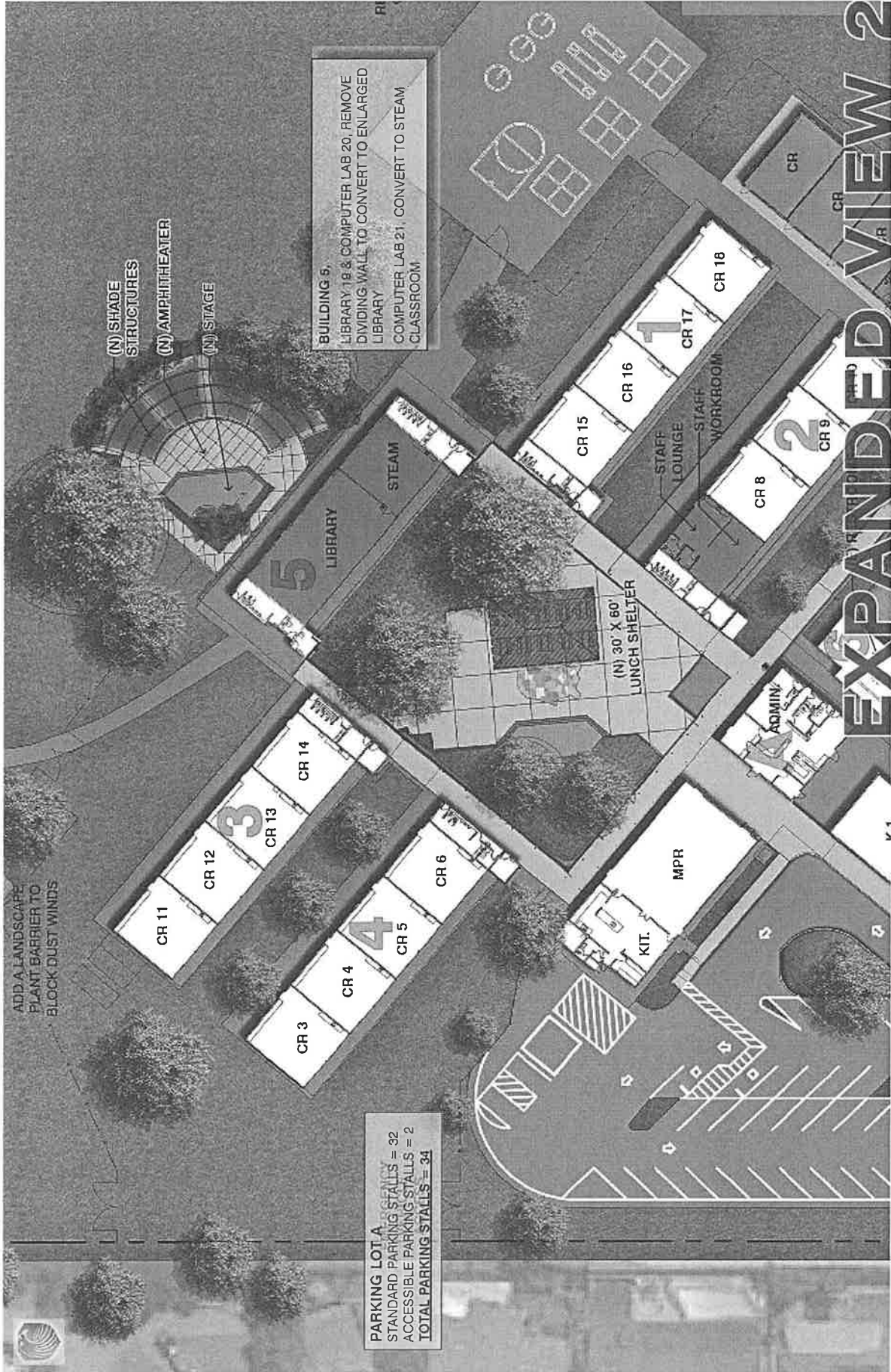


**NEW SINGLE STORY BUILDING**  
 (1) KINDERGARTEN 1,950 SF, W/ RESTROOMS  
 (3) STANDARD 950 SF CLASSROOMS  
**BUILDING 2, CLASSROOM 7**  
 CONVERT TO TEACHERS LOUNGE WITH  
 (2) UNISEX RESTROOMS AND TEACHERS  
 WORKROOM  
**BUILDING 5,**  
 LIBRARY 19 & COMPUTER LAB 20, REMOVE  
 DIVIDING WALL TO CONVERT TO ENLARGED  
 LIBRARY  
 COMPUTER LAB 21, CONVERT TO STEAM  
 CLASSROOM

**PARKING LOT A**  
 STANDARD PARKING STALLS = 32  
 ACCESSIBLE PARKING STALLS = 2  
**TOTAL PARKING STALLS = 34**

**MODERNIZATION**





**PARKING LOT A**  
STANDARD PARKING STALLS = 32  
ACCESSIBLE PARKING STALLS = 2  
TOTAL PARKING STALLS = 34



COST ANALYSIS

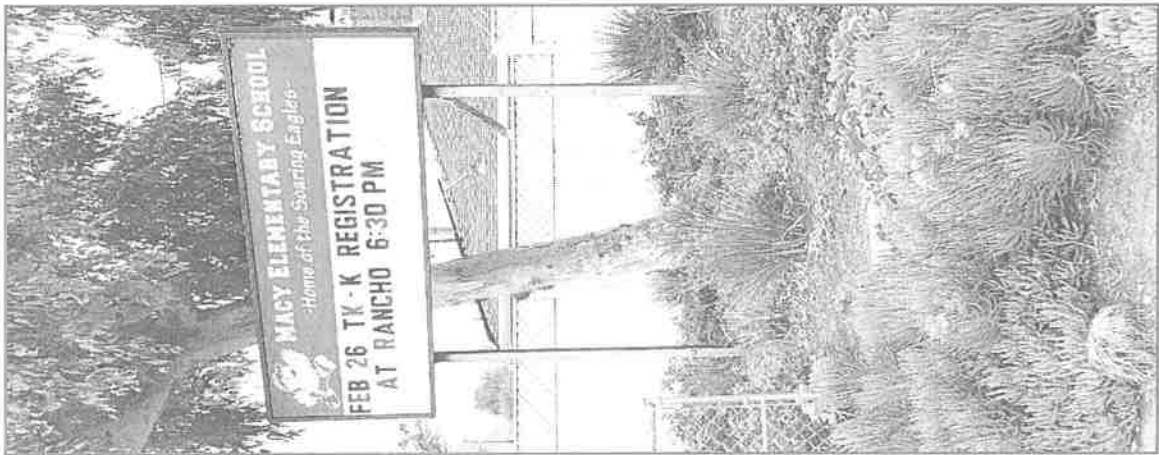
MACY ELEMENTARY SCHOOL



MACY ELEMENTARY SCHOOL - COST ANALYSIS

1.0 HVAC/ELECTRICAL POWER DISTRIBUTION				28,968 s.f. @	\$75.00 /s.f. =	\$2,172,600
ELECTRICAL SERVICE				0 LS @	\$250,000 =	\$0
ROOFING				28,968 s.f. @	\$55.00 /s.f. =	\$1,593,240
FIRE ALARM				33,288 s.f. @	\$17.00 /s.f. =	\$565,896
SEWER				1 LS @	\$145,000 =	\$145,000
<b>TOTAL</b>						<b>\$4,476,736</b>
2.0 PORTABLES TO PERMANENT	3 @	960 s.f. =		2,880 s.f. @	\$500.00 /s.f. =	\$1,440,000
Classrooms	1 @	1,920 s.f. =		1,920 s.f. @	\$500.00 /s.f. =	\$960,000
Pre-School/Kindergarten				4,800 s.f.		
Subtotal						
Restore Admin. Gray Area				828 s.f. @	\$202.50 /s.f. =	\$167,670
Convert CR7 to Staff Workroom/Lounge				920 s.f. @	\$202.50 /s.f. =	\$186,300
Convert Library/Comp Labs to Library/Steam				2,910 s.f. @	\$202.50 /s.f. =	\$589,275
Site Development						
Central Quad Stage and Paving				12,000 s.f. @	\$35.00 /s.f. =	\$420,000
Lunch Shelter, 30' x 60'				1 ea. @	\$200,000 /ea. =	\$200,000
Amphitheater				7,000 s.f. @	\$75.00 /s.f. =	\$525,000
Relocate Options Child Care				1 LS @	\$400,000 /s.f. =	\$400,000
<b>TOTAL</b>						<b>\$4,888,245</b>
3.0 MODERNIZATION						
FCI 0 - NEW or RECENTLY MODERNIZED	0 s.f. @				\$0.00 /s.f. =	\$0
(Deferred maintenance, new carpet, paint touch-up, etc.)						
FCI 1 - MINOR MODERNIZATION	0 s.f. @				\$0.00 /s.f. =	\$0
(Repairing or touching up the existing finishes and systems. New paint, carpet, ceiling tiles, casework repair, re-lamping light fixtures, etc.)						
FCI 2 - STANDARD MODERNIZATION	0 s.f. @				\$182.50 /s.f. =	\$0
(Remove and replace existing finishes down to the studs. New wall finishes, ceilings, flooring, casework, doors & hardware, plumbing, classroom electrical power & low voltage)						
FCI 3 - MAJOR MODERNIZATION	25,138 s.f. @				\$202.50 /s.f. =	\$5,090,445
(Standard modernization plus reconfiguring or re-programming interior spaces. Repairing significant dry-rot or termite damage. Replacing exterior finishes. New windows)						
FCI 4 - REPLACEMENT	0 s.f. @				\$0.00 /s.f. =	\$0
(Remove and replace)						
<b>TOTAL</b>						<b>\$5,090,445</b>

CONSTRUCTION COST TOTAL = \$14,455,426



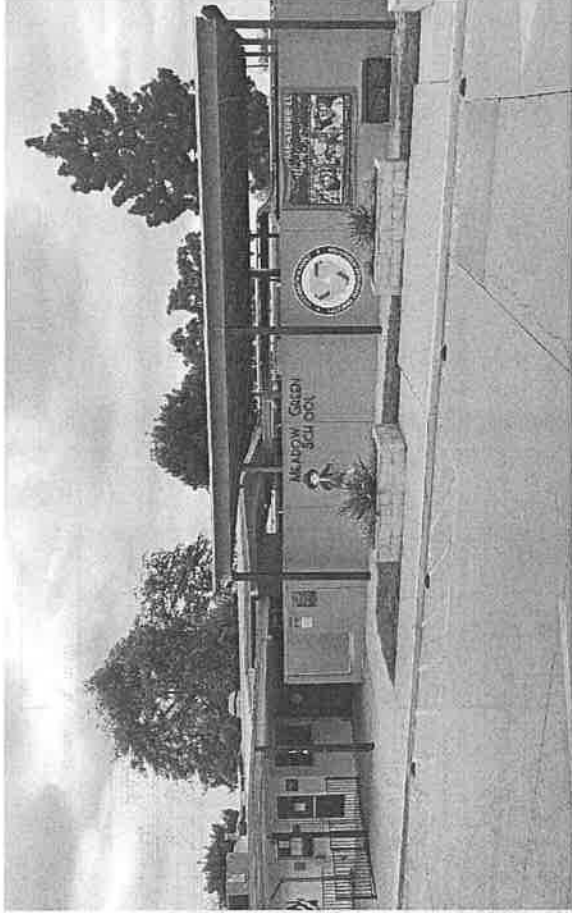


LOWELL JOINT  
SCHOOL  
DISTRICT

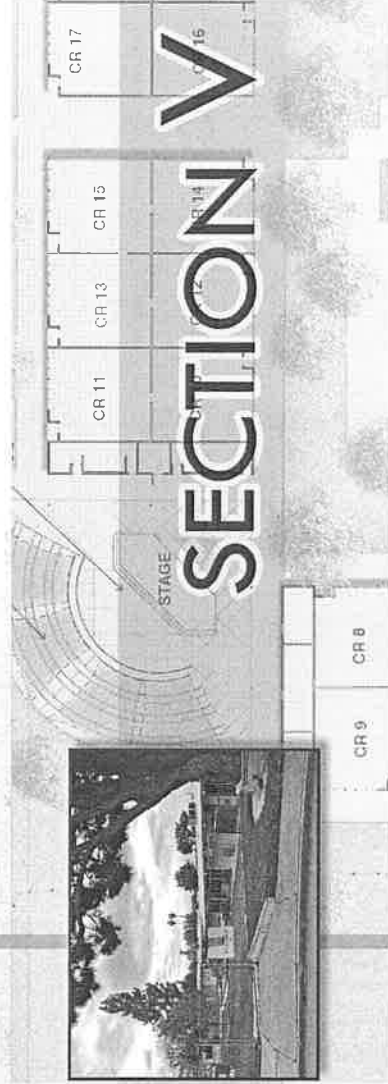
A TRADITION OF  
EXCELLENCE  
SINCE 1906

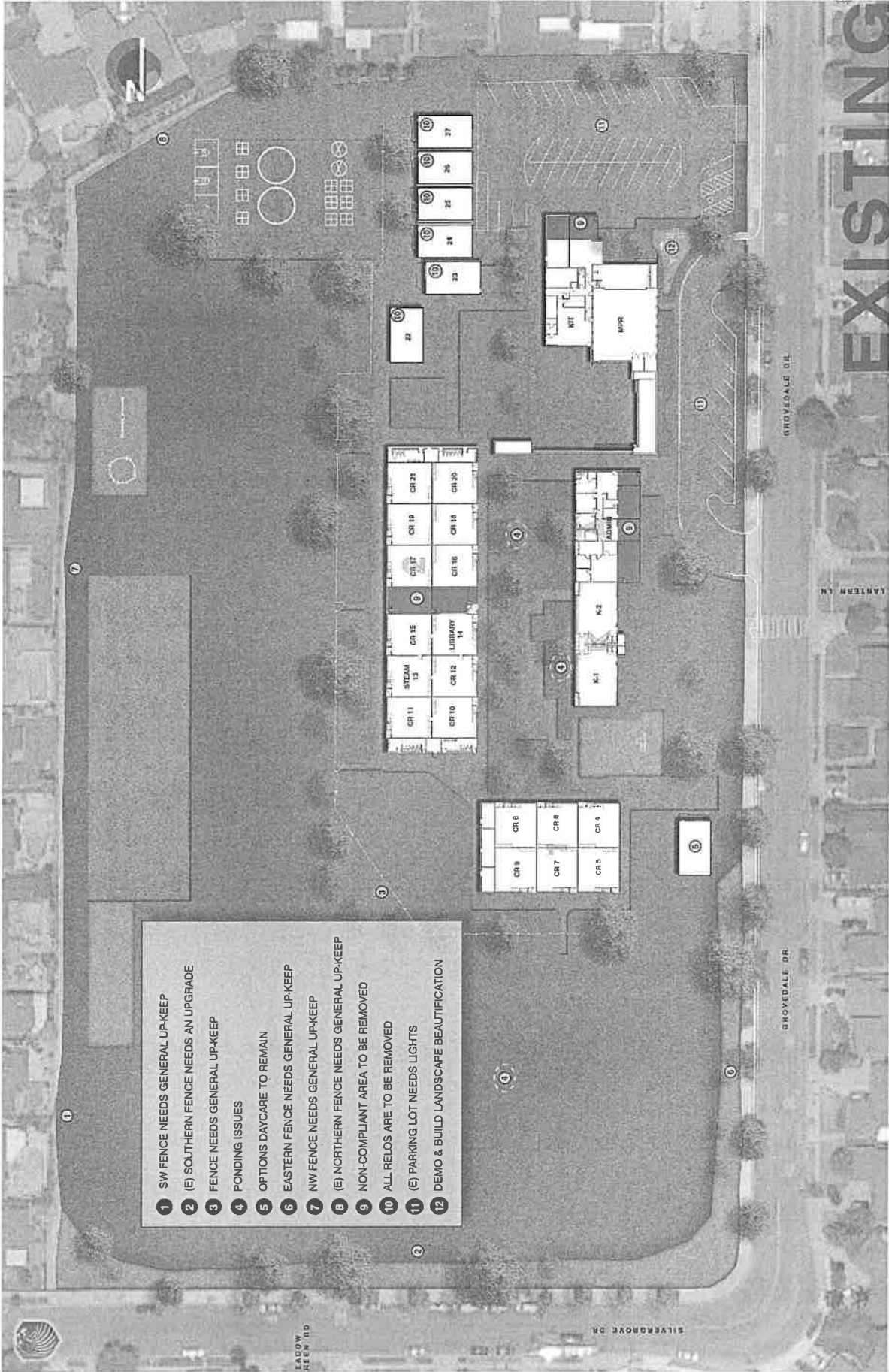
*"Home of Scholars  
and Champions"*

FRAMEWORK FOR THE NEXT GENERATION  
20 YEARS IN THE MAKING



MEADOW GREEN ELEMENTARY SCHOOL



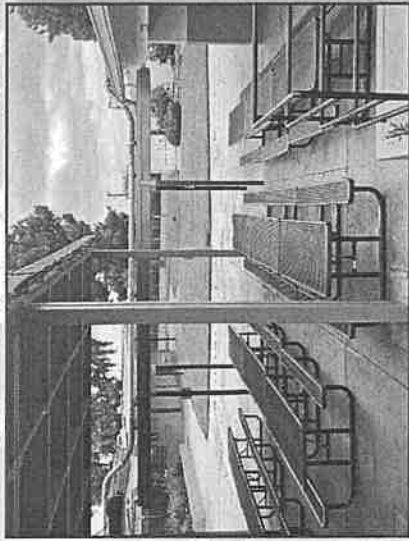


- 1 SW FENCE NEEDS GENERAL UP-KEEP
- 2 (E) SOUTHERN FENCE NEEDS AN UPGRADE
- 3 FENCE NEEDS GENERAL UP-KEEP
- 4 PONDING ISSUES
- 5 OPTIONS DAYCARE TO REMAIN
- 6 EASTERN FENCE NEEDS GENERAL UP-KEEP
- 7 NW FENCE NEEDS GENERAL UP-KEEP
- 8 (E) NORTHERN FENCE NEEDS GENERAL UP-KEEP
- 9 NON-COMPLIANT AREA TO BE REMOVED
- 10 ALL RELOS ARE TO BE REMOVED
- 11 (E) PARKING LOT NEEDS LIGHTS
- 12 DEMO & BUILD LANDSCAPE BEAUTIFICATION

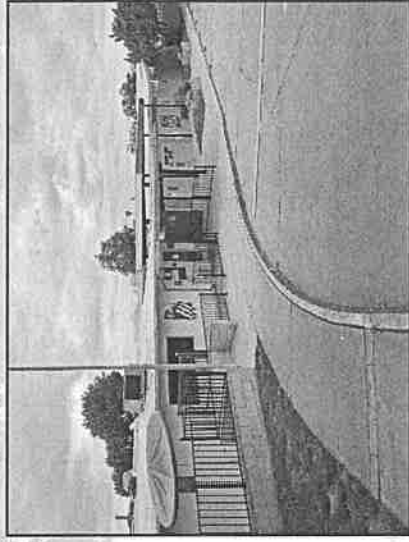
EXISTING



Front Entrance



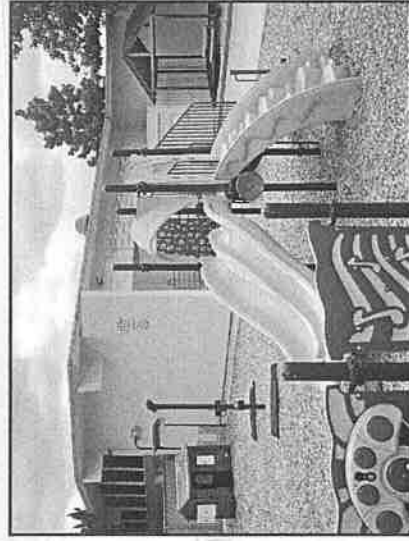
Lunch Courtyard



Student Drop Off



Main Utilities



Kindergarten Play Area

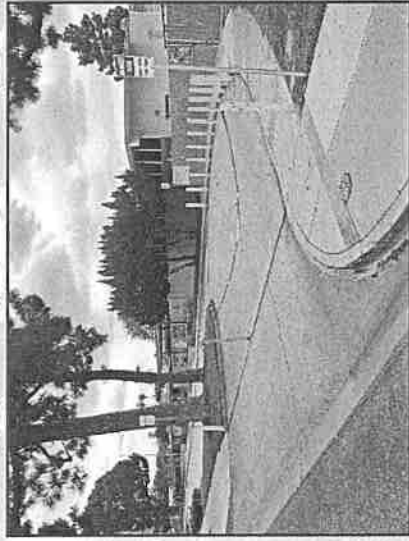


Landscaping

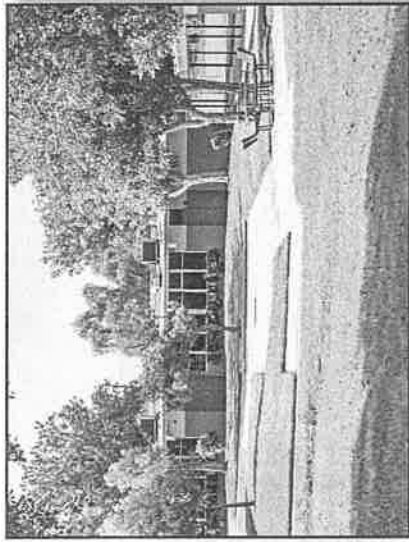




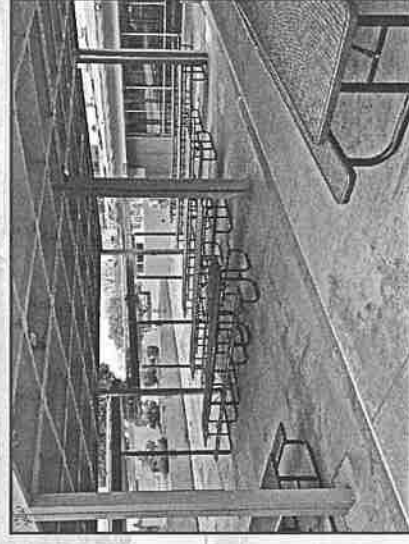
Bicycle Rack



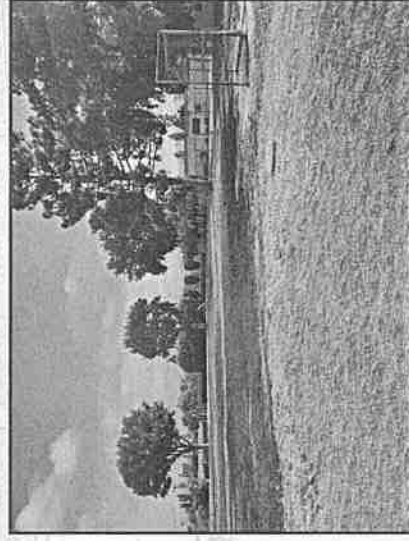
Entrance from Street



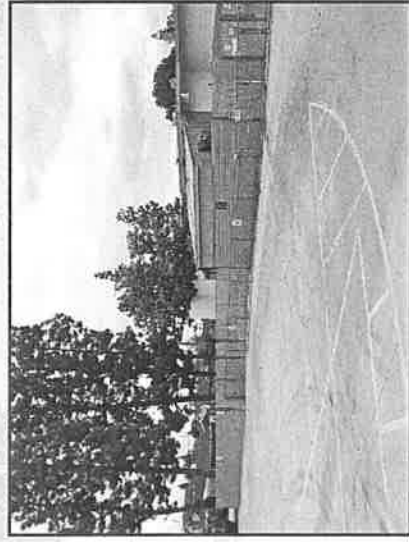
Courtyard



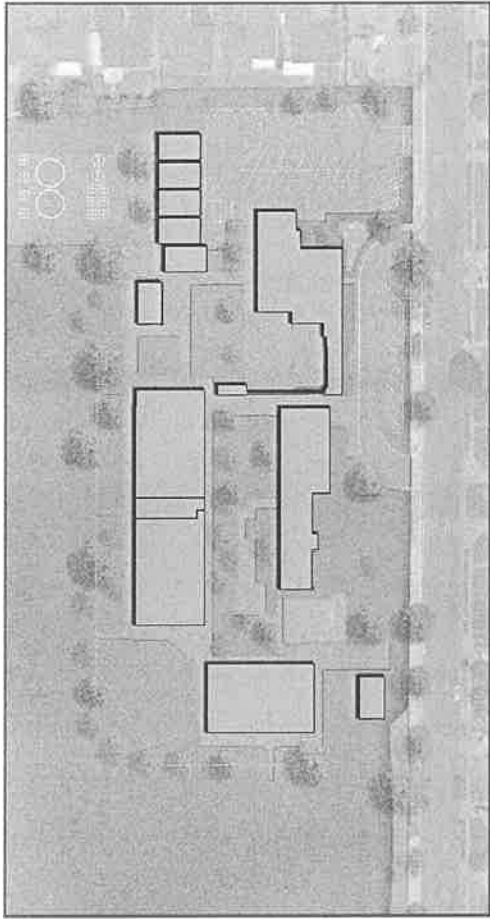
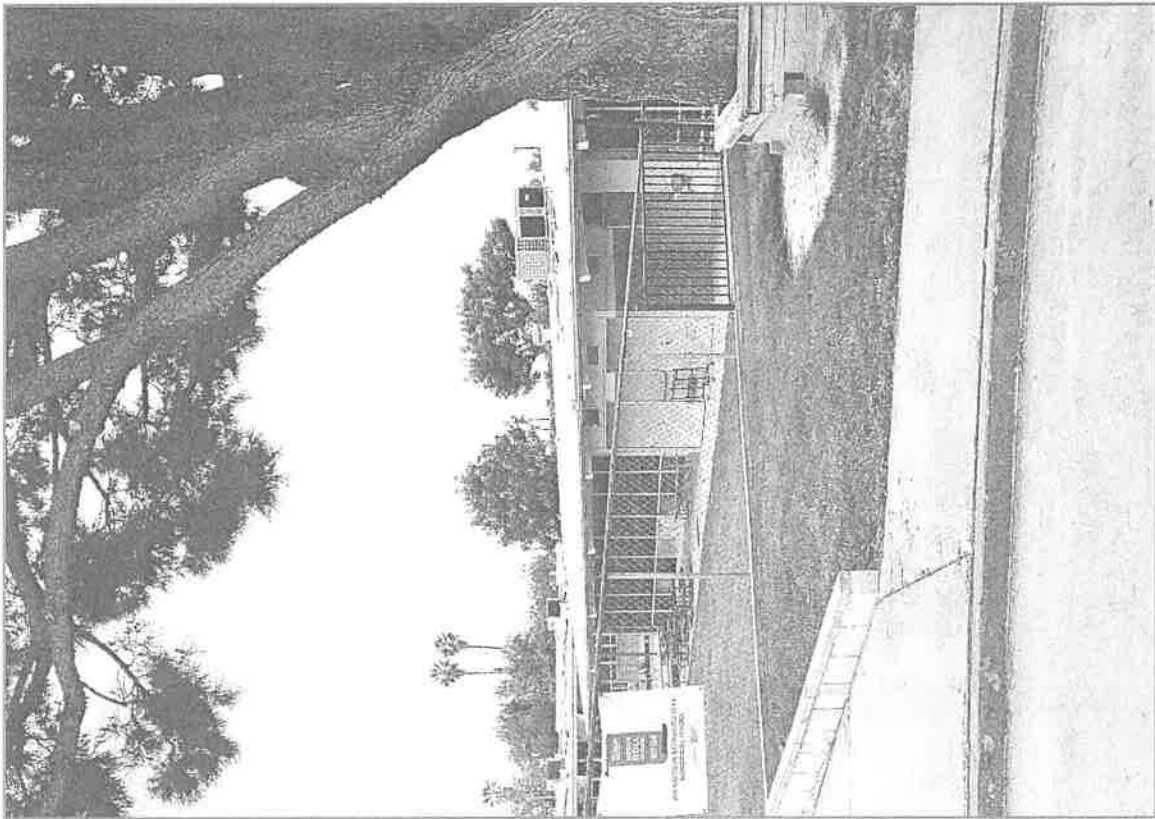
Lunch Shelter



Practice Field



Parking Lot



EXISTING BLDG AREA CALC

MEADOW GREEN ELEMENTARY



MEADOW GREEN ELEMENTARY - EXISTING BUILDING AREA CALCULATION	
Administration Building	3,741 s.f.
Multipurpose Building	6,477 s.f.
Kindergarten Building	2,679 s.f.
Building 1	6,844 s.f.
Building 2	14,024 s.f.
<b>SUBTOTAL</b>	<b>33,765 s.f.</b>
Relocatable Classroom Buildings (7 @ 960 s.f.)	6,720 s.f.
Relocatable Toilet Buildings (0 @ 480 s.f.)	0 s.f.
<b>SUBTOTAL</b>	<b>6,720 s.f.</b>
<b>TOTAL</b>	<b>40,485 s.f.</b>

**MEADOW GREEN ELEMENTARY SCHOOL FACILITY ASSESSMENT**

**FACILITY CONDITION INDEX (FCI)**

- FCI 0 NEW or RECENTLY MODERNIZED  
(Deferred maintenance, new carpet, paint touch-up, etc.)
- FCI 1 MINOR MODERNIZATION  
(Repairing or touching up the existing finishes and systems. New paint, carpet, ceiling tiles, casework repair, re-lamping light fixtures, etc.)
- FCI 2 STANDARD MODERNIZATION  
(Remove and replace existing finishes down to the studs. New wall finishes, ceilings, flooring, casework, doors & hardware, plumbing, HVAC, electrical power & low voltage)
- FCI 3 MAJOR MODERNIZATION  
(Standard modernization plus reconfiguring or re-programming interior spaces. Repairing significant dry-rot or termite damage. Replacing exterior finishes. New windows). El Portal qualifies as a Major Modernization due to significant dry-rot of the exterior glu-lam beams and the need for new window systems. Exterior finishes are ok as is.
- FCI 4 REPLACEMENT  
(Remove and replace)

CURRENT ENROLLMENT: 535 students

CURRENT GRADE LEVELS: K-6

**GREATEST NEEDS:**

Remove and replace six (6) existing portable classroom buildings with a new one-story building. Remove non-certified construction at the Administration Building and Building 2.

**PORTABLES TO PERMANENT:**

Remove six (6) existing portable buildings. Provide a new one-story building centralizing the Early Education program by including three (3) kindergarten classrooms (1,250 s.f. ea), two (2) pre-school classrooms (1,350 s.f. ea), one (1) TK classroom (1,350 s.f.), one (1) Special Education classroom (960 s.f.), one (1) standard classroom (960 s.f.). Also provide offices for Counseling, Intervention Speech and ELD (960 s.f. total) and single occupancy restrooms for students and staff. The new building is proposed to be located at the northwest side of the site west of the existing parking lot.

The existing Administration Building (Building A) is to be remodeled to remove the non-certified area. The remodeled area will accommodate the Principal, Office Manager, Attendance Clerk and Nurse. Remodel the adjacent Kindergarten classroom to provide Staff Workroom, Lounge and restrooms. Remodel the remaining existing Kindergarten classroom into the new home for the Library. Convert existing Classrooms 4 and 6 into an Innovation Lab. Remove the non-certified area at Building 2. The existing Library shall convert to a standard classroom. The existing Options Pre-school shall remain.

**TRAFFIC/CIRCULATION:**

The drop-off and circulation in the existing north parking lot is poor. A second drive approach south of the existing is proposed. Relocate the accessible parking to the south-east. Low-level parking lot lighting is proposed with controlled light spillage to the surrounding neighborhood.

**PAVING:**

The existing asphalt and concrete paving is in fair condition. Accessible path-of-travel (POI) needs to be improved.

**FENCING:**

Remove and replace the existing perimeter fencing to the south and southwest.

V. Meadow Green Elementary School / Existing Facility Assessment

**LANDSCAPE & IRRIGATION:**

Beautify the school entry as well as around the new building. Remove and replace the existing pre-school play area to the east of the Multipurpose Building with landscape. New play area is proposed west of the new building. The existing irrigation system requires general maintenance with new valves, heads, and etc. where needed.

**ATHLETIC FIELDS:**

In general the athletic fields are in fair condition.

**ROOFING:**

Remove and replace the existing roofing as a part of the Measure LL work. The existing roof is in poor condition. Allow for 30% sheathing replacement. Replace deteriorated wood fascia as required.

**COVERED WALKWAYS:**

Remove and replace the existing roofing as a part of the Measure LL work. Replace deteriorated wood fascia as required.

**SHADE SHELTER:**

Provide new metal shade shelter(s) west of the new building.

**ACCESSIBILITY:**

Replace the existing concrete paving at the classroom entry doors to comply with maximum ADA threshold height requirements. Consider removing and replacing the concrete at the doors only in lieu of removing the entire walk.

Accessible parking will be required at all lots. Accessible drop-off areas will be required at all lots.

**MARQUEE:**

Provide a marquee mounted to the existing Administration Building.

**WINDOW SYSTEMS:**

The existing windows are in very poor condition. Remove and replace.

**SIGNAGE:**

Provide dual language accessible signage.

**UTILITIES:**

Replace the sewer as part of the Measure LL work.

**SEWER:**

Replace in future phases.

**DOMESTIC WATER:**

Ponding occurs west of the Kindergarten and Administration Buildings.

**STORM DRAIN:**

Remove and replace existing underground site gas piping in future phases. Add an earthquake valve.

**GAS:**

Remove and replace the original three phase Main Service Board (MSB), feeders & panels as a part of the Measure LL work. Trench site and install conduits for three phase power, fire alarm, and low voltage systems.

**POWER:**

Existing to remain. New lights installed as a part of the Prop 39 work.

**LIGHTING:**

Remove and replace the old Rauland System with Musiac paging interior & exterior.

**CLOCK/INTERCOM:**

Protect the existing DMP system currently serving Computer Rooms 12 & 19.

**SECURITY:**

Replace as part of the Measure LL work.

**FIRE ALARM:**

Replace as part of the Measure LL work.

**HVAC:**



**NEW SINGLE STORY BUILDING**

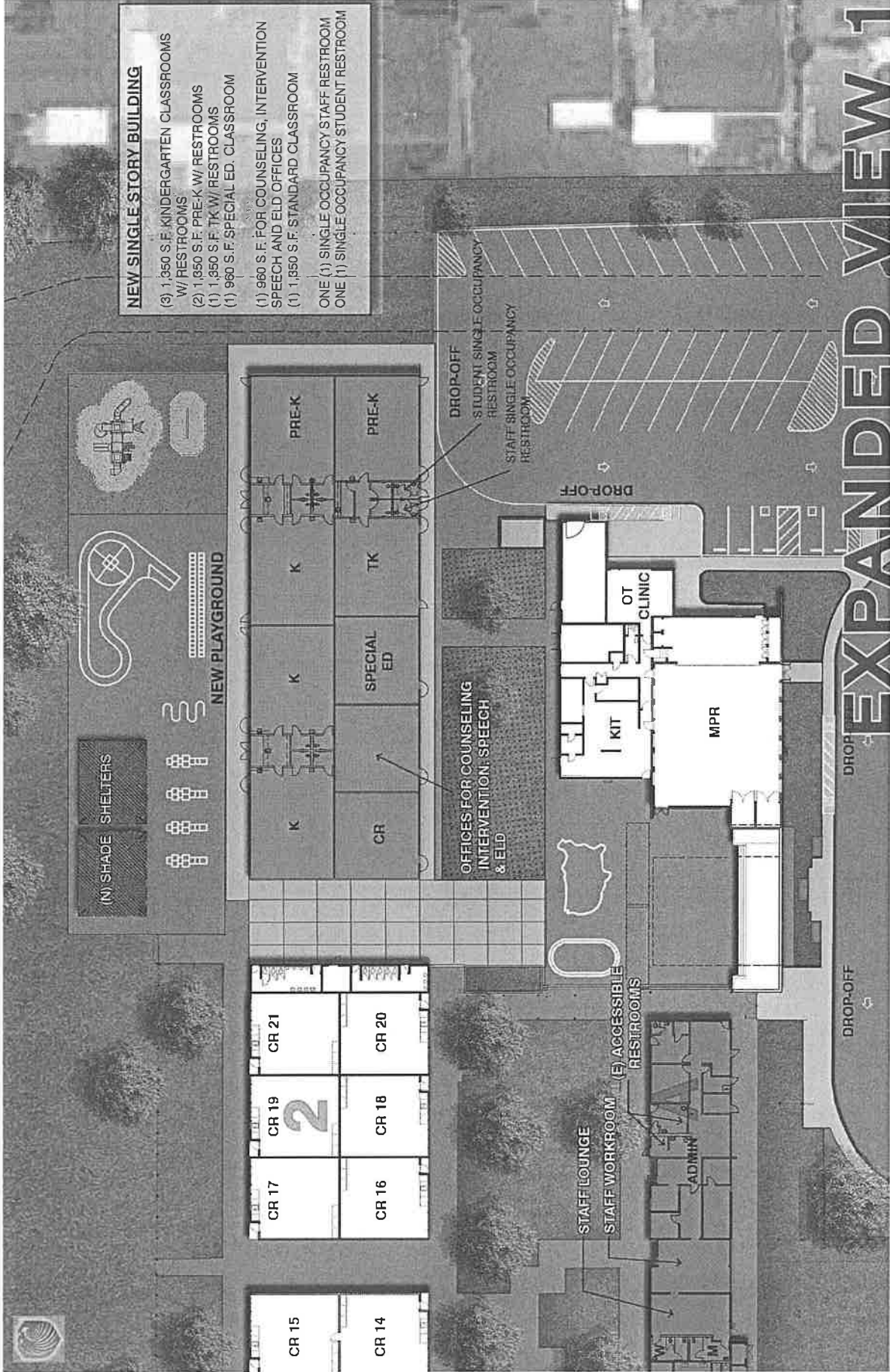
- (2) 1,350 S.F. KINDERGARTEN CLASSROOMS
- (2) RESTROOMS
- (2) 1,350 S.F. PRE-K W/ RESTROOMS
- (1) 1,350 S.F. TK W/ RESTROOMS
- (1) 950 S.F. SPECIAL ED. CLASSROOM
- (1) 900 S.F. FOR COUNSELING, INTERVENTION SPEECH AND ELD OFFICES
- (1) 1,350 S.F. STANDARD CLASSROOM

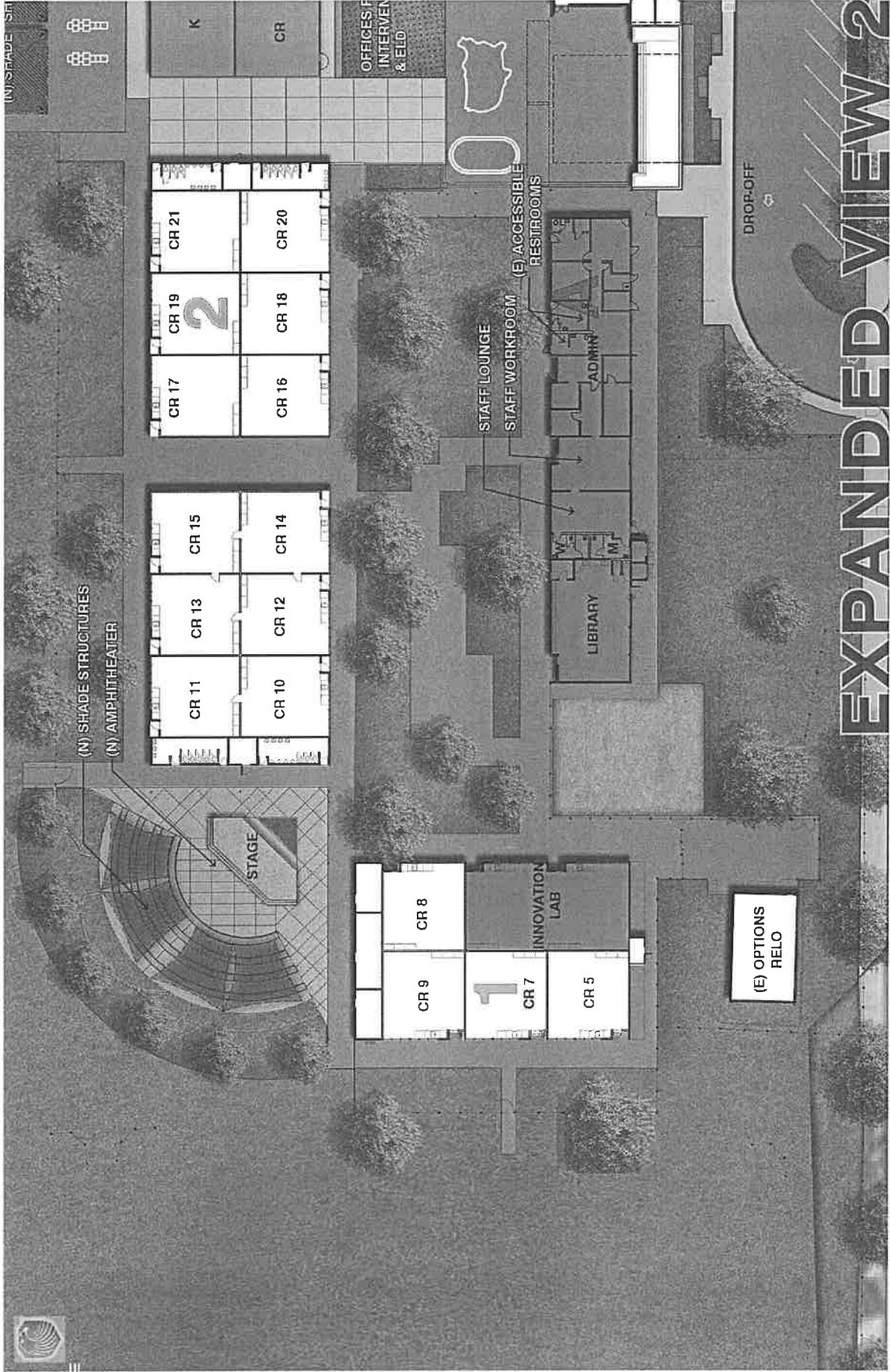
ONE (1) SINGLE OCCUPANCY STAFF RESTROOM

ONE (1) SINGLE OCCUPANCY STUDENT RESTROOM

MODERNIZATION

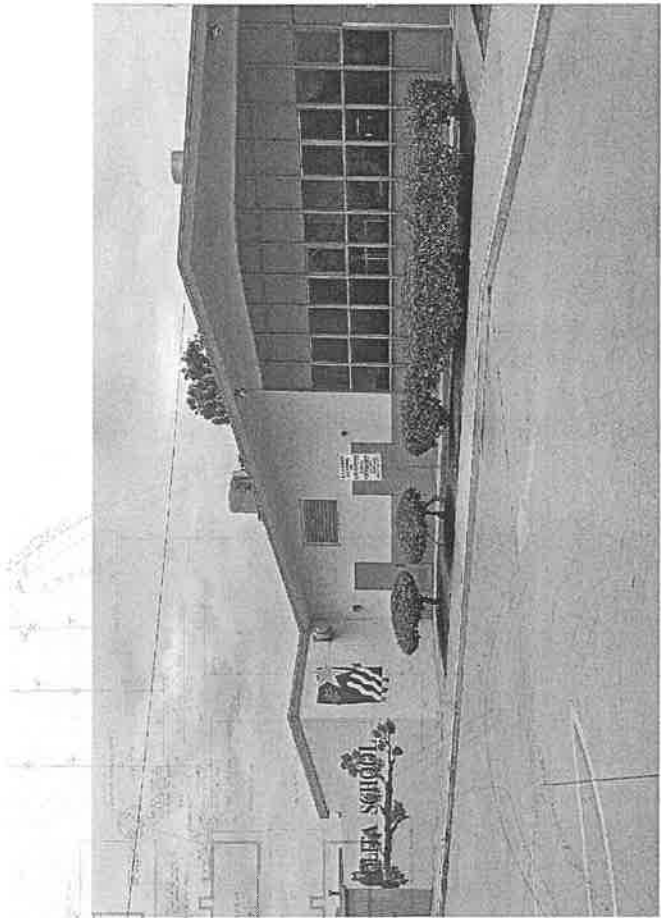




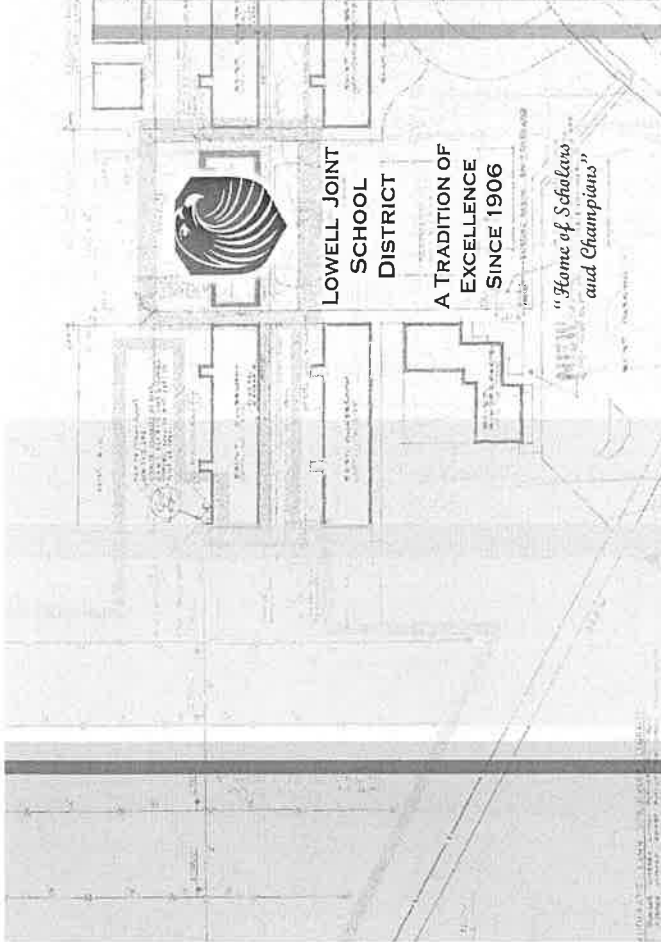


EXPANDED VIEW 2





# OLITA ELEMENTARY SCHOOL

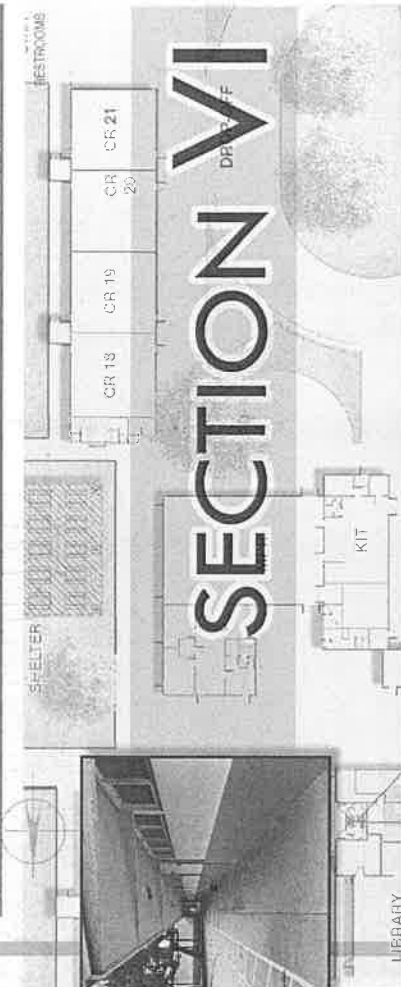


**LOWELL JOINT  
SCHOOL  
DISTRICT**

**A TRADITION OF  
EXCELLENCE  
SINCE 1906**

*"Home of Scholars  
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**FRAMEWORK FOR THE NEXT GENERATION  
20 YEARS IN THE MAKING**

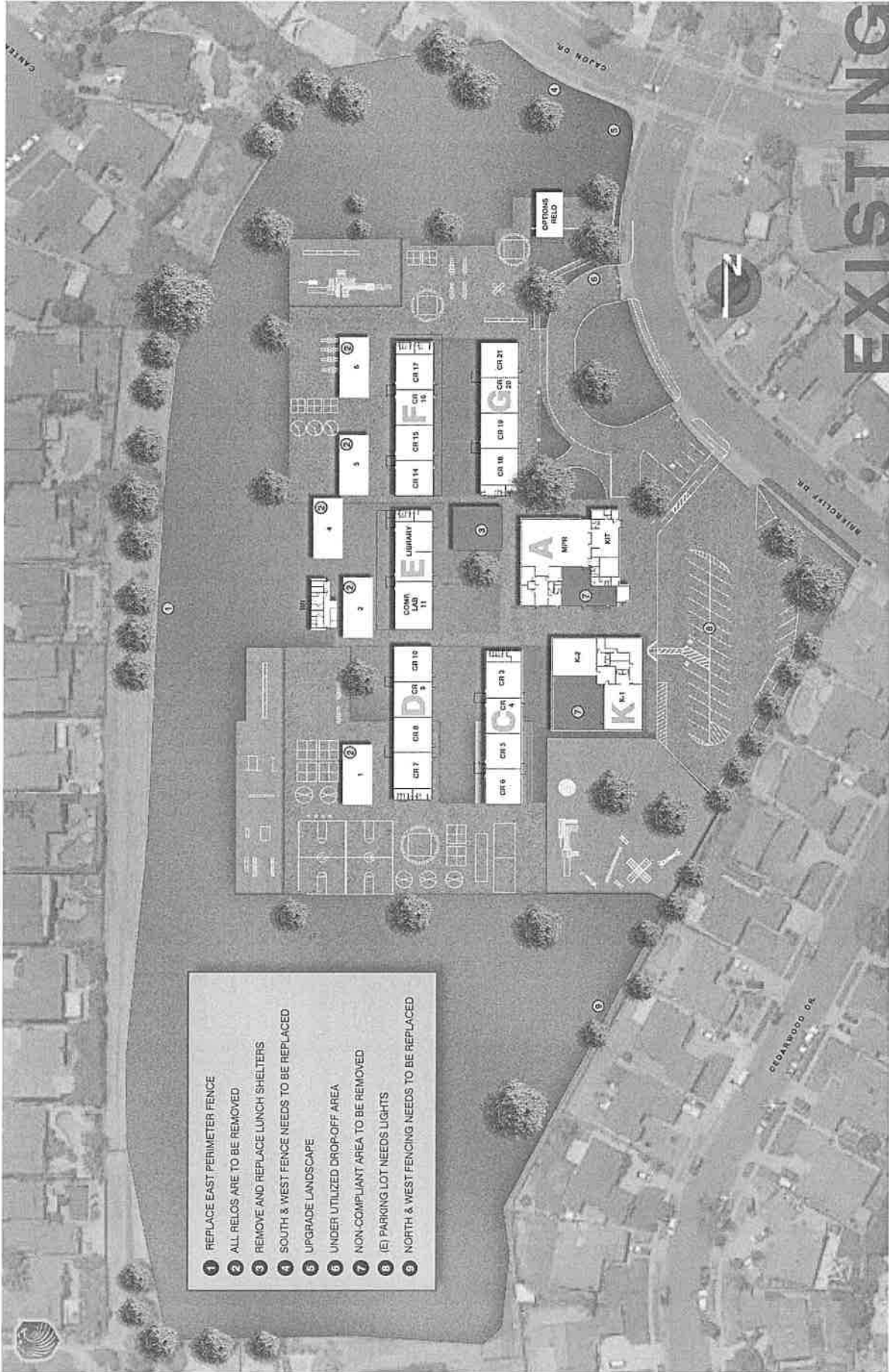


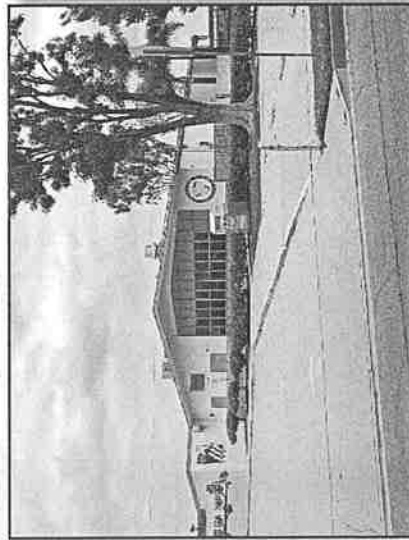
# SECTION VI



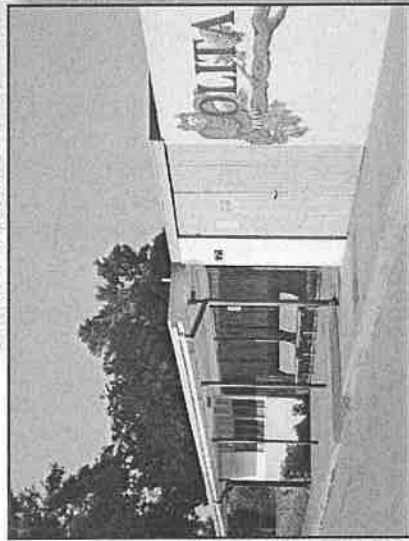
**GHATRODE BANNAN ARCHITECTS**



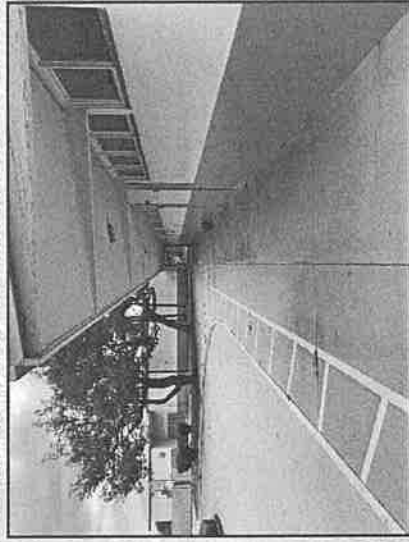




Front Entrance



Student Drop Off



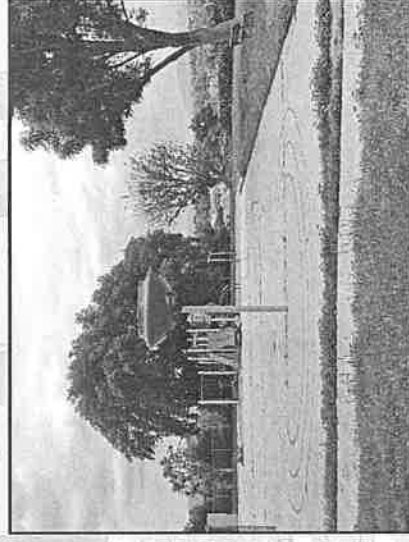
Walkway



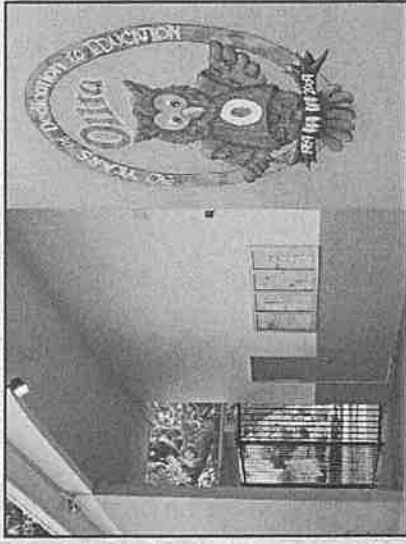
Lunch Tables



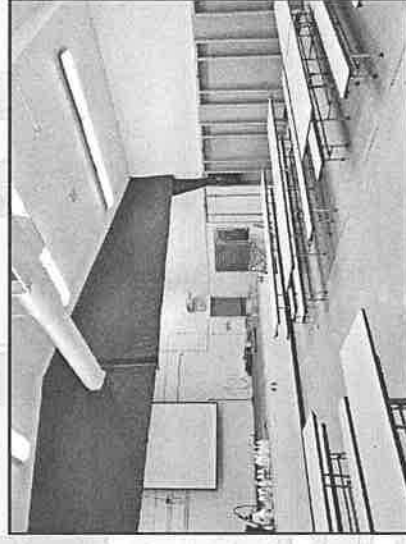
Library



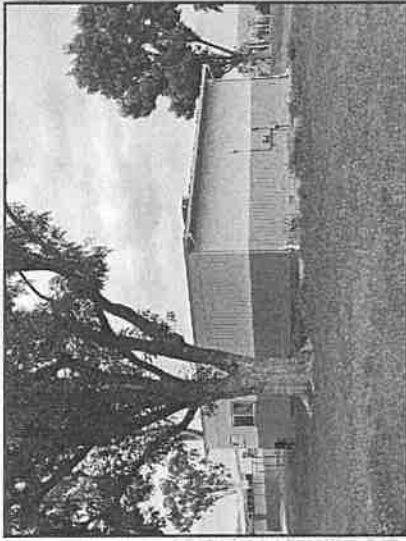
Kinder Playground



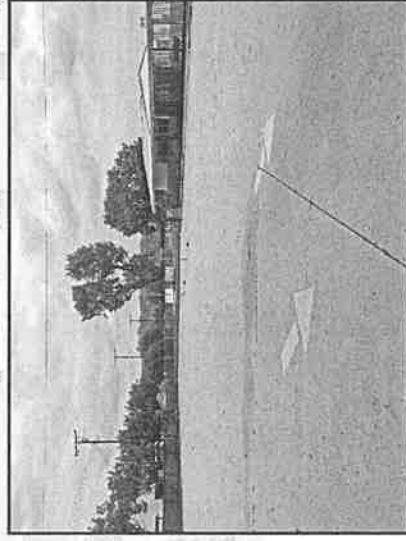
Courtyard



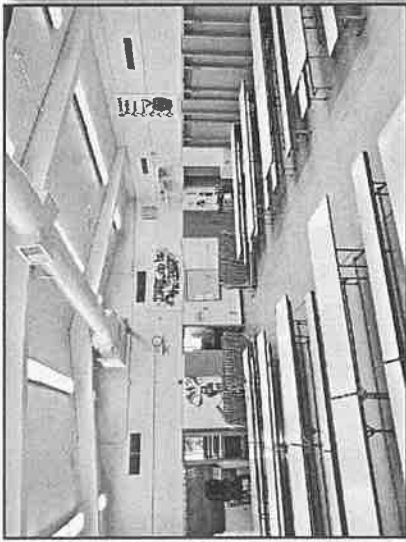
MPR Stage



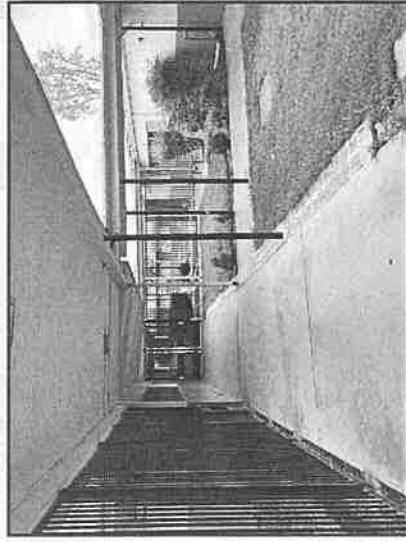
Relocatable Unit



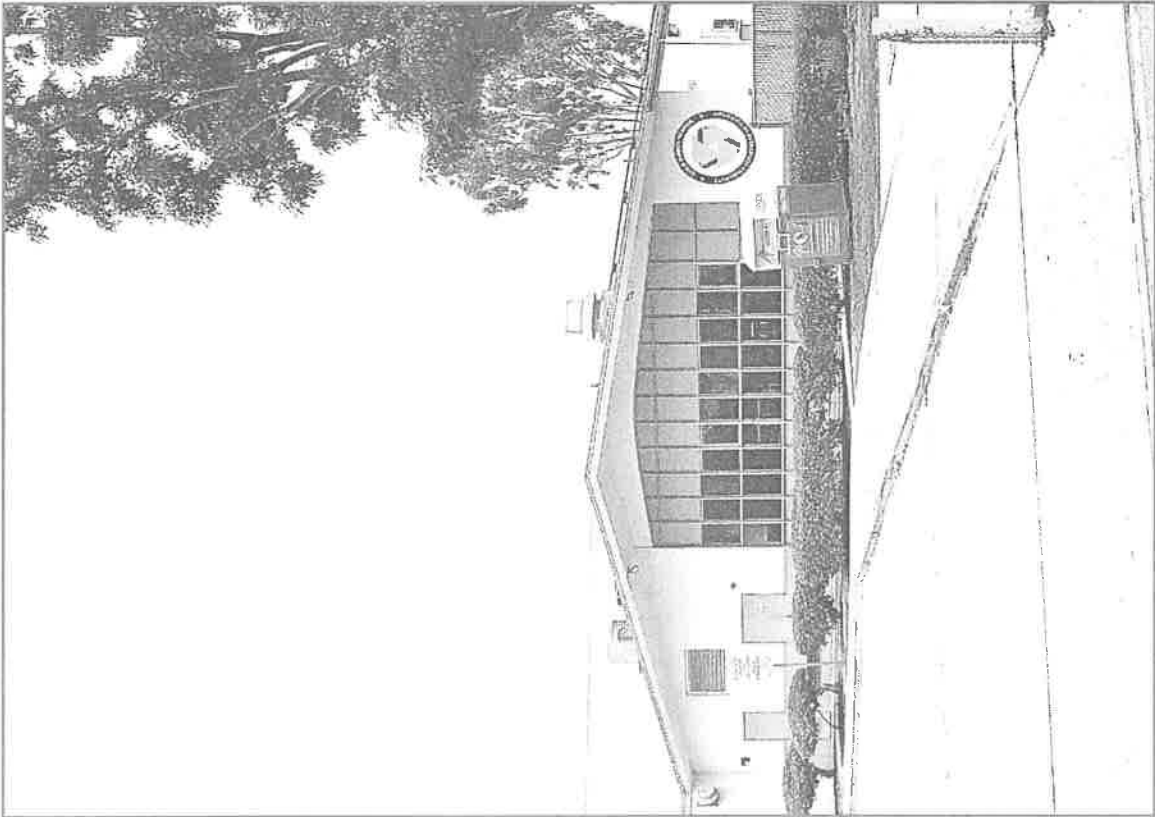
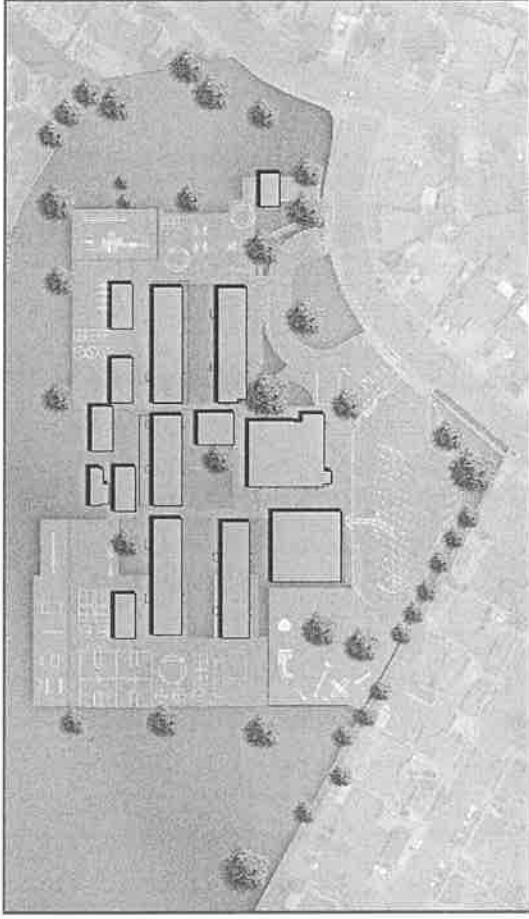
Parking Lot



Multipurpose Room



Covered Walkway



OLITA ELEMENTARY - EXISTING BUILDING AREA CALCULATION	
Building A	6,407 s.f.
Building B	3,230 s.f.
Building C	4,060 s.f.
Building D	4,424 s.f.
Building E	3,440 s.f.
Building F	4,424 s.f.
Building G	4,280 s.f.
SUBTOTAL	30,265 s.f.
Relocatable Classroom Buildings (5 @ 960 s.f.)	4,800 s.f.
Relocatable Toilet Buildings (1 @ 480 s.f.)	480 s.f.
SUBTOTAL	5,280 s.f.
<b>TOTAL</b>	<b>35,545 s.f.</b>





**OLITA ELEMENTARY SCHOOL FACILITY ASSESSMENT**

**FACILITY CONDITION INDEX (FCI)**

- FCI 0 NEW or RECENTLY MODERNIZED (Deferred maintenance, new carpet, paint touch-up, etc.)
- FCI 1 MINOR MODERNIZATION (Repairing or touching up the existing finishes and systems. New paint, carpet, ceiling tiles, casework repair, re-lamping light fixtures, etc.)
- FCI 2 STANDARD MODERNIZATION (Remove and replace existing finishes down to the studs. New wall finishes, ceilings, flooring, casework, doors & hardware, plumbing, HVAC, electrical power & low voltage)
- FCI 3 MAJOR MODERNIZATION (Standard modernization plus reconfiguring or re-programming interior spaces. Repairing significant dry-rot or termite damage. Replacing exterior finishes. New windows). El Portal qualifies as a Major Modernization due to significant dry-rot of the exterior glu-lam beams and the need for new window systems. Exterior finishes are ok as is.
- FCI 4 REPLACEMENT (Remove and replace)

**CURRENT ENROLLMENT:** 425 students

**CURRENT GRADE LEVELS:** K-6

**GREATEST NEEDS:** Remove and replace five (5) existing portable classroom buildings with two new one-story buildings. Remove non-certified construction at the Administration Building and at the Kindergarten Building.

**PORTABLES TO PERMANENT:**

Remove five (5) existing portable buildings. Replace the above area with two single-story buildings located at the south side of the site. One building shall provide four (4) standard classrooms with student and staff restrooms. The other building shall serve as the Early Learning Building and shall include two (2) kindergarten classrooms (1,250 s.f. ea.) and one (1) TK classroom (1,250 s.f.).

The existing Administration Building is to be remodeled to remove the non-certified area. It is proposed a Staff Workroom and Lounge be relocated to one of the two existing kindergarten classrooms immediately adjacent to the Administration Building. It is also proposed the other existing Kindergarten classroom be converted to a Library. The existing shade shelter gray area at the Kindergarten Building shall be removed. The existing restroom portable building at the east side of the site is to remain.

**TRAFFIC/CIRCULATION:**

The drop-off and circulation in the existing parking lot is fair. It is proposed the parking lot be expanded north of the old Kindergarten Building to add more parking. Low-level parking lot lighting is proposed with controlled light spillage to the surrounding neighborhood.

The drop-off loop and landscape area south of the Multipurpose Building shall remain as drop-off for the Early Learning Building.

**PAVING:** The existing asphalt and concrete paving is in fair condition. Accessible path-of-travel (POT) needs to be improved.

**FENCING:**

Remove and replace the existing perimeter fencing to the south and east as it is in very poor condition.

**LANDSCAPE & IRRIGATION:**

Beautify the school entry as well as around the new buildings. The existing irrigation system requires general maintenance with new valves, heads, and etc. where needed.

**ATHLETIC FIELDS:**

In general, the athletic fields are in fair condition.

**ROOFING:**

Remove and replace the existing roofing as a part of the Measure LL work.

**COVERED WALKWAYS:**

Remove and replace the existing roofing as a part of the Measure LL work.

**LUNCH SHELTERS:**

Provide new metal lunch shelter(s) east of the Multipurpose Building. The existing shade shelter gray area at the Kindergarten Building shall be replaced with a metal shade shelter(s) near the Early Learning Building.

**ACCESSIBILITY:**

Replace the existing concrete paving at the classroom entry doors to comply with maximum ADA threshold height requirements. Consider removing and replacing the concrete at the doors only in lieu of removing the entire walk. The main east/west path-of-travel sidewalks are in very poor condition. The existing accessible parking and drop-off will be updated to meet current code.

**MARQUEE:**

Provide a marquee mounted to the west side of the Multipurpose Building or new building.

**WINDOW SYSTEMS:**

The existing windows are in very poor condition. Remove and replace. The west side windows of the Multipurpose Building are susceptible to heat gain.

**SIGNAGE:**

Provide dual language accessible signage.

**UTILITIES:**

**SEWER:**

Replace the sewer as part of the Measure LL work.

**DOMESTIC WATER:**

Replace in future phases.

**GAS:**

Remove and replace existing underground site gas piping in future phases. Add an earthquake valve.

**POWER:**

Remove and replace the original three-phase gear as a part of the Measure LL work.

**LIGHTING:**

Existing to remain. New lights installed as a part of the Prop 39 work.

**CLOCK/INTERCOM:**

The existing Bogen system shall remain.

**SECURITY:**

Add security in future phases.

**FIRE ALARM:**

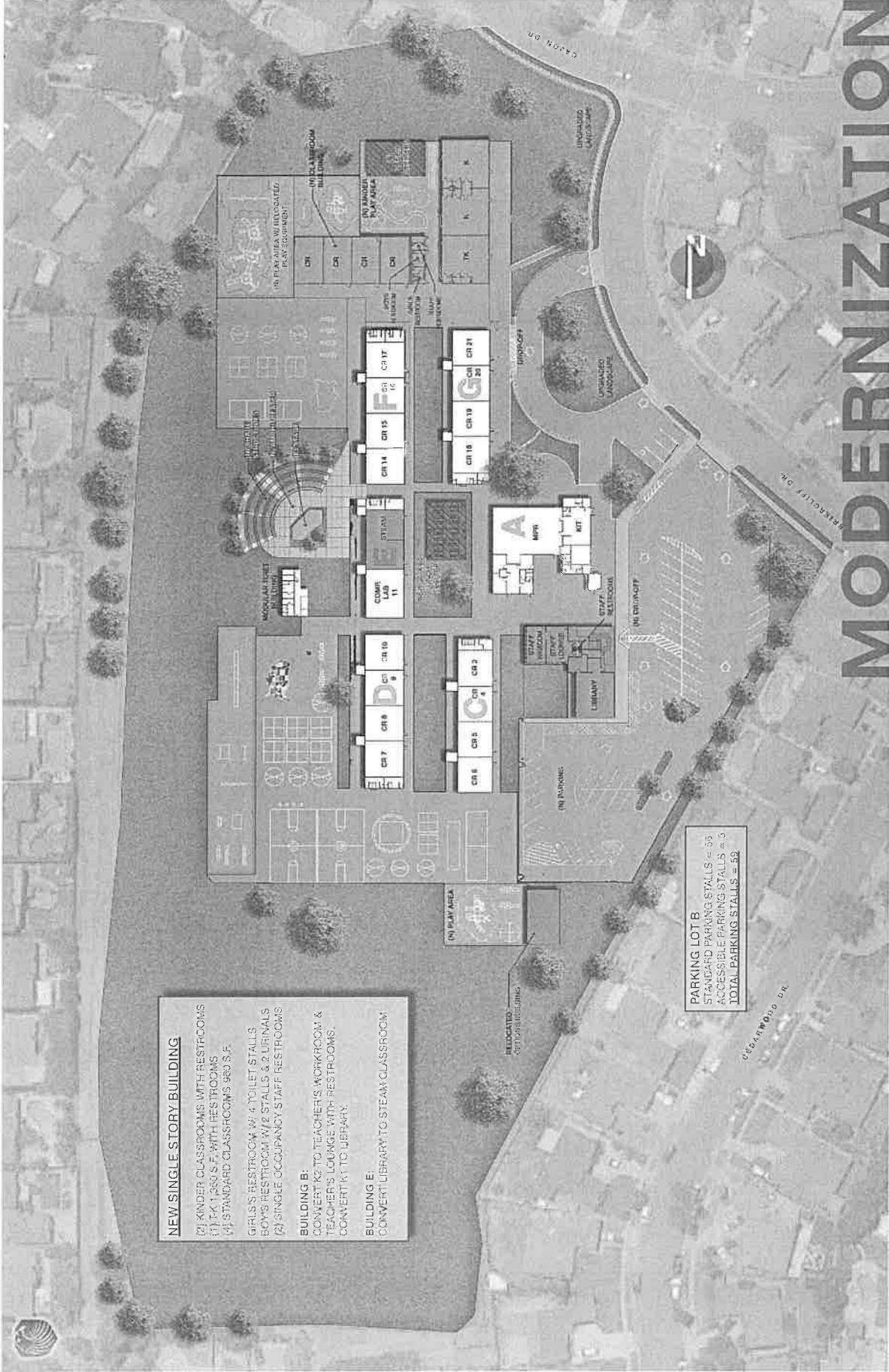
The existing Silent Knight fire alarm system is relatively new. Replacement is not required.

**FIRE SPRINKLERS:**

The existing system is abandoned. This system leaks damaging adjacent finishes. Consider demolition.

**HVAC:**

Replace the HVAC system as part of the Measure LL work.



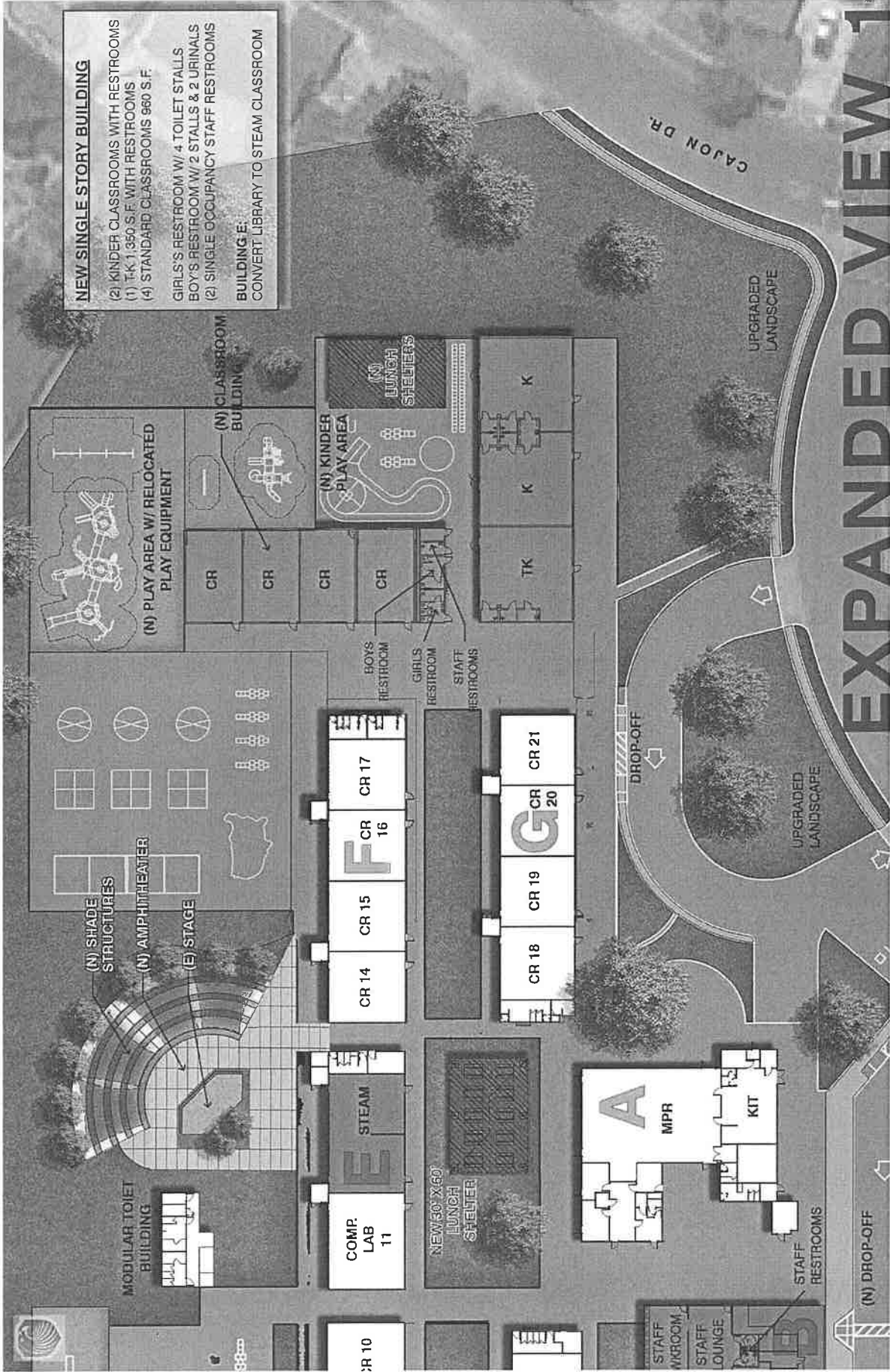
# MODERNIZATION

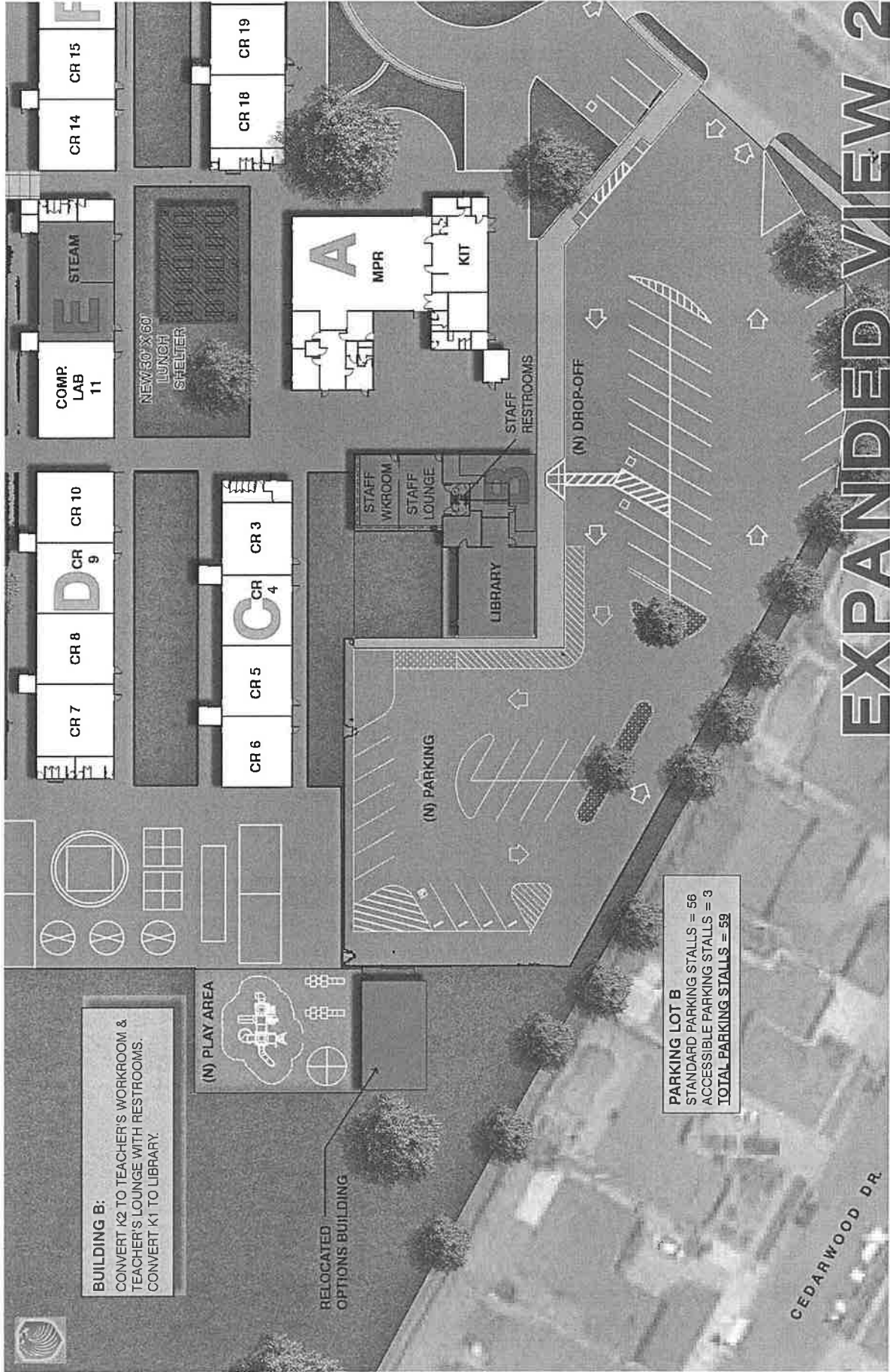
**NEW SINGLE STORY BUILDING:**  
 (2) KINDER CLASSROOMS WITH RESTROOMS  
 (1) TK 1, 550 S.F. WITH RESTROOMS  
 (4) STANDARD CLASSROOMS 960 S.F.  
 GIRLS RESTROOM W/ 4 TOILET STALLS  
 BOYS RESTROOM W/ 6 STALLS & 2 URINALS  
 (2) SINGLE OCCUPANCY STAFF RESTROOMS

**BUILDING B:**  
 CONVERTING TO TEACHER'S WORKROOM & TEACHER'S LOUNGE WITH RESTROOMS. CONVERT IT TO LIBRARY.

**BUILDING E:**  
 CONVERT LIBRARY TO STEAM CLASSROOM.

**PARKING LOT B**  
 STANDARD PARKING STALLS = 55  
 ACCESSIBLE PARKING STALLS = 3  
 TOTAL PARKING STALLS = 58





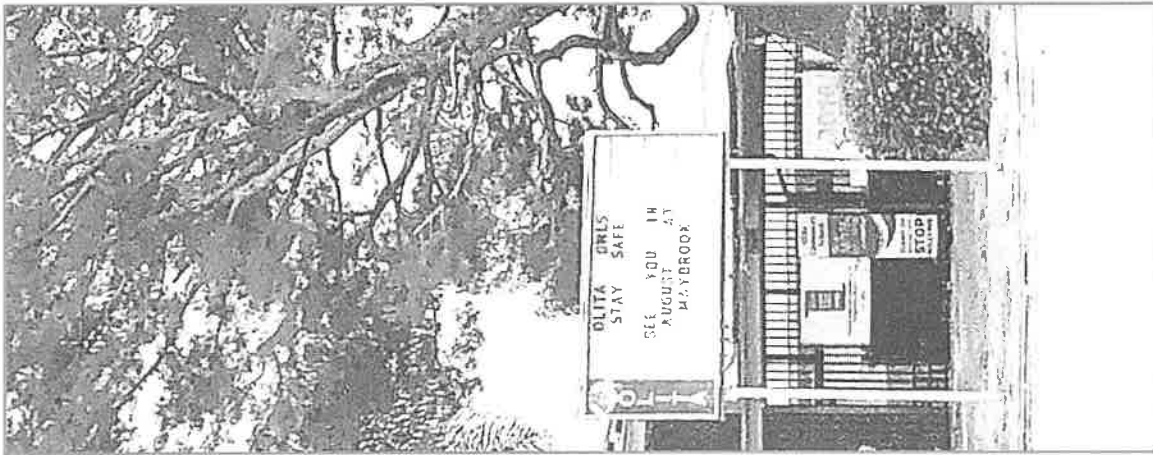




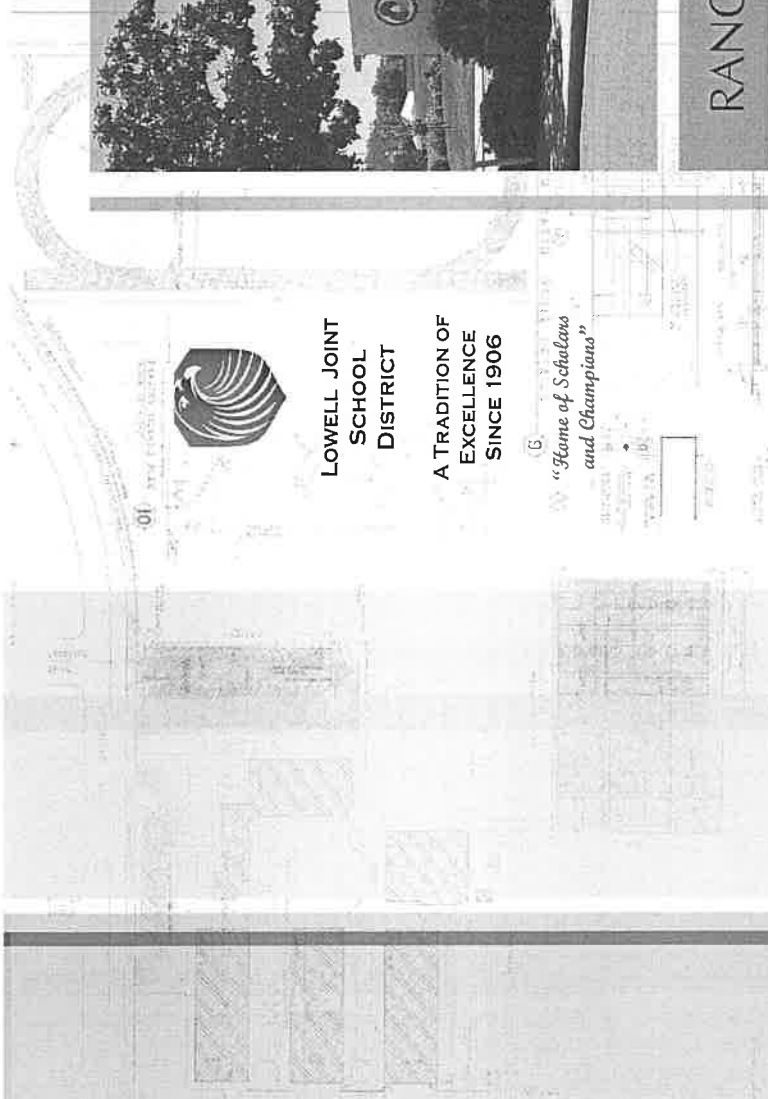
OLITA ELEMENTARY SCHOOL – COST ANALYSIS

1.0 HVAC/ELECTRICAL POWER DISTRIBUTION/ROOFING (Bid Results)									\$4,526,349
FIRE ALARM									\$0
SEWER									\$145,000
<b>TOTAL</b>									<b>\$4,671,349</b>
2.0 PORTABLES TO PERMANENT									
Classrooms	4 @	960 s.f. =	3,840 s.f. @		\$500.00 /s.f. =				\$1,920,000
Restrooms	1 @	480 s.f. =	480 s.f. @		\$650.00 /s.f. =				\$312,000
Pre-School/Kindergarten	3 @	1,350 s.f. =	4,050 s.f. @		\$500.00 /s.f. =				\$2,025,000
<b>Subtotal</b>			8,370 s.f.						
Convert Kinder to Admin/Library			3,230 s.f. @		\$202.50 /s.f. =				\$654,075
Convert Library to STEAM			2,400 s.f. @		\$202.50 /s.f. =				\$486,000
Demolish Gray Area Shelters			3,100 s.f. @		\$75.00 /s.f. =				\$232,500
<b>Site Development</b>									
Expand Northwest Parking Lot			16,200 s.f. @		\$35.00 /s.f. =				\$567,000
Parking Lot Lighting			6 ea. @		\$3,200 /ea. =				\$19,200
South Retaining Wall			480 l.f. @		\$500.00 /l.f. =				\$240,000
South Paving and Apparatus			18,000 s.f. @		\$35.00 /s.f. =				\$630,000
Lunch Shelter, 30' x 40'			2 ea. @		\$75,000 /ea. =				\$150,000
Lunch Shelter, 30' x 60'			1 ea. @		\$200,000 /ea. =				\$200,000
Amphitheater			7,000 s.f. @		\$75.00 /s.f. =				\$525,000
<b>TOTAL</b>									<b>\$7,960,775</b>
3.0 MODERNIZATION									
FCI 0 - NEW or RECENTLY MODERNIZED (Deferred maintenance, new carpet, paint touch-up, etc.)			0 s.f. @		\$0.00 /s.f. =				\$0
FCI 1 - MINOR MODERNIZATION (Repairing or touching up the existing finishes and systems. New paint, carpet, ceiling tiles, casework repair, re-lamping light fixtures, etc.)			0 s.f. @		\$0.00 /s.f. =				\$0
FCI 2 - STANDARD MODERNIZATION (Remove and replace existing finishes down to the studs. New wall finishes, ceilings, flooring, casework, doors & hardware, plumbing, classroom electrical power & low voltage)			0 s.f. @		\$182.50 /s.f. =				\$0
FCI 3 - MAJOR MODERNIZATION (Standard modernization plus reconfiguring or re-programming interior spaces. Repairing significant dry-rot or termite damage. Replacing exterior finishes. New windows)			24,635 s.f. @		\$202.50 /s.f. =				\$4,988,588
FCI 4- REPLACEMENT (Remove and replace)			0 s.f. @		\$0.00 /s.f. =				\$0
<b>TOTAL</b>									<b>\$4,988,588</b>

CONSTRUCTION COST TOTAL = \$17,620,712



VI. Olita Elementary School / Cost Analysis



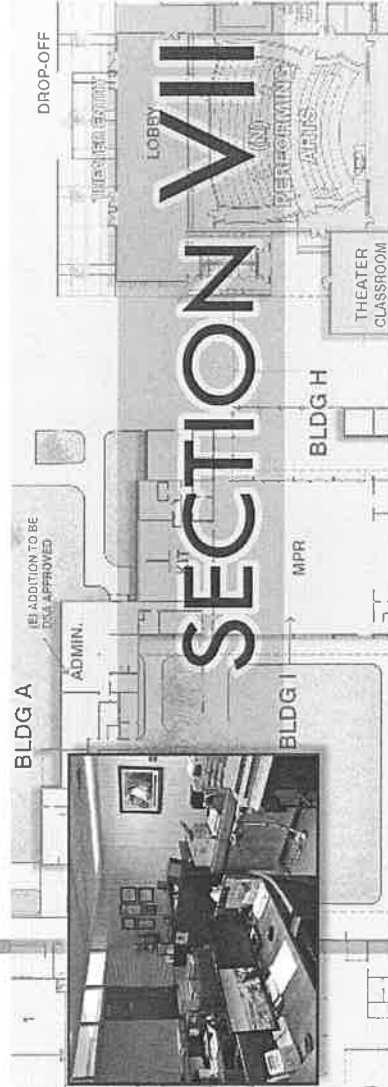
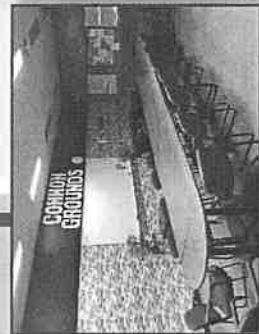
LOWELL JOINT  
SCHOOL  
DISTRICT

A TRADITION OF  
EXCELLENCE  
SINCE 1906

*"Home of Scholars  
and Champions"*

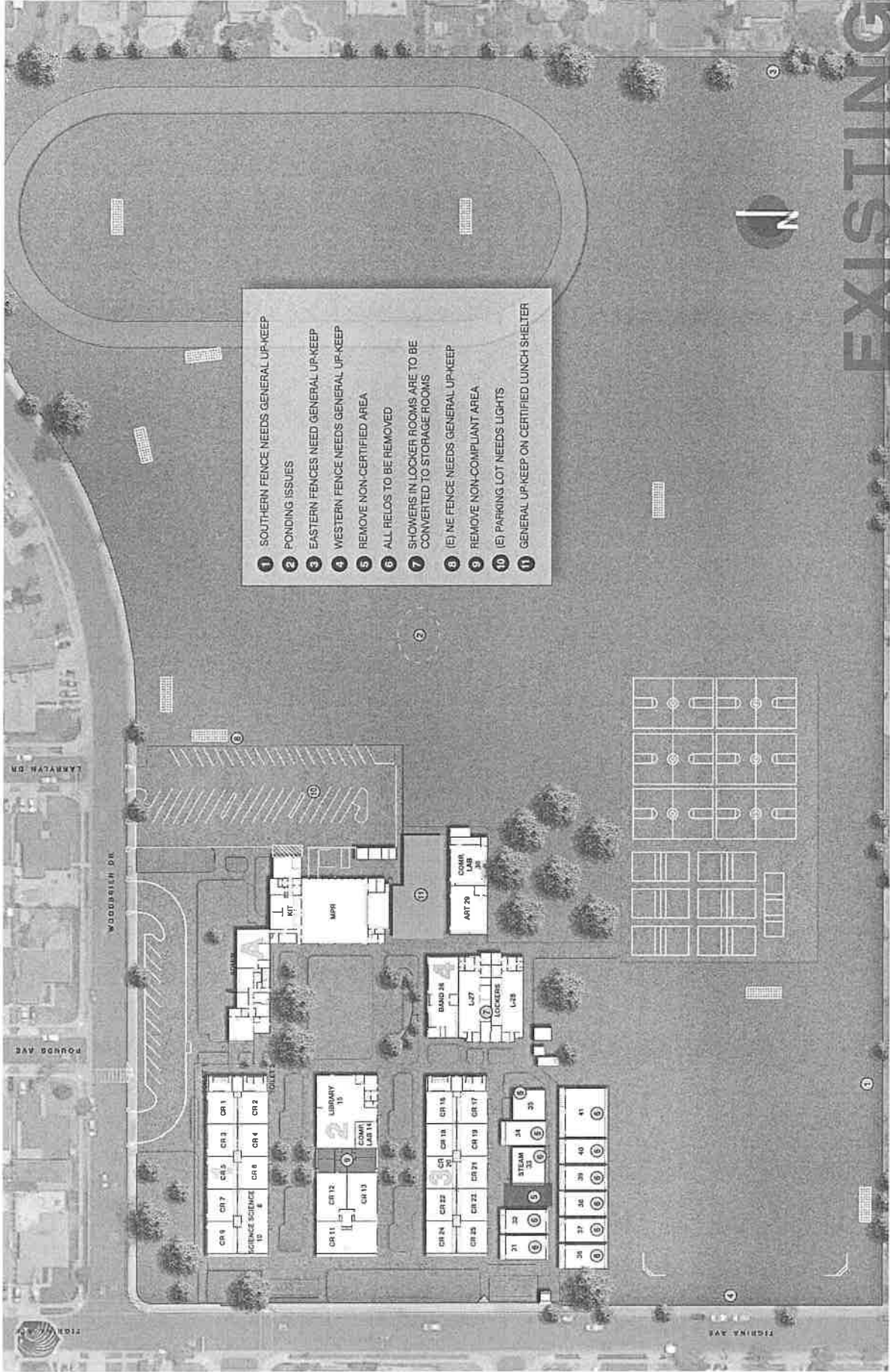


# RANCHO-STARBUCK INTERMEDIATE

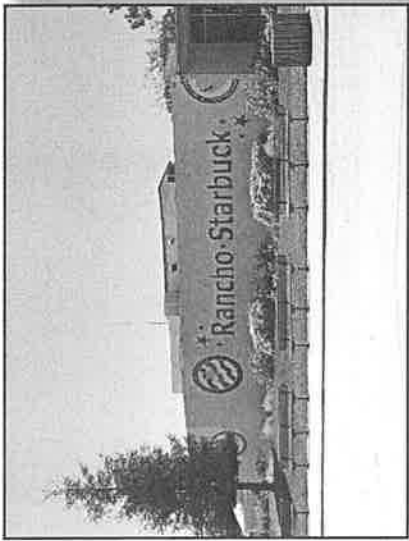


# SECTION VII

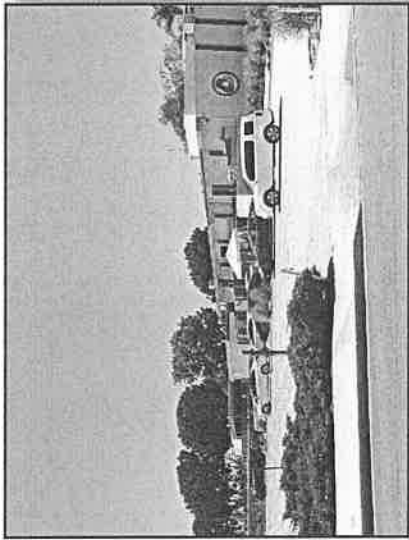




EXISTING



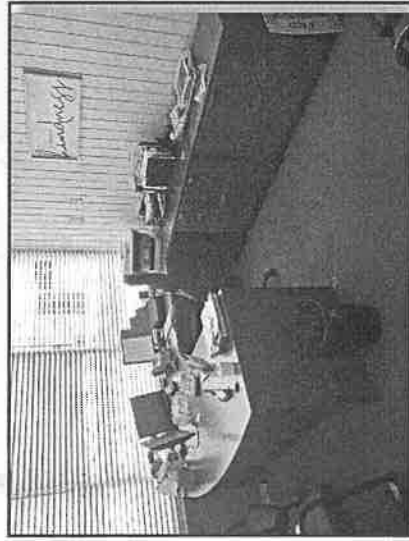
Front Entrance



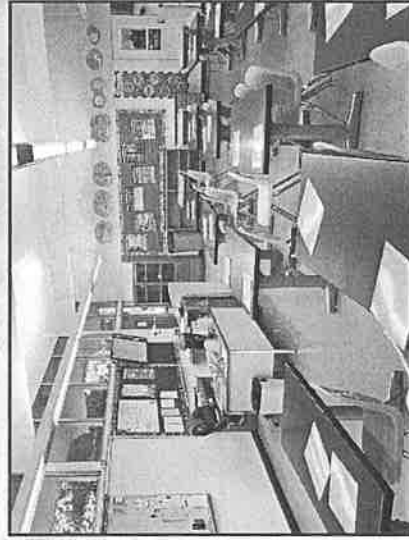
Parking Lot



Work Room



Principal's Office



Classroom

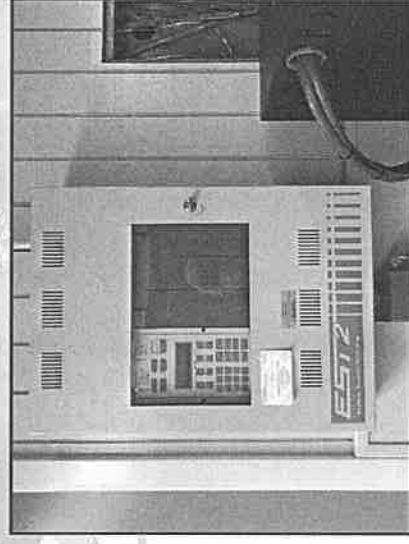


Custom Countertop

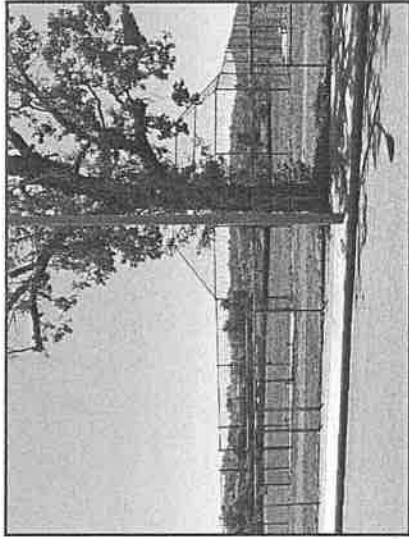




Work Room



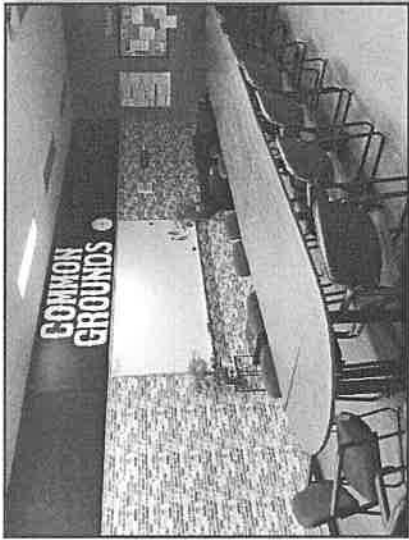
Fire Alarm Unit



Practice field



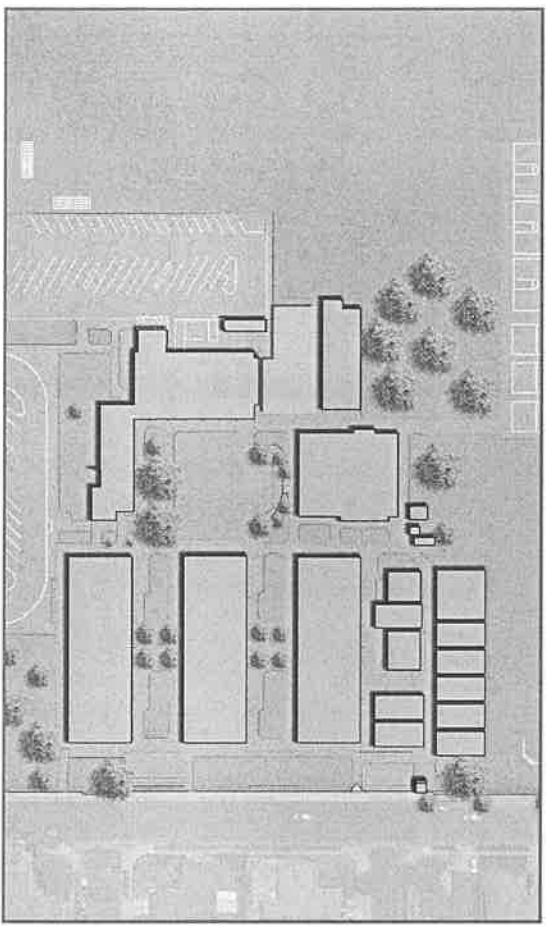
Modular Classrooms



Conference Room



Classroom



RANCHO-STARBUCK ELEMENTARY - EXISTING BUILDING AREA CALCULATION	
Administration Building	3,887 s.f.
Multipurpose Building	8,158 s.f.
Building 3	3,596 s.f.
Building 4	7,874 s.f.
Building 5	10,588 s.f.
Building 6	10,621 s.f.
Building 7	10,588 s.f.
<b>SUBTOTAL</b>	<b>55,312 s.f.</b>
Relocatable Classroom Buildings (11 @ 960 s.f.)	10,560 s.f.
Relocatable Toilet Buildings (1 @ 480 s.f.)	480 s.f.
<b>SUBTOTAL</b>	<b>11,040 s.f.</b>
<b>TOTAL</b>	<b>66,352 s.f.</b>



VII. Rancho-Starbuck Intermediate School / Existing Building Area Calculation

**RANCHO-STARBUCK INTERMEDIATE SCHOOL FACILITY ASSESSMENT**

**FACILITY CONDITION INDEX (FCI)**

- FCI 0 NEW or RECENTLY MODERNIZED  
(Deferred maintenance, new carpet, paint touch-up, etc.)
- FCI 1 MINOR MODERNIZATION  
(Repairing or touching up the existing finishes and systems. New paint, carpet, ceiling tiles, casework repair, re-lamping light fixtures, etc.)
- FCI 2 STANDARD MODERNIZATION  
(Remove and replace existing finishes, down to the studs. New wall finishes, ceilings, flooring, casework, doors & hardware, plumbing, HVAC, electrical power & low voltage)
- FCI 3 MAJOR MODERNIZATION  
(Standard modernization plus reconfiguring or re-programming interior spaces. Repairing significant dry-rot or termite damage. Replacing exterior finishes. New windows). El Portal qualifies as a Major Modernization due to significant dry-rot of the exterior glu-lam beams and the need for new window systems. Exterior finishes are ok as is.
- FCI 4 REPLACEMENT  
(Remove and replace)

**CURRENT ENROLLMENT:** 789 students

**CURRENT GRADE LEVELS:** K-6

**GREATEST NEEDS:** Remove and replace eleven (11) existing portable classroom buildings with new buildings. Provide new Performing Arts and Gymnasium Buildings. Submit non-certified construction at the Administration Building to DSA for approval. Remove non-certified construction at Building C Library.

**PORTABLES TO PERMANENT:**

Remove eleven (11) existing portable buildings. Provide a new 500-600 seat Performing Arts Building along Woodbrier Drive with lobby, restrooms, stage, dressing rooms, storage. Theater classroom (1,400 s.f.), Dance classroom (1,400 s.f.) and Wood Shop. A new parking lot is proposed in this area with drop-off and parking.

Provide a new Gymnasium Building along Tigrina Ave with one main court and bleacher seating. Provide two practice courts. Include storage and student restrooms. A new parking lot is proposed in this area.

Provide a new Classroom Building with six (6) standard classrooms (960 s.f. ea), one (1) STEAM classroom (1,340 s.f.), one (1) Choir Room (1,340 s.f.), one (1) Band Room (1,800 s.f.), a conference room, student and staff restrooms.

Remodel Building B, Classroom 7 to provide additional administration area for counseling, etc. Remodel the existing Building F Band Room to serve as two classrooms. Remodel Building F shower areas to provide additional physical education lockers. Remodel Building C Computer Lab 43 to serve as an SDC Classroom.

**TRAFFIC/CIRCULATION:**

The existing drop-off and circulation is fair. The new parking lot along Woodbrier Drive shall address drop-off as well. Low-level parking lot lighting is proposed for the new parking lots with controlled light spillage to the surrounding neighborhood.

**FACILITY ASSESSMENT**

**PAVING:** The existing asphalt and concrete paving is in fair condition. Accessible path-of-travel (POT) needs to be improved.

**FENCING:** Remove and replace the existing perimeter fencing to the west as it is in very poor condition.

**LANDSCAPE & IRRIGATION:** Beautify the school entry as well as around the new buildings. The existing irrigation system requires general maintenance with new valves, heads, and etc. where needed. The athletic fields are well used and in fair condition.

**ROOFING:** Remove and replace the existing roofing as part of the Measure LL work.

**COVERED WALKWAYS:** Remove and replace the existing roofing as part of the Measure LL work.

**LUNCH SHELTERS:** The existing lunch shelter south of the Multipurpose is in fair condition. No new shelters are required.

**ACCESSIBILITY:** Replace the existing concrete paving at the classroom entry doors to comply with maximum ADA threshold height requirements. Consider removing and replacing the concrete at the doors only in lieu of removing the entire walk. The site is relatively flat with few POT issues. The existing accessible parking and drop-off will be updated to meet current code.

**MARQUEE:** Provide a marquee mounted to the north side of the Administration Building or the new building.

**WINDOW SYSTEMS:** The existing windows are in fair condition.

**SIGNAGE:** Provide dual language accessible signage.

**UTILITIES:** Replace the sewer as part of the Measure LL work.

**DOMESTIC WATER:** Replace in future phases.

**STORM DRAIN:** Severe flooding occurs at the existing portable village and shall be addressed as a part of the Measure LL work.

**GAS:** Remove and replace existing underground site gas piping in future phases. Add an earthquake valve.

**POWER:** Remove and replace the original three phase gear as a part of the Measure LL work.

**LIGHTING:** Existing to remain. New lights were installed as a part of the Prop 39 work.

**CLOCK/INTERCOM:** Remove and replace the existing Rauland 2100 system (with Bogen parts) in future phases.

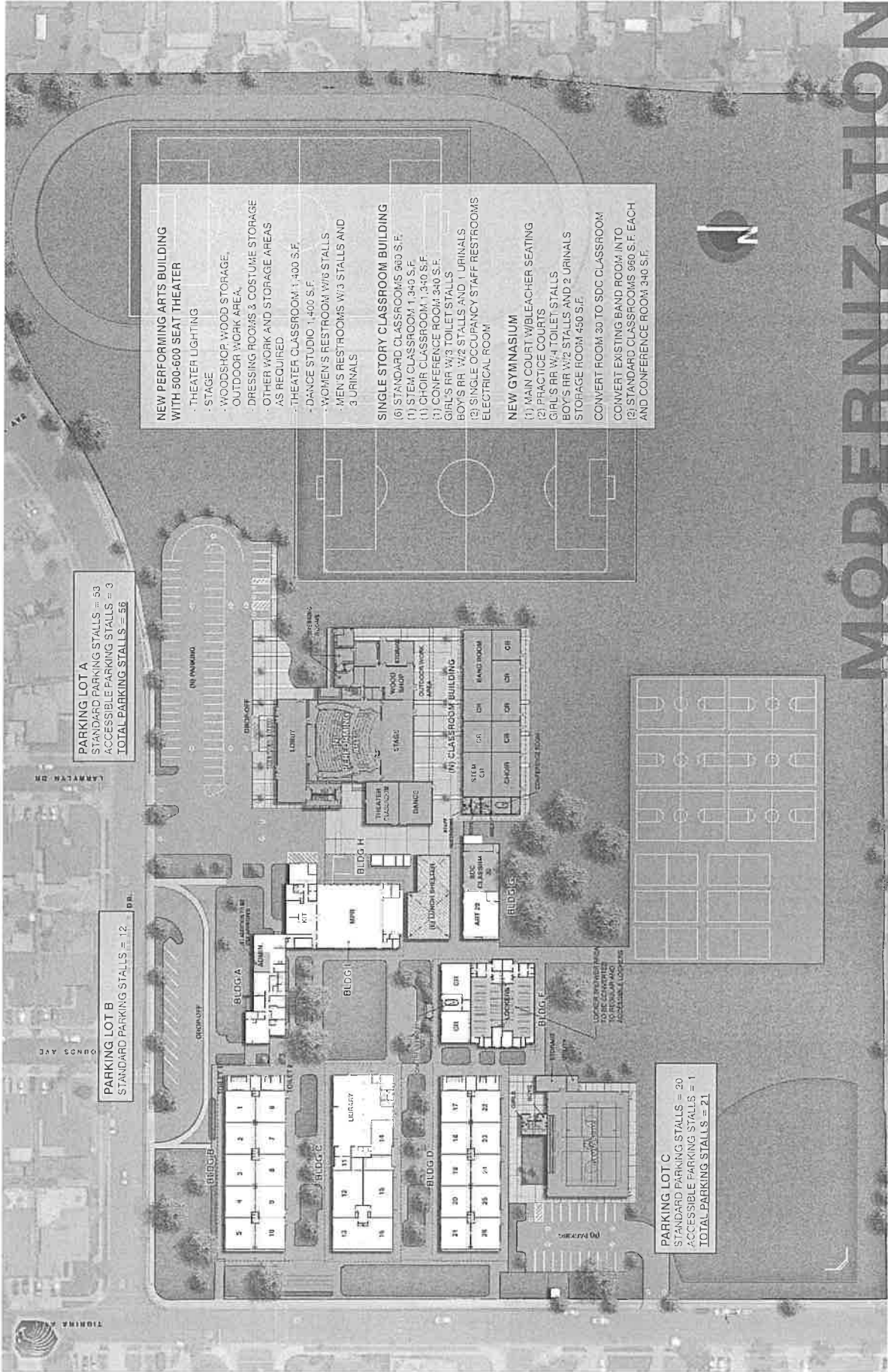
**SECURITY:** Add security in future phases.

**FIRE ALARM:** Replace the old Integrated Unified Signaling System as a part of the Measure LL work.

**HVAC:** Replace the existing HVAC as part of the Measure LL work.

**RANCHO-STARBUCK INTERMEDIATE**





**PARKING LOT A**  
 STANDARD PARKING STALLS = 53  
 ACCESSIBLE PARKING STALLS = 3  
 TOTAL PARKING STALLS = 56

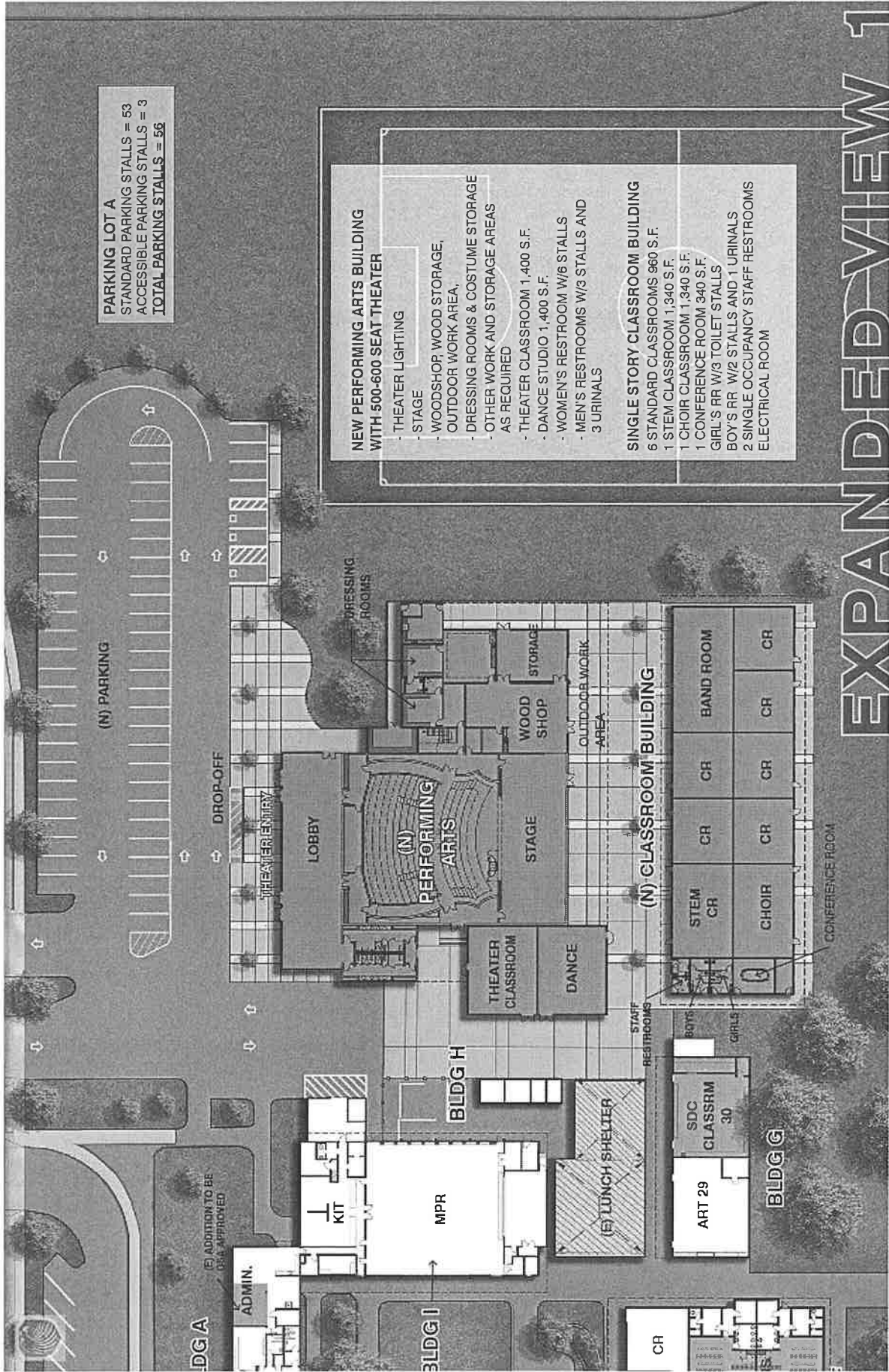
**PARKING LOT B**  
 STANDARD PARKING STALLS = 12  
 ACCESSIBLE PARKING STALLS = 1

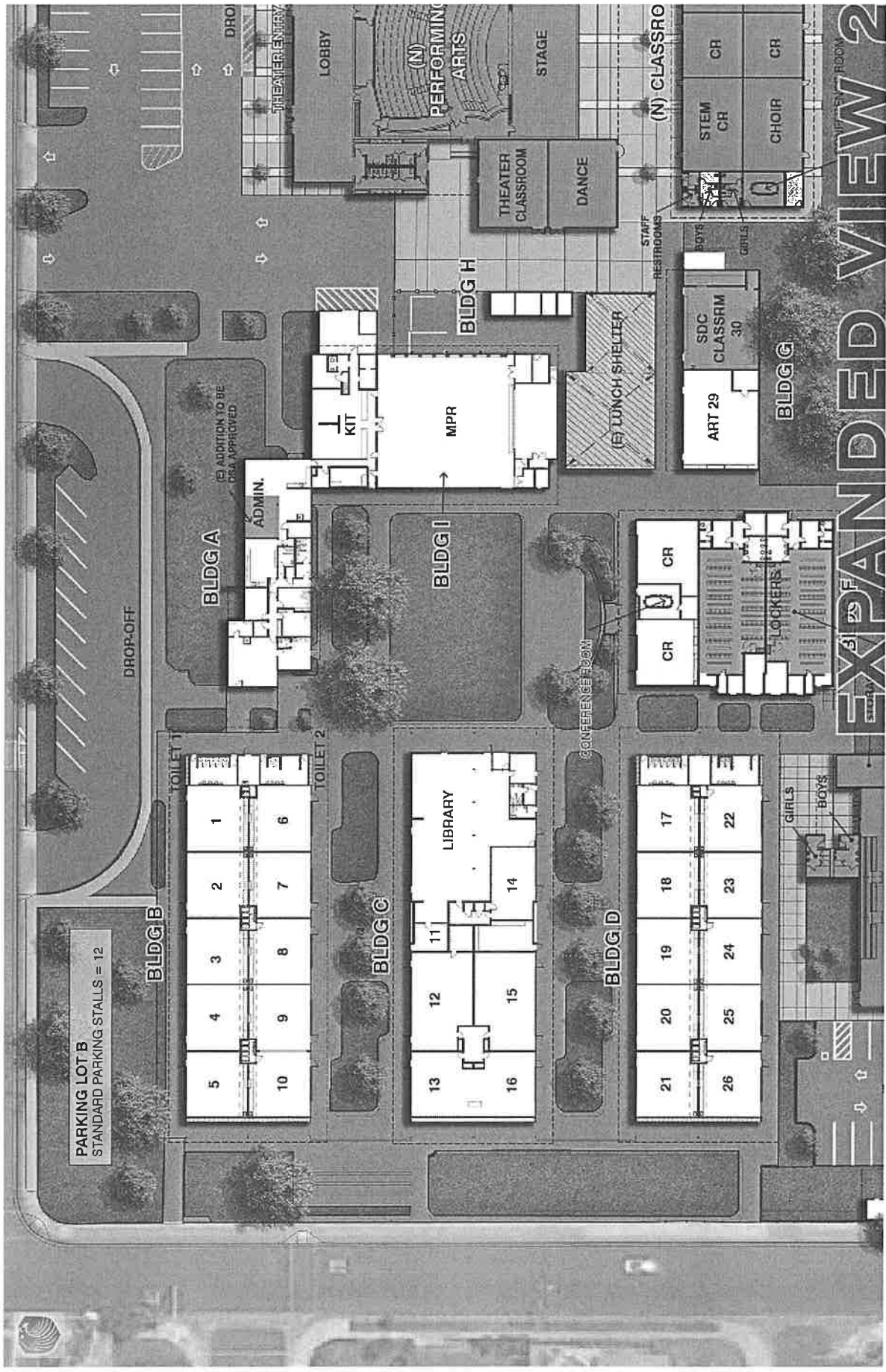
**PARKING LOT C**  
 STANDARD PARKING STALLS = 30  
 ACCESSIBLE PARKING STALLS = 1  
 TOTAL PARKING STALLS = 31

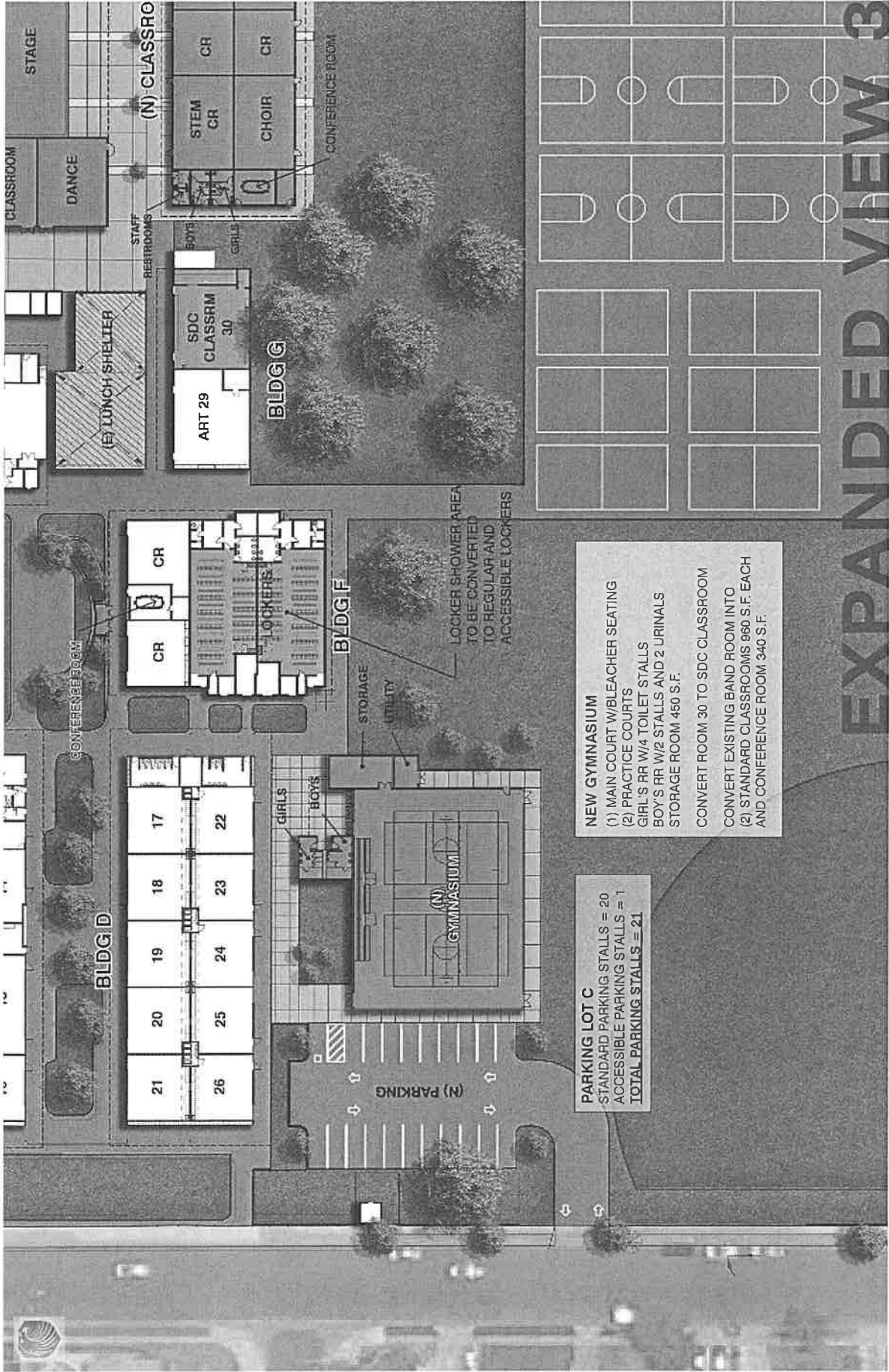
- NEW PERFORMING ARTS BUILDING WITH 500-600 SEAT THEATER**
- THEATER LIGHTING
  - STAGE
  - WOODSHOP WOOD STORAGE, OUTDOOR WORK AREA.
  - DRESSING ROOMS & COSTUME STORAGE
  - OTHER WORK AND STORAGE AREAS AS REQUIRED
  - THEATER CLASSROOM 1,400 S.F.
  - DANCE STUDIO 1,400 S.F.
  - WOMEN'S RESTROOM W/6 STALLS
  - MEN'S RESTROOMS W/3 STALLS AND 3 URINALS
- SINGLE STORY CLASSROOM BUILDING**
- (6) STANDARD CLASSROOMS 960 S.F.
  - (1) STEM CLASSROOM 1,340 S.F.
  - (1) CHOR CLASSROOM 1,340 S.F.
  - (1) CONFERENCE ROOM 540 S.F.
  - GIRLS RR W/3 TOILET STALLS
  - BOYS RR W/2 STALLS AND 1 URINALS
  - (2) SINGLE OCCUPANCY STAFF RESTROOMS ELECTRICAL ROOM
- NEW GYMNASIUM**
- (1) MAIN COURT W/BLEACHER SEATING
  - (2) PRACTICE COURTS
  - GIRLS RR W/4 TOILET STALLS
  - BOYS RR W/2 STALLS AND 2 URINALS
  - STORAGE ROOM 450 S.F.
  - CONVERT ROOM 30 TO SOC CLASSROOM
  - CONVERT EXISTING BAND ROOM INTO
  - (2) STANDARD CLASSROOMS 960 S. F. EACH
  - AND CONFERENCE ROOM 340 S.F.

MODERNIZATION







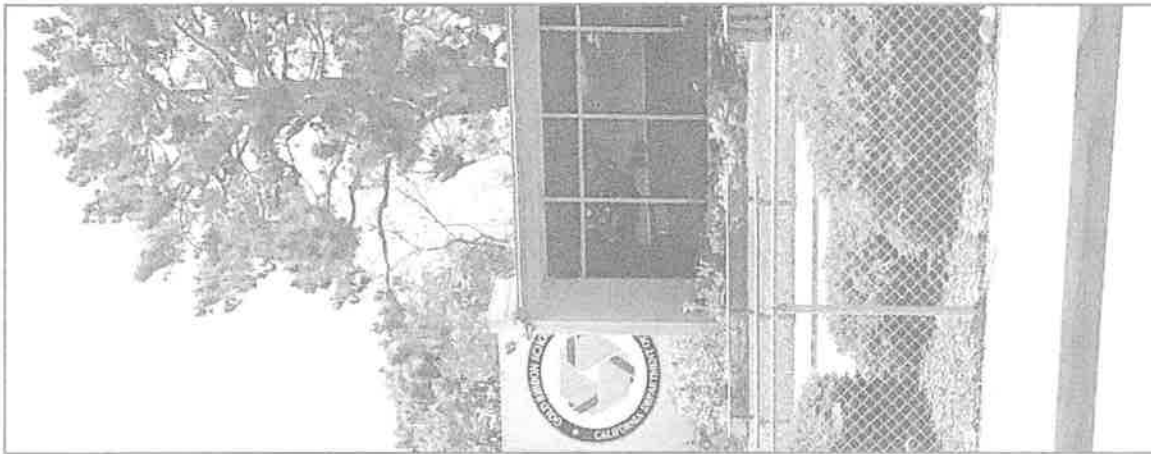


**NEW GYMNASIUM**  
 (1) MAIN COURT W/ BLEACHER SEATING  
 (2) PRACTICE COURTS  
 GIRL'S RR W/ 4 TOILET STALLS  
 BOY'S RR W/ 2 STALLS AND 2 URINALS  
 STORAGE ROOM 450 S.F.  
 CONVERT ROOM 30 TO SDC CLASSROOM  
 CONVERT EXISTING BAND ROOM INTO  
 (2) STANDARD CLASSROOMS 960 S.F. EACH  
 AND CONFERENCE ROOM 340 S.F.

**PARKING LOT C**  
 STANDARD PARKING STALLS = 20  
 ACCESSIBLE PARKING STALLS = 1  
**TOTAL PARKING STALLS = 21**

EXPANDED VIEW 3



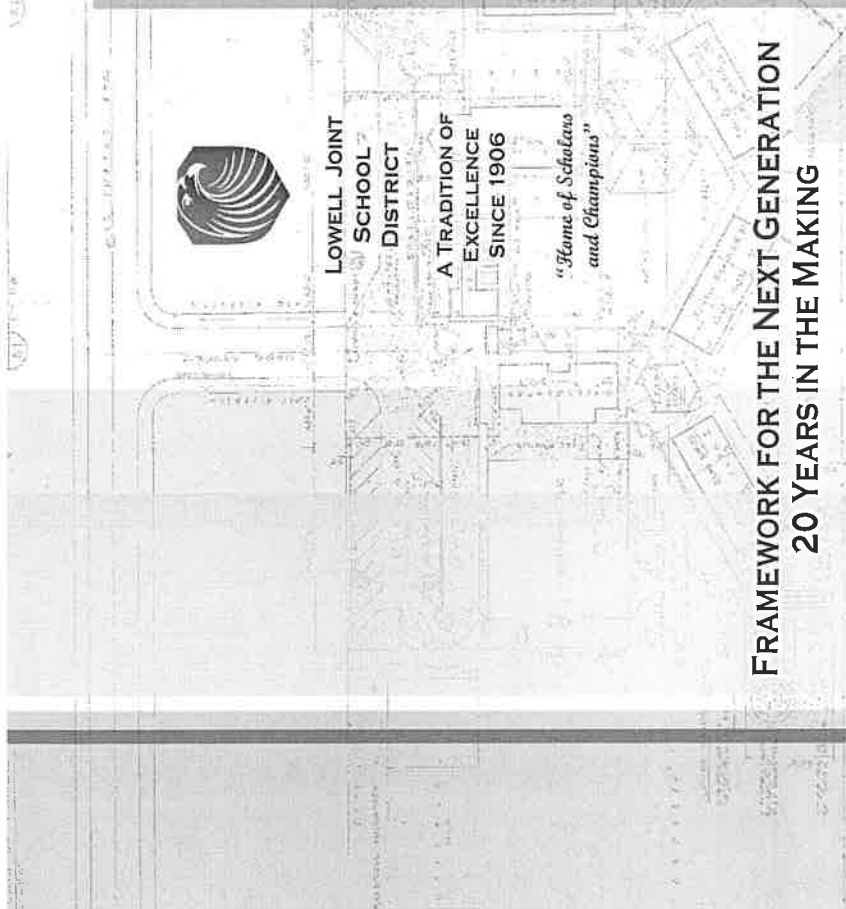


RANCHO-STARBUCK INTERMEDIATE SCHOOL - COST ANALYSIS

1.0 HVAC/ELECTRICAL POWER DISTRIBUTION	55,312	s.f. @	\$75.00 /s.f. =	\$4,148,400
ELECTRICAL SERVICE	1	LS @	\$250,000 =	\$250,000
ROOFING	55,312	s.f. @	\$55.00 /s.f. =	\$3,042,160
FIRE ALARM	66,352	s.f. @	\$17.00 /s.f. =	\$1,127,984
SEWER	1	LS @	\$205,000 =	\$205,000
<b>TOTAL</b>				<b>\$8,773,544</b>
2.0 PORTABLES TO PERMANENT				
Classrooms	6 @	960 s.f. =	\$500.00 /s.f. =	\$2,880,000
Restrooms	1 @	540 s.f. =	\$650.00 /s.f. =	\$351,000
Conference	1 @	340 s.f. =	\$550.00 /s.f. =	\$187,000
STEAM	1 @	1,340 s.f. =	\$550.00 /s.f. =	\$737,000
Choir	1 @	1,340 s.f. =	\$550.00 /s.f. =	\$737,000
Band	1 @	1,800 s.f. =	\$550.00 /s.f. =	\$990,000
Performing Arts Center (PAC)	1 @	21,000 s.f. =	\$700.00 /s.f. =	\$14,700,000
Gymnasium	1 @	10,000 s.f. =	\$550.00 /s.f. =	\$5,500,000
Subtotal		42,120 s.f.		
Convert Bldg B, Clism 7 to Admin	960	s.f. @	\$182.50 /s.f. =	\$175,200
Convert Bldg F Band to Clisms	2,340	s.f. @	\$182.50 /s.f. =	\$427,050
Remodel Bldg F Showers to Lockers	1,400	s.f. @	\$202.50 /s.f. =	\$283,500
Remodel Bldg C Comp Lab to SDC	1,700	s.f. @	\$182.50 /s.f. =	\$310,250
Site Development				
Northeast Parking Lot	40,000	s.f. @	\$35.00 /s.f. =	\$1,400,000
PAC Courtyard Hardscape	16,000	s.f. @	\$560,000 =	\$560,000
Southwest Parking Lot	10,400	s.f. @	\$35.00 /s.f. =	\$364,000
Gymnasium Courtyard Hardscape	6,000	s.f. @	\$35.00 /s.f. =	\$210,000
<b>TOTAL</b>				<b>\$29,812,000</b>
3.0 MODERNIZATION				
FCI 0 - NEW or RECENTLY MODERNIZED (Deferred maintenance, new carpet, paint touch-up, etc.)	0	s.f. @	\$0.00 /s.f. =	\$0
FCI 1 - MINOR MODERNIZATION (Repairing or touching up the existing finishes and systems. New paint, carpet, ceiling tiles, casework repair, re-lamping light fixtures, etc.)	0	s.f. @	\$0.00 /s.f. =	\$0
FCI 2 - STANDARD MODERNIZATION (Remove and replace existing finishes down to the studs. New wall finishes, ceilings, flooring, casework, doors & hardware, plumbing, classroom electrical power & low voltage)	48,912	s.f. @	\$182.50 /s.f. =	\$8,926,440
FCI 3 - MAJOR MODERNIZATION (Standard modernization plus reconfiguring or re-programming interior spaces. Repairing significant dry-rot or termite damage.)	0	s.f. @	\$202.50 /s.f. =	\$0
FCI 4 - REPLACEMENT (Replace exterior finishes. New windows, Remove and replace)	0	s.f. @	\$0.00 /s.f. =	\$0
<b>TOTAL</b>				<b>\$8,926,440</b>

CONSTRUCTION COST TOTAL = \$47,511,984



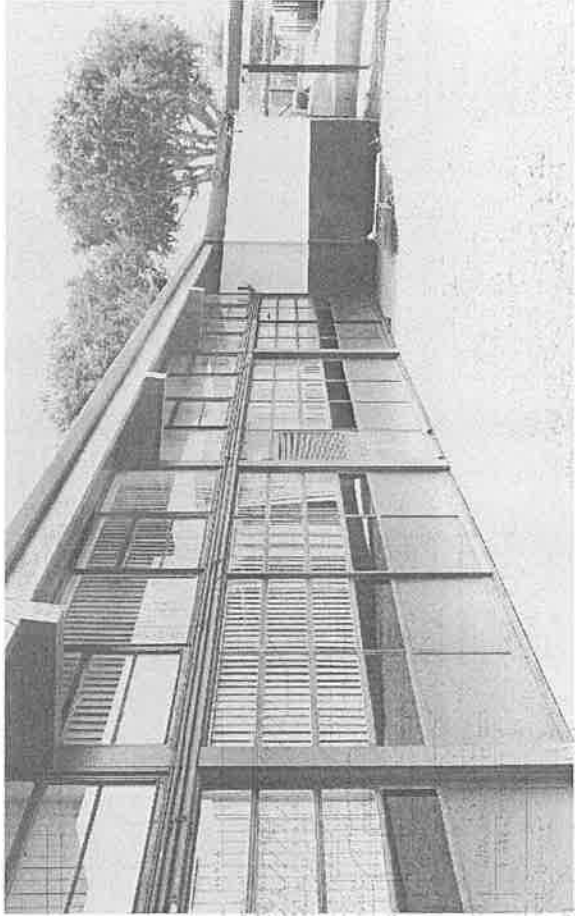


**LOWELL JOINT  
SCHOOL  
DISTRICT**

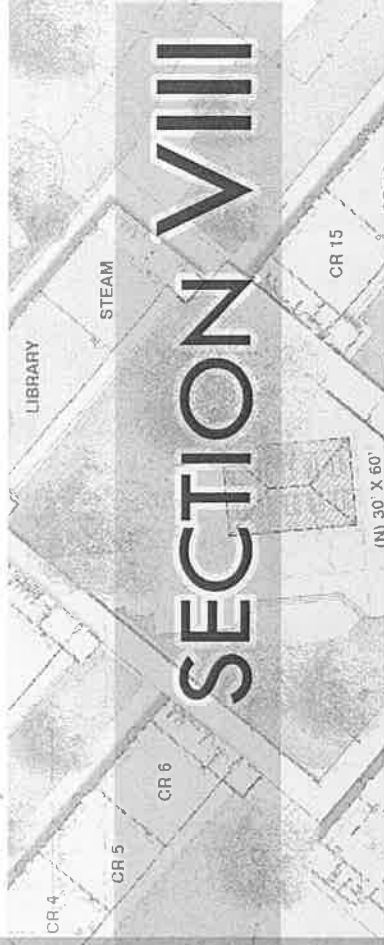
**A TRADITION OF  
EXCELLENCE  
SINCE 1906**

*"Home of Scholars  
and Champions"*

**FRAMEWORK FOR THE NEXT GENERATION  
20 YEARS IN THE MAKING**



**COST BREAKDOWN & SCHEDULE**



# SECTION VIII

# COST LOADED MASTER PLAN SCHEDULE

## 2019-2022

	2020 Cost		2021 Cost		2022 Cost		2023 Cost		2024 Cost		2025 Cost		Subtotal	Total
	1.00	2.00	1.00	2.00	1.00	2.00	1.00	2.00	1.00	2.00	1.00	2.00		
<b>HAZARDOUS</b>														
1.00 Electrical Heating	\$3,000,000	\$3,000,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Project Cost Total	\$3,000,000	\$3,000,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>RESIDENTIAL</b>														
1.00 HVAC/Electrical Distribution	\$1,689,170	\$1,689,170	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1.00 Electrical Service	\$405,000	\$405,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1.00 Roofing/Boysen Repair (Bldg No. 20)														
1.00 Fire Alarm (Bldg No. 20)														
2.00 Permittals/Technology														
3.00 Administration/Technology														
Construction Cost Total	\$1,689,170	\$1,689,170	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Project Cost Total	\$1,689,170	\$1,689,170	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>PERMANENT</b>														
1.00 HVAC/Electrical Distribution	\$1,304,725	\$1,304,725	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1.00 Electrical Service	\$1,315,265	\$1,315,265	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1.00 Fire Alarm	\$415,800	\$415,800	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1.00 Sewer	\$145,000	\$145,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2.00 Permittals/Technology	\$7,204,000	\$7,204,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3.00 Administration/Technology														
Construction Cost Total	\$11,984,790	\$11,984,790	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Project Cost Total	\$11,984,790	\$11,984,790	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>MECHANICAL/ELECTRICAL</b>														
1.00 HVAC/Electrical Distribution	\$4,376,736	\$4,376,736	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1.00 Electrical Service	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1.00 Roofing	\$552,888	\$552,888	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1.00 Fire Alarm	\$565,888	\$565,888	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1.00 Sewer	\$145,000	\$145,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2.00 Permittals/Technology														
3.00 Administration/Technology														
Construction Cost Total	\$5,585,520	\$5,585,520	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Project Cost Total	\$5,585,520	\$5,585,520	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>STRUCTURAL</b>														
1.00 HVAC/Structural/Boysen (Bldg No. 20)	\$4,536,147	\$4,536,147	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1.00 Fire Alarm	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1.00 Sewer	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2.00 Permittals/Technology														
3.00 Administration/Technology														
Construction Cost Total	\$4,536,147	\$4,536,147	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Project Cost Total	\$4,536,147	\$4,536,147	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>NONRESIDENTIAL INTERIORS</b>														
1.00 HVAC/Electrical Distribution	\$5,657,936	\$5,657,936	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1.00 Electrical Service	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1.00 Fire Alarm	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1.00 Sewer	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2.00 Permittals/Technology														
3.00 Administration/Technology														
Construction Cost Total	\$5,657,936	\$5,657,936	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Project Cost Total	\$5,657,936	\$5,657,936	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>DISTRICT OFFICE</b>														
1.00 HVAC/Electrical Distribution	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1.00 Roofing	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2.00 Permittals/Technology														
3.00 Administration/Technology														
Construction Cost Total	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Project Cost Total	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>MAINTENANCE &amp; OPERATIONS</b>														
1.00 HVAC/Electrical Distribution	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1.00 Roofing	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2.00 Permittals/Technology														
3.00 Administration/Technology														
Construction Cost Total	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Project Cost Total	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>CONSTRUCTION COST TOTAL</b>														
1.00 PROJECT COST BY YEAR	\$3,000,000	\$3,000,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2.00 PROJECT COST BY YEAR	\$1,689,170	\$1,689,170	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3.00 PROJECT COST BY YEAR	\$11,984,790	\$11,984,790	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>TOTAL</b>	\$14,552,815	\$14,552,815	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0



# COST LOADED MASTER PLAN SCHEDULE

# 2022-2025



ACCOUNT	2022-2023			2023-2024			2024-2025		
	Yr Cost	Estimate	Total	Yr Cost	Estimate	Total	Yr Cost	Estimate	Total
<b>ADMINISTRATIVE</b>									
1.0 Admin Serv									
<b>CONSTRUCTION</b>									
1.0 Electrical	\$1,418,700	\$1,418,700	\$1,418,700	\$1,418,700	\$1,418,700	\$1,418,700	\$1,418,700	\$1,418,700	\$1,418,700
2.0 Mechanical	\$250,000	\$250,000	\$250,000	\$250,000	\$250,000	\$250,000	\$250,000	\$250,000	\$250,000
3.0 Plumbing	\$1,837,075	\$1,837,075	\$1,837,075	\$1,837,075	\$1,837,075	\$1,837,075	\$1,837,075	\$1,837,075	\$1,837,075
4.0 Fire Alarm	\$48,435	\$48,435	\$48,435	\$48,435	\$48,435	\$48,435	\$48,435	\$48,435	\$48,435
5.0 Fire Alarm	\$1,127,884	\$1,127,884	\$1,127,884	\$1,127,884	\$1,127,884	\$1,127,884	\$1,127,884	\$1,127,884	\$1,127,884
6.0 Fire Alarm	\$205,000	\$205,000	\$205,000	\$205,000	\$205,000	\$205,000	\$205,000	\$205,000	\$205,000
7.0 Fire Alarm	\$28,912,000	\$28,912,000	\$28,912,000	\$28,912,000	\$28,912,000	\$28,912,000	\$28,912,000	\$28,912,000	\$28,912,000
8.0 Fire Alarm	\$39,597,544	\$39,597,544	\$39,597,544	\$39,597,544	\$39,597,544	\$39,597,544	\$39,597,544	\$39,597,544	\$39,597,544
<b>OPERATIONAL</b>									
1.0 Electrical	\$5,400,340	\$5,400,340	\$5,400,340	\$5,400,340	\$5,400,340	\$5,400,340	\$5,400,340	\$5,400,340	\$5,400,340
2.0 Mechanical	\$250,000	\$250,000	\$250,000	\$250,000	\$250,000	\$250,000	\$250,000	\$250,000	\$250,000
3.0 Plumbing	\$1,837,075	\$1,837,075	\$1,837,075	\$1,837,075	\$1,837,075	\$1,837,075	\$1,837,075	\$1,837,075	\$1,837,075
4.0 Fire Alarm	\$48,435	\$48,435	\$48,435	\$48,435	\$48,435	\$48,435	\$48,435	\$48,435	\$48,435
5.0 Fire Alarm	\$1,127,884	\$1,127,884	\$1,127,884	\$1,127,884	\$1,127,884	\$1,127,884	\$1,127,884	\$1,127,884	\$1,127,884
6.0 Fire Alarm	\$205,000	\$205,000	\$205,000	\$205,000	\$205,000	\$205,000	\$205,000	\$205,000	\$205,000
7.0 Fire Alarm	\$28,912,000	\$28,912,000	\$28,912,000	\$28,912,000	\$28,912,000	\$28,912,000	\$28,912,000	\$28,912,000	\$28,912,000
8.0 Fire Alarm	\$39,597,544	\$39,597,544	\$39,597,544	\$39,597,544	\$39,597,544	\$39,597,544	\$39,597,544	\$39,597,544	\$39,597,544
<b>TOTAL</b>	\$14,177,485	\$14,177,485	\$14,177,485	\$14,177,485	\$14,177,485	\$14,177,485	\$14,177,485	\$14,177,485	\$14,177,485



2025 Level	2025-2026		Total	2026-2027		Total	2027-2028		Total
	Sub-Costs	Subtotal		Sub-Costs	Subtotal		Sub-Costs	Subtotal	
<b>MAYBROOK</b>									
1.0. Interim Housing									
Construction Cost Total									
Project Cost Total									
<b>TELEPHONE UTILITY</b>									
1.0. HVAC Electrical Distribution									
1.0. Electrical Service									
1.0. Roofing									
1.0. Fire Alarm									
2.0. Portable to Permanent									
2.0. Modernization/Technology									
Construction Cost Total	\$4,396,883	23.0%	\$4,396,883	\$6,815,168	24.00%	\$6,815,168			
Project Cost Total									
<b>POWERS UTILITY</b>									
1.0. HVAC Electrical Distribution									
1.0. Electrical Service									
1.0. Roofing									
1.0. Fire Alarm									
2.0. Portable to Permanent									
2.0. Modernization/Technology									
Construction Cost Total	\$6,516,018	25.0%	\$6,516,018	\$8,029,283	28.00%	\$8,029,283			
Project Cost Total									
<b>WATER UTILITY</b>									
1.0. HVAC Electrical Distribution									
1.0. Electrical Service									
1.0. Roofing									
1.0. Fire Alarm									
2.0. Portable to Permanent									
2.0. Modernization/Technology									
Construction Cost Total	\$4,886,245	25.0%	\$4,886,245	\$7,579,790	24.0%	\$7,579,790			
Project Cost Total									
<b>WASTEWATER UTILITY</b>									
1.0. HVAC Electrical Distribution									
1.0. Electrical Service									
1.0. Roofing									
1.0. Fire Alarm									
2.0. Portable to Permanent									
2.0. Modernization/Technology									
Construction Cost Total	\$5,090,445	25.0%	\$5,090,445	\$7,800,190	24.00%	\$7,800,190			
Project Cost Total									
<b>DATA TELEPHONE</b>									
1.0. HVAC Electrical Distribution									
1.0. Electrical Service									
1.0. Fire Alarm									
2.0. Portable to Permanent									
2.0. Modernization/Technology									
Construction Cost Total	\$4,008,516	25.0%	\$4,008,516	\$6,687,687	20.00%	\$6,687,687			
Project Cost Total									
<b>POWERS STANDBACK DISTRIBUTION</b>									
Construction Cost Total	\$2,482,881		\$2,482,881			\$2,482,881			
Project Cost Total									
<b>POWER OFFICE</b>									
1.0. HVAC Electrical Distribution									
1.0. Roofing									
2.0. Modernization/Technology									
Construction Cost Total	\$7,482,881		\$7,482,881			\$7,482,881			
Project Cost Total									
<b>MAINTENANCE &amp; OPERATIONS</b>									
1.0. Roofing									
Construction Cost Total									
Project Cost Total									
<b>PROJECT COST TOTAL BY YEAR</b>									
2025 PROJECT COST BY YEAR	\$0		\$0	\$22,281,137		\$22,281,137			\$10,427,116
2026 PROJECT COST BY YEAR	\$0		\$0	\$0		\$0			\$0
2027 PROJECT COST BY YEAR	\$0		\$0	\$7,276,782		\$7,276,782			\$0
2028 PROJECT COST BY YEAR	\$0		\$0	\$2,482,881		\$2,482,881			\$2,482,881

# 2025-2028 COST LOADED MASTER PLAN SCHEDULE

YEARS 2028-2030

COST BREAKDOWN & SCHEDULE



1.0 Total Construction Cost

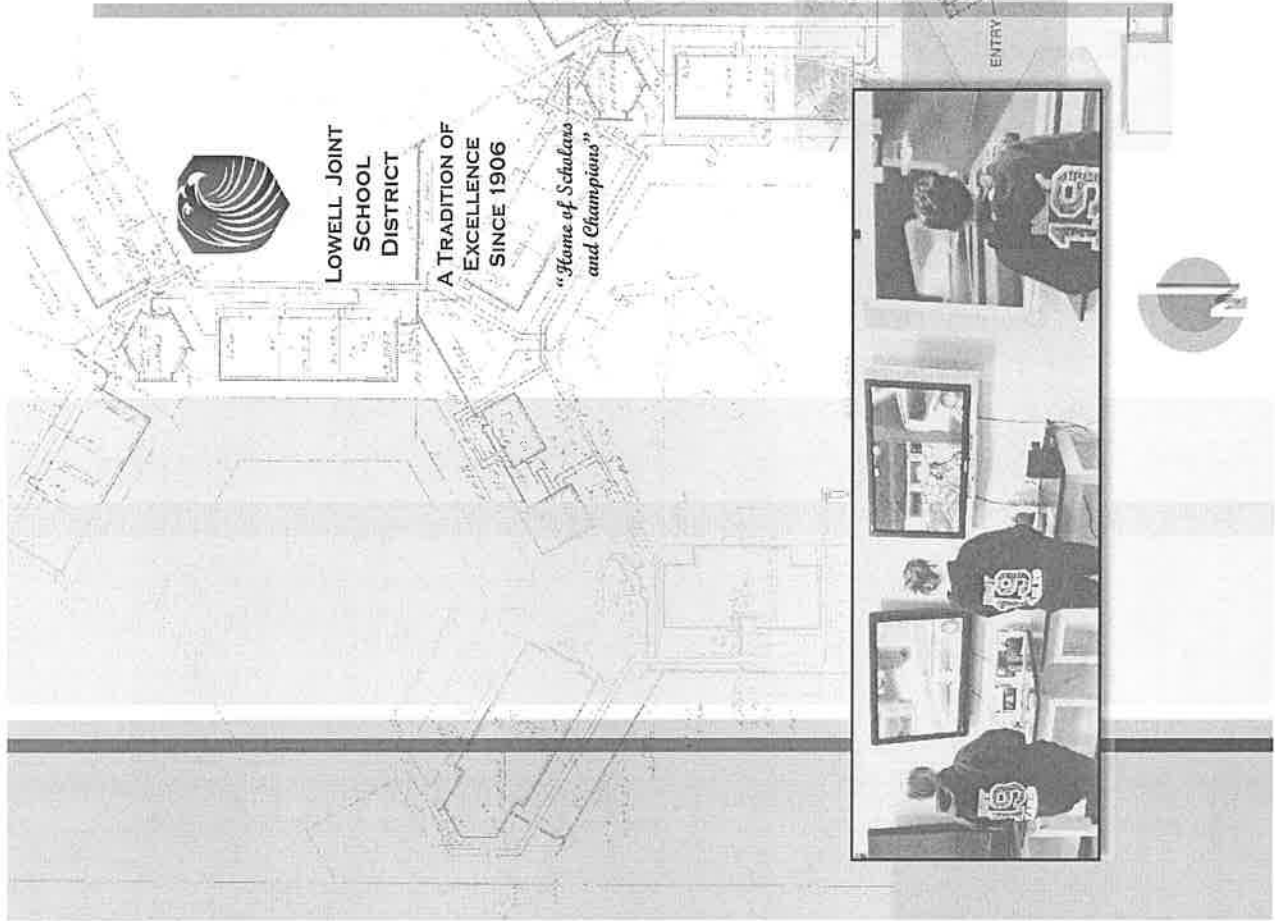
PROJECT COST  
TOTAL BY  
SCHEDULE

	2028-2029		2029-2030		2030-2031		Total
	2028	2029	2029	2030	2030	2031	
<b>HAVERBROOK</b>							
1.0 Infrared Housing							
Construction Cost Total							
<b>PORTLAND ELEMENTARY</b>							
1.0 HVAC/Technical Distribution							
1.0 Electrical Service							
1.0 Fire Alarm							
1.0 Fire Alarm							
1.0 Fire Alarm							
2.0 Permitted Permittances							
3.0 Administration/Technology							
Construction Cost Total							
<b>JORDAN ELEMENTARY</b>							
1.0 HVAC/Technical Distribution							
1.0 Electrical Service							
1.0 Fire Alarm							
1.0 Fire Alarm							
1.0 Fire Alarm							
2.0 Permittances							
3.0 Administration/Technology							
Construction Cost Total							
<b>MAIN ELEMENTARY</b>							
1.0 HVAC/Technical Distribution							
1.0 Electrical Service							
1.0 Fire Alarm							
1.0 Fire Alarm							
1.0 Fire Alarm							
2.0 Permittances							
3.0 Administration/Technology							
Construction Cost Total							
<b>HIGHWAY 205 ELEMENTARY</b>							
1.0 HVAC/Technical Distribution							
1.0 Electrical Service							
1.0 Fire Alarm							
1.0 Fire Alarm							
1.0 Fire Alarm							
2.0 Permittances							
3.0 Administration/Technology							
Construction Cost Total							
<b>CONSTRUCTION COST TOTAL</b>							
2028							
2029							
2030							
2031							
<b>TOTAL</b>							
2028							
2029							
2030							
2031							

PROJECT COST TOTAL BY YEAR  
 1.0 PROJECT COST TOTAL  
 2.0 PROJECT COST TOTAL  
 3.0 PROJECT COST TOTAL  
 PROGRAM PROJECT COST TOTAL  
 1.0 PROJECT COST  
 + JORDAN 2.0 COST

\$17,285,624  
 \$0  
 \$0  
 \$0  
 \$9,207,506  
 \$0  
 \$0  
 \$0  
 \$17,285,624

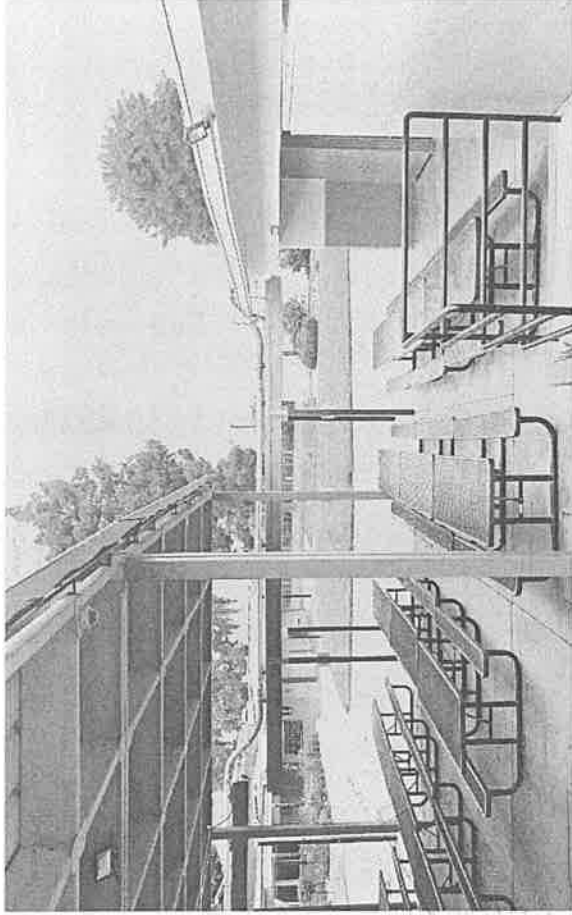
COST LOADED MASTER PLAN SCHEDULE 2028-2030



LOWELL JOINT  
SCHOOL  
DISTRICT

A TRADITION OF  
EXCELLENCE  
SINCE 1906

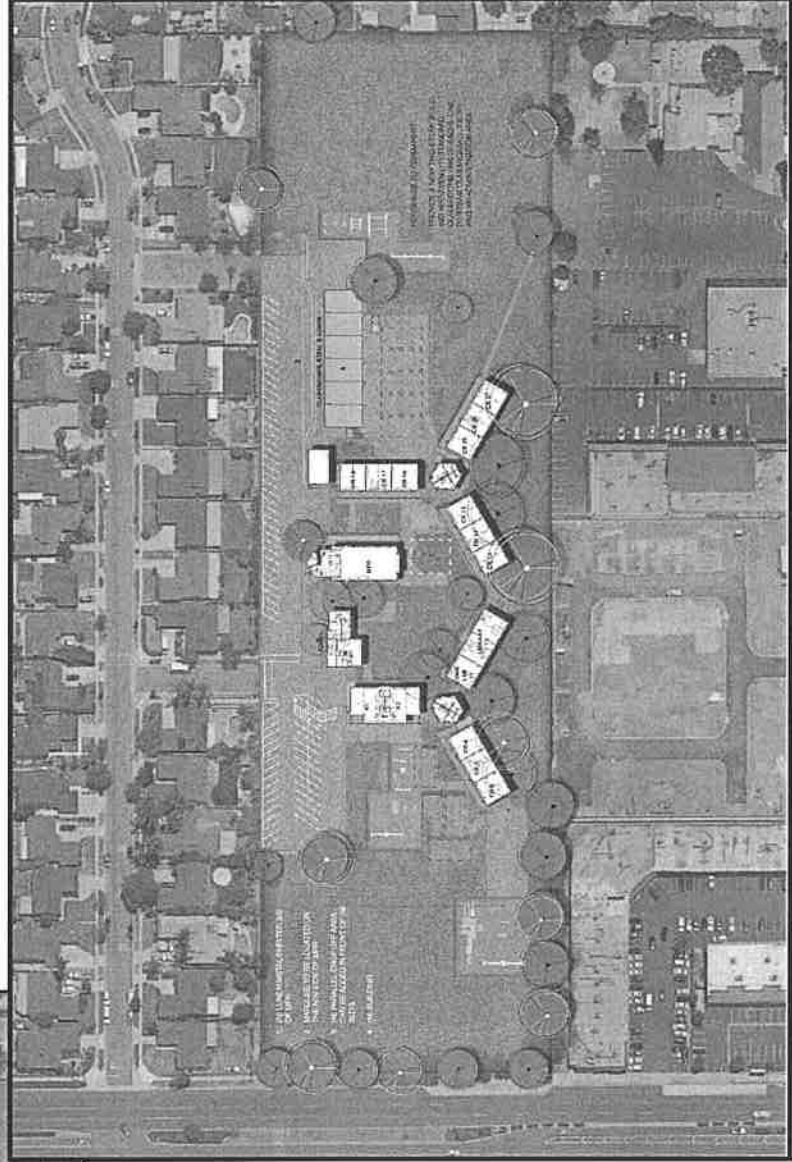
*"Home of Scholars  
and Champions"*



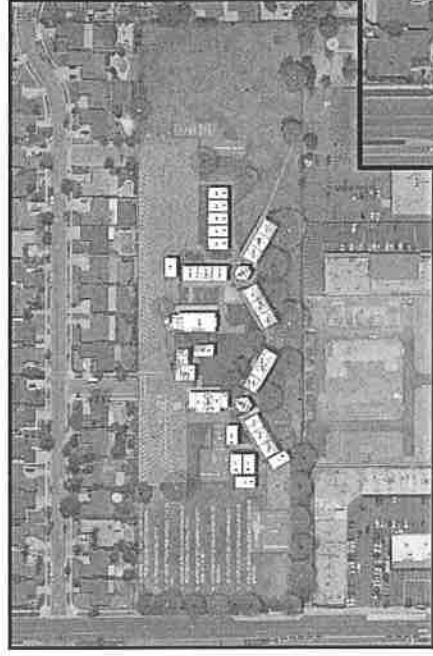
## APPENDIX



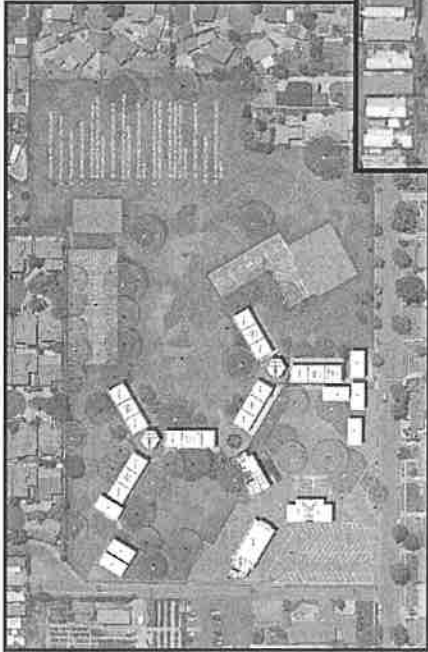
PROPOSED SITE PLAN



EXISTING SITE PLAN

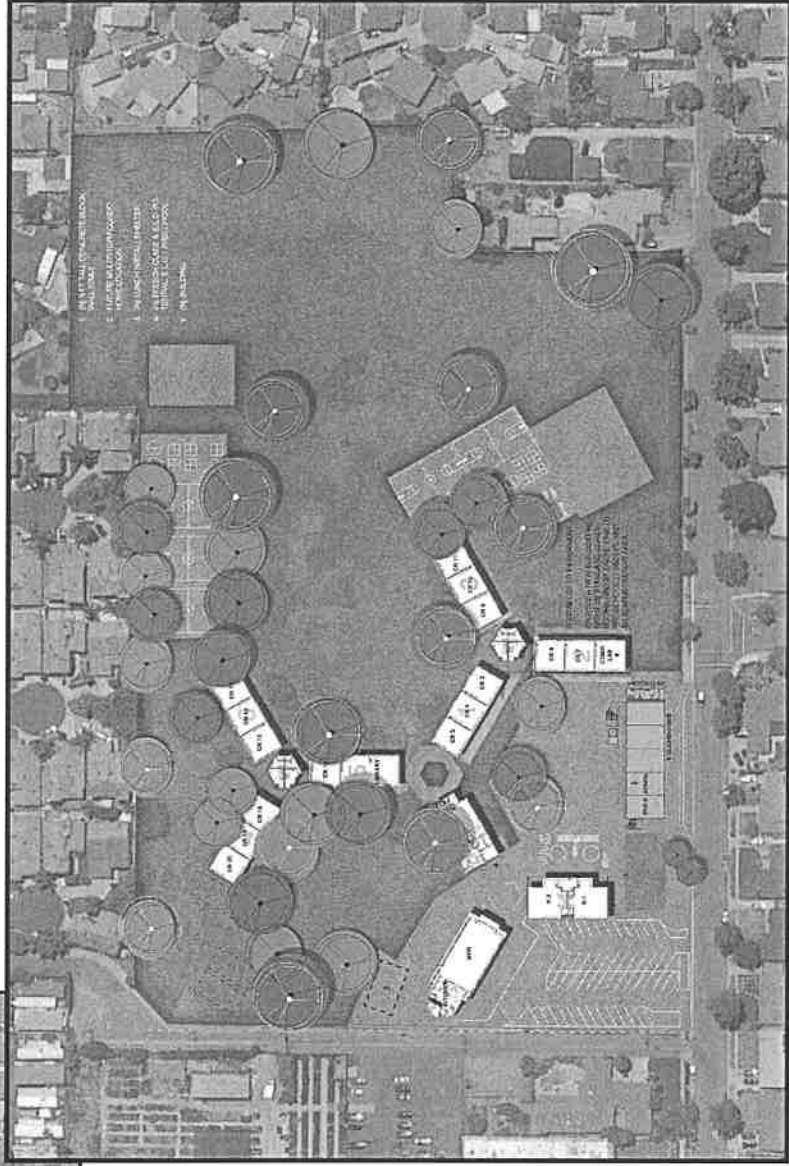




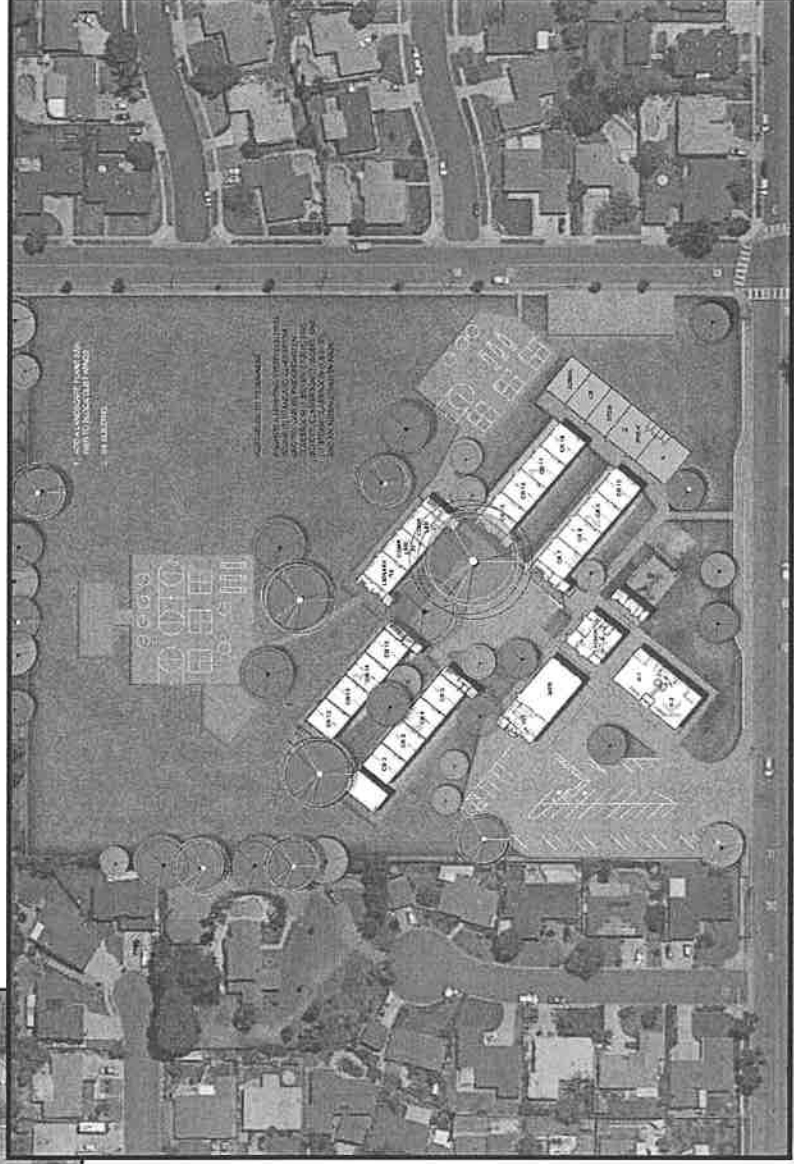


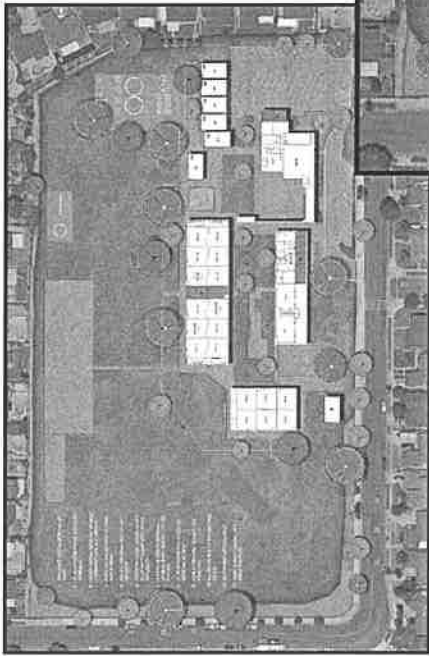
EXISTING SITE PLAN

PROPOSED SITE PLAN



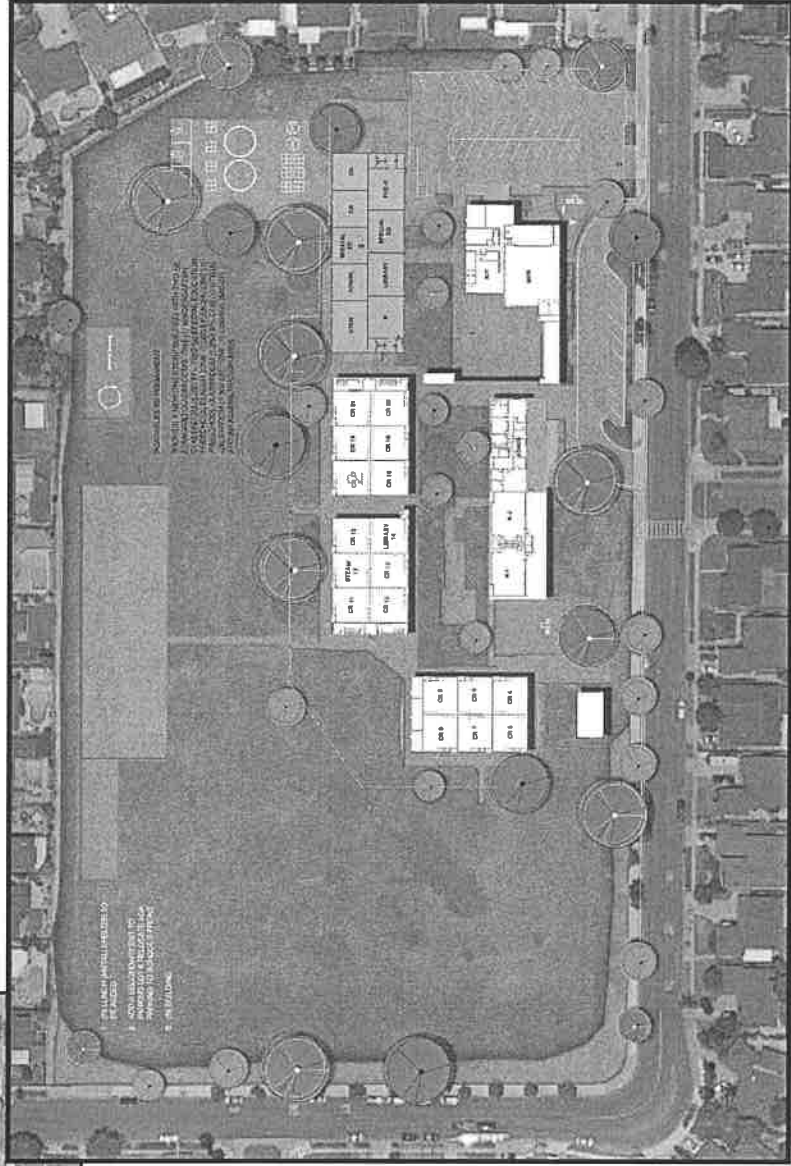






EXISTING SITE PLAN

PROPOSED SITE PLAN

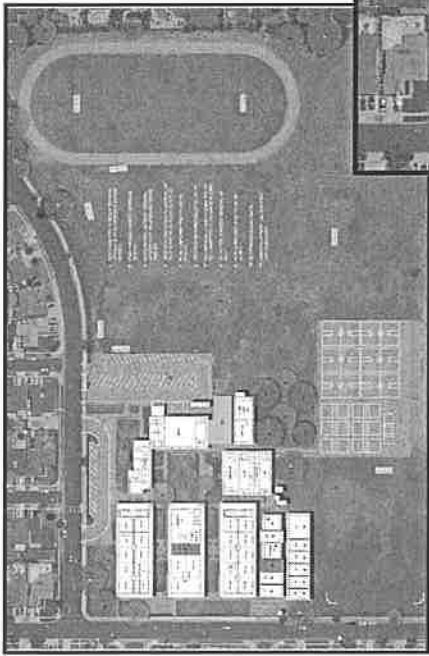




EXISTING SITE PLAN

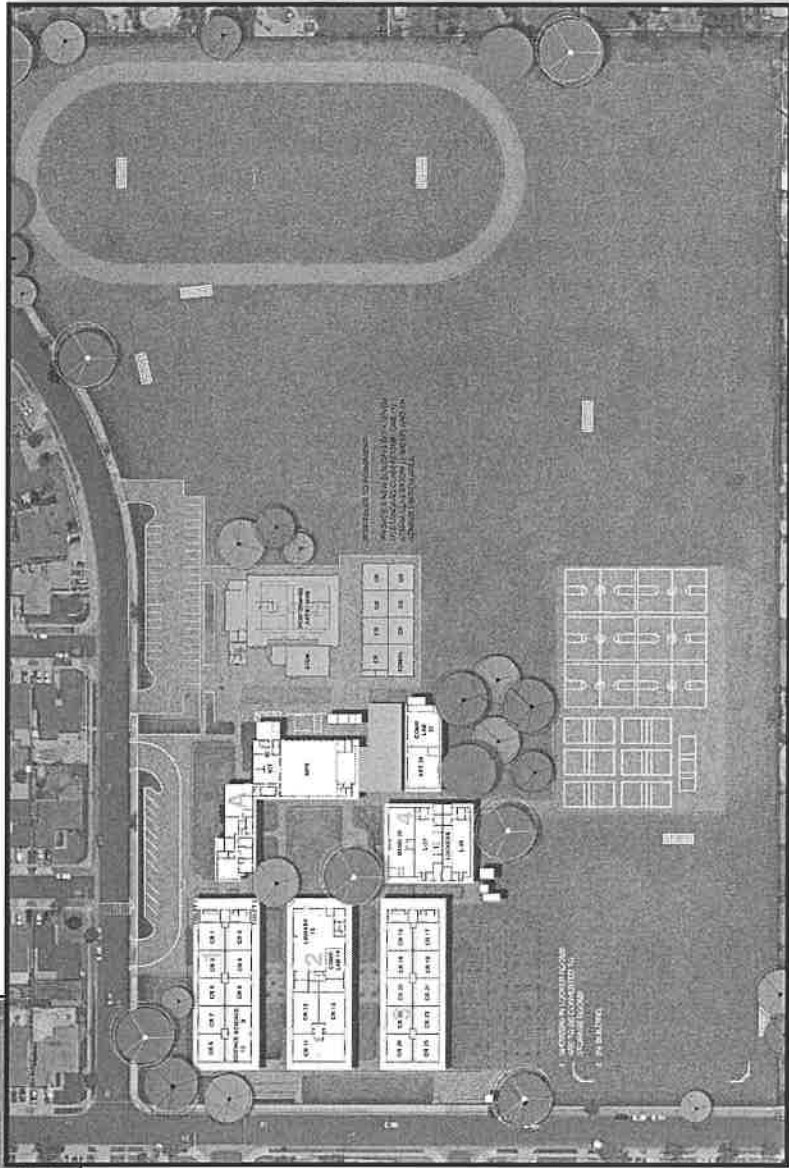
PROPOSED SITE PLAN





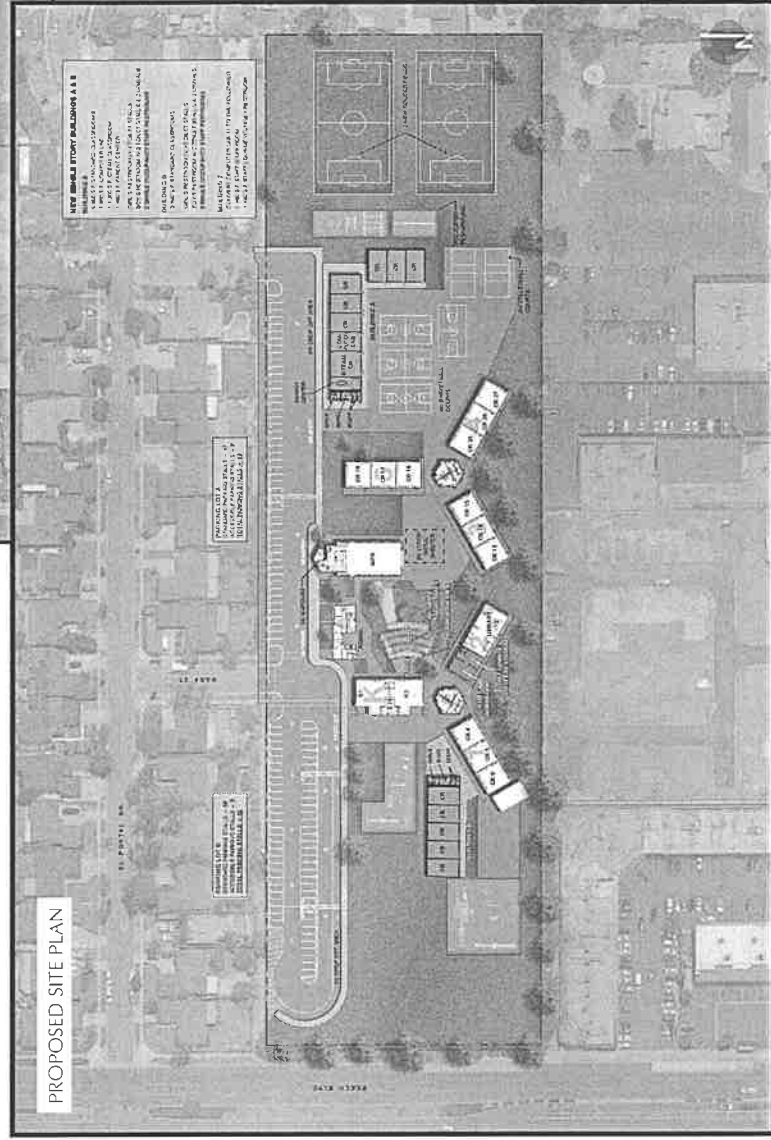
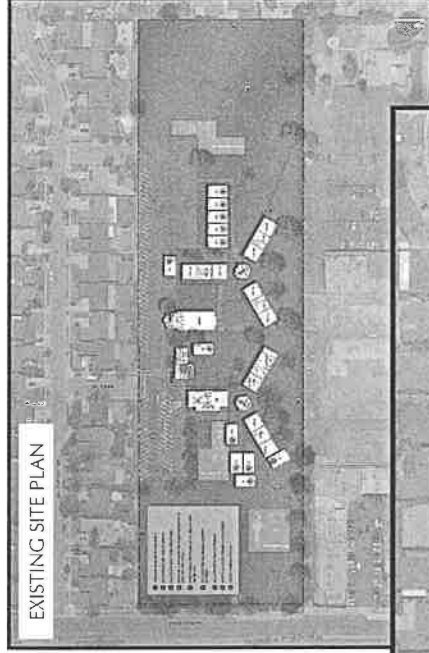
EXISTING SITE PLAN

PROPOSED SITE PLAN



LOWELL JOINT SCHOOL DISTRICT (LJSD)  
 EL PORTAL ELEMENTARY (Principal David Semeno)  
 DESIGN MEETING – AGENDA  
 April 15, 2020

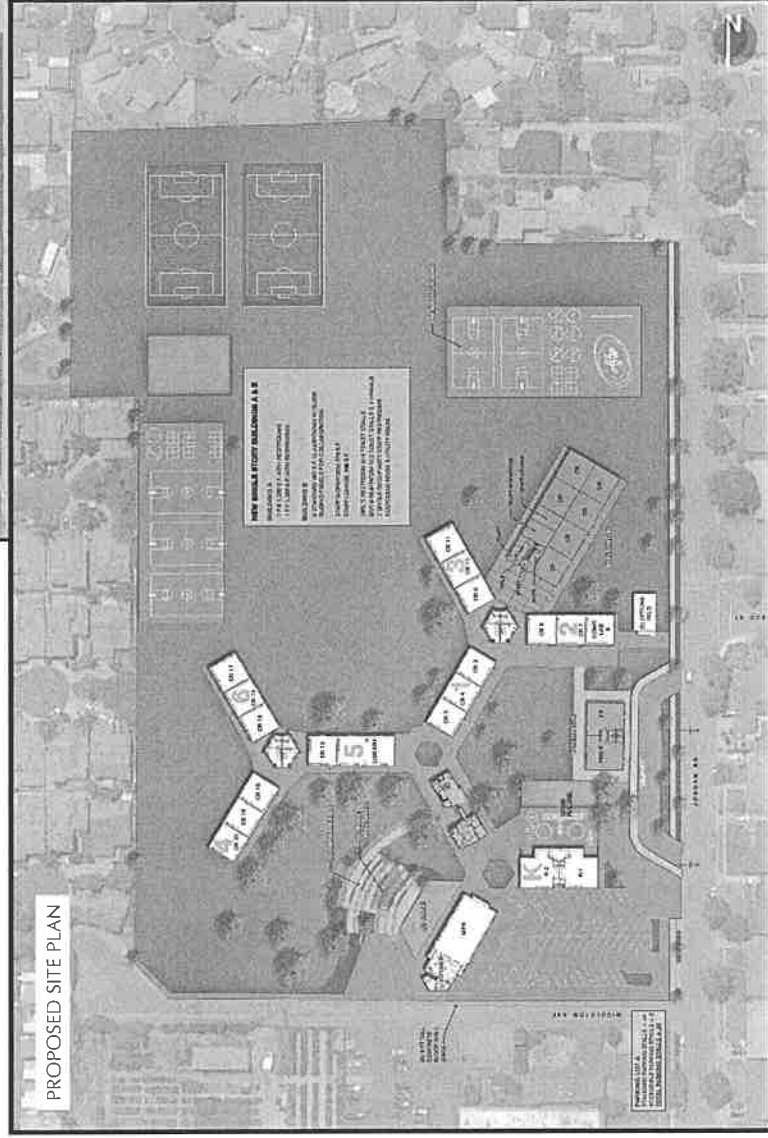
- Existing Conditions
  - Remove and Replace Twelve (12) Existing Relocatable Buildings
  - Remove Non-Certified Construction
  - North Parking Lot
    - Improve Circulation
- New Single-Story Classroom Building Northeast
  - Six (6) Standard Classrooms
  - One (1) STEAM Classroom
  - One (1) Computer Lab
  - One (1) Parent Center
  - Student and Staff Restrooms
- New Single-Story Classroom Building Southwest
  - Five (5) Standard Classrooms
  - Student and Staff Restrooms
- Building 2
  - Staff Workroom, Lounge and Restroom
- Amphitheater
- Reconfigured North Parking Lot
  - 111 cars (81 cars originally)
  - Expanded Drop-Off at West and East





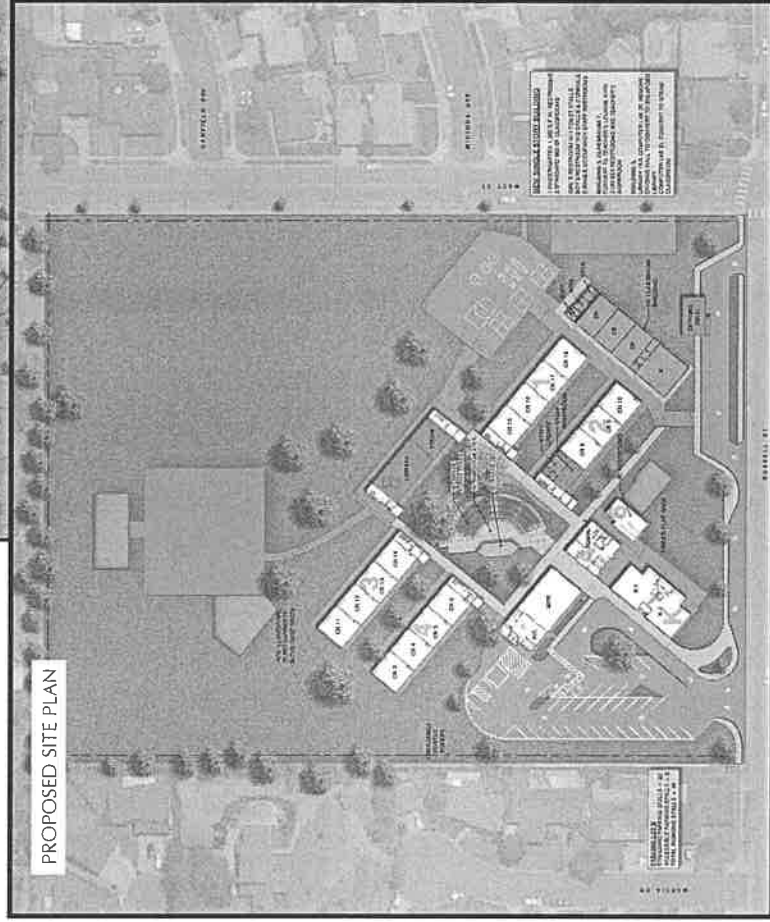
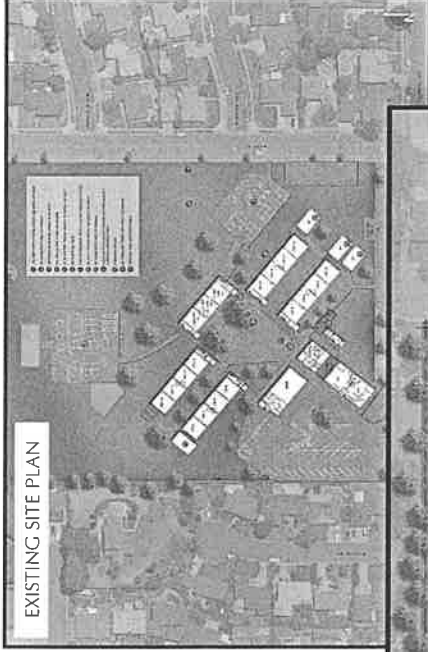
LOWELL JOINT SCHOOL DISTRICT (LJSD)  
 JORDAN ELEMENTARY (Principal Marikate Wissman)  
 DESIGN MEETING – AGENDA  
 April 15, 2020

- Existing Conditions
  - Remove and Replace Six (6) Existing Relocatable Buildings
  - Remove Non-Certified Construction
- New Single-Story Buildings
  - Early Learning
    - One (1) Pre-K w/ Restrooms
    - One (1) TK w/ Restrooms
  - Adjacent to Existing Kindergarten
  - New Playground and Equipment Area
  - Expanded Drop-Off Along Jordan Road
- Classroom Building
  - Six (6) Standard Classrooms
  - Student and Staff Restrooms
  - Staff Workroom and Lounge
- Amphitheater



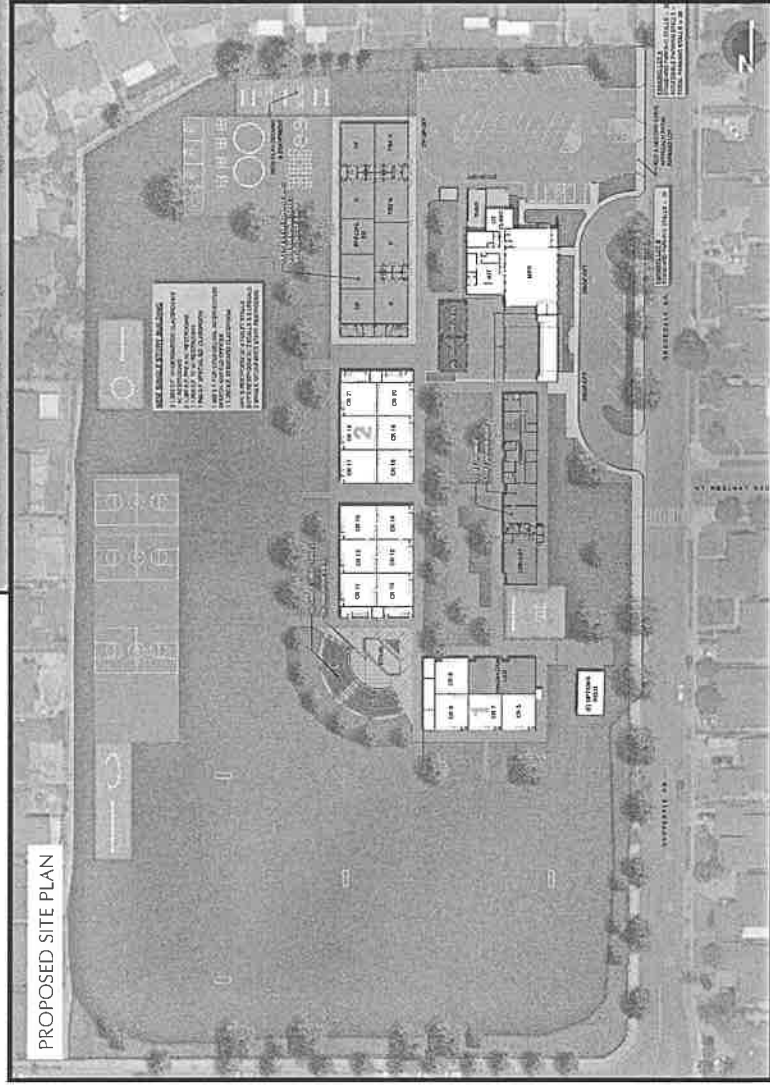
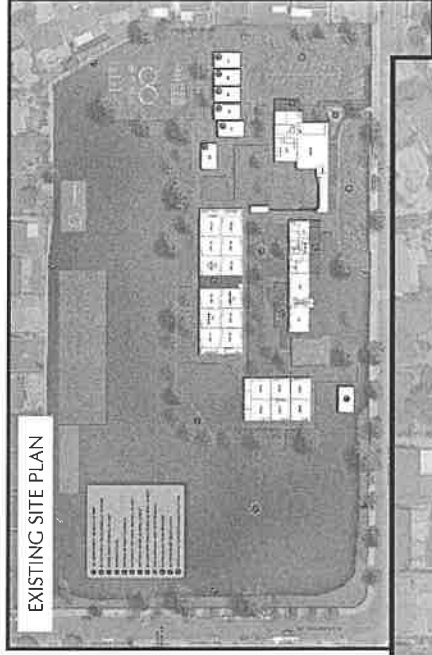
LOWELL JOINT SCHOOL DISTRICT (LJSD)  
 MACY ELEMENTARY (Principal Patty Jacobsen)  
 DESIGN MEETING – AGENDA  
 April 14, 2020

- Existing Conditions
  - Remove and Replace Four (4) Existing Relocatable Buildings
  - Remove Non-Certified Construction
- Option 1
  - New Single-Story Building
    - One (1) Kindergarten w/ Restrooms
      - Adjacent to Existing Kindergarten Playground
    - Three (3) Standard Classrooms
      - Student and Staff Restrooms
      - Adjacent to Existing Administration Building
  - Building 2
    - Convert CR7 Kindergarten to Staff Workroom, Lounge and Restrooms
  - Building 5
    - Expand Existing Library into Computer Lab 20
    - Convert Existing Computer Lab 21 in STEAM Classroom
- Option 2
  - New Single-Story Building
    - One (1) Kindergarten w/ Restrooms
      - Adjacent to Existing Kindergarten Playground
    - One (1) Library
      - One (1) STEAM Classroom
  - Building 2
    - Convert CR7 Kindergarten to Staff Workroom, Lounge and Restrooms
  - Building 5
    - Convert Existing Library and Computer Labs to Three (3) Standard Classrooms
- Amphitheater



LOWELL JOINT SCHOOL DISTRICT (LJSD)  
 MEADOW GREEN ELEMENTARY SCHOOL (Principal Matt Cukro)  
 DESIGN MEETING – AGENDA  
 April 14, 2020

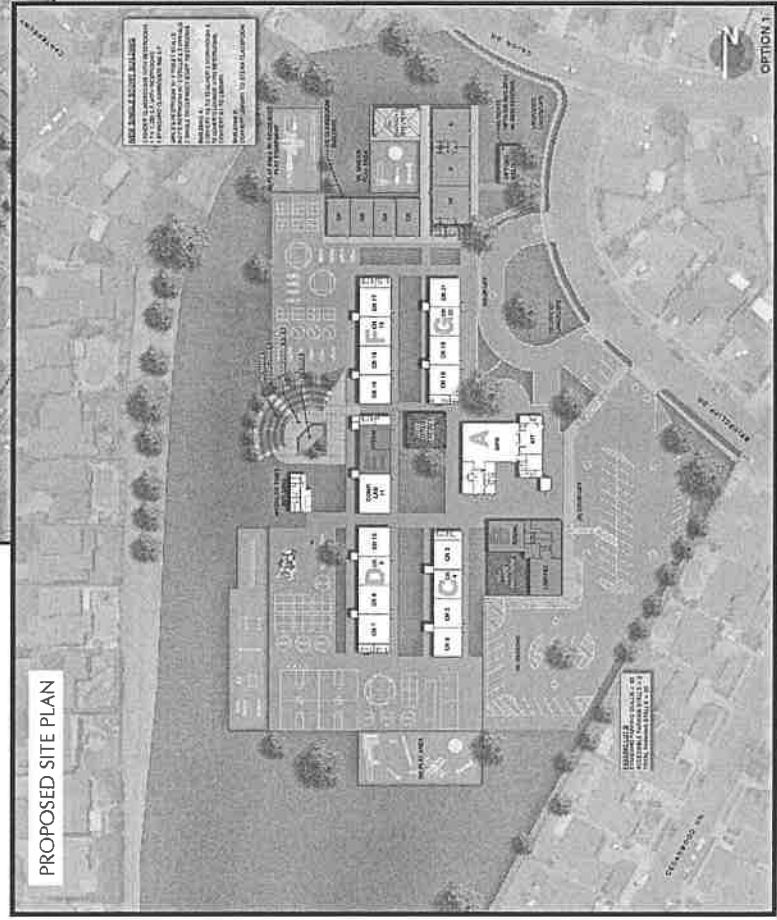
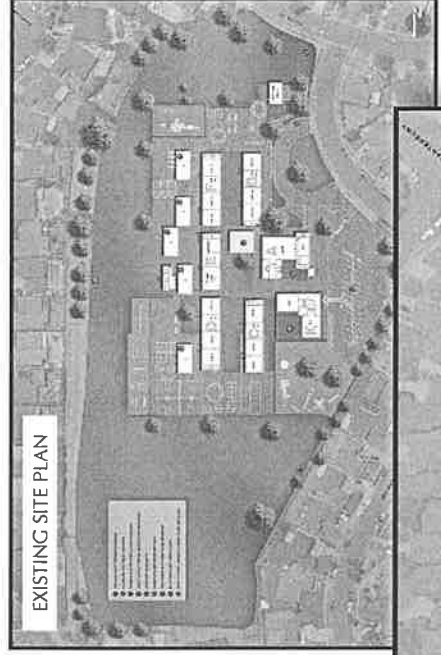
- Existing Conditions
  - Remove and Replace Six (6) Existing Relocatable Buildings
  - Remove Non-Certified Construction
  - North Parking Lot
    - Improve Circulation
- New Single-Story Building
  - Early Learning
    - Consolidate
      - Three (3) Kindergarten w/ Restrooms
      - Two (2) Pre-K w/ Restrooms
      - One (1) TK w/ Restrooms
    - New Playground and Equipment
  - Special Education
    - One (1) Classroom
    - OT Clinic
  - One (1) Standard Classroom
  - Counseling, Intervention Speech and ELD Offices
  - Student and Staff Restrooms
- Building A – Administration/Kindergarten
  - Convert One (1) Existing K to Staff Workroom, Lounge and Restrooms
  - Convert One (1) Existing K to Library
    - The Existing Library (CR 14) Becomes Standard Classroom
- Building 1 – Classrooms
  - Combine Existing Kindergarten 4 and CR 5 into Innovation Lab
- Amphitheater
- North Parking Lot





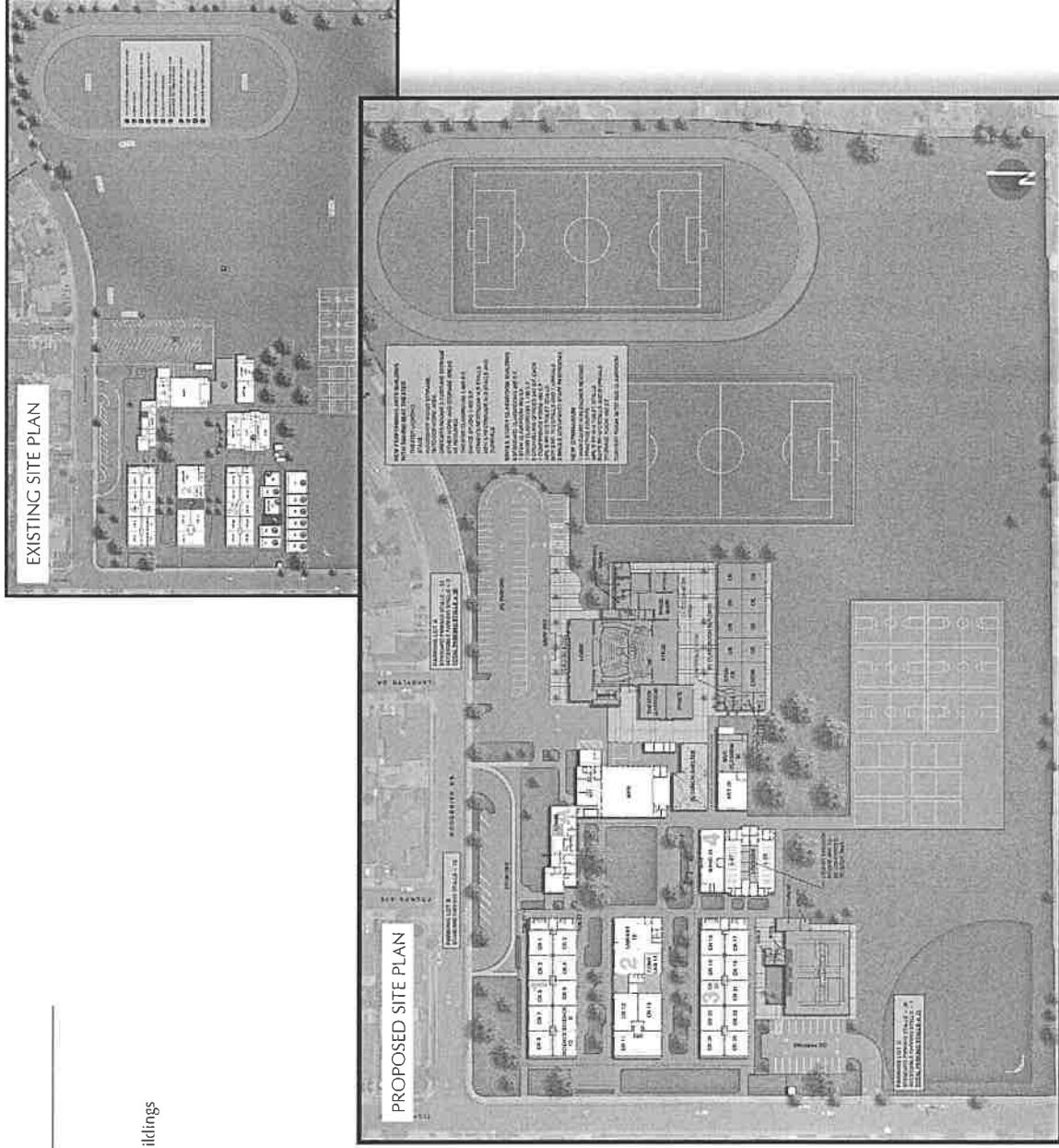
LOWELL JOINT SCHOOL DISTRICT (LJSD)  
 OLITA ELEMENTARY (Principal Krista VanHoogmoed)  
 DESIGN MEETING – AGENDA  
 April 14, 2020

- Existing Conditions
  - Remove and Replace Five (5) Existing Relocatable Buildings
  - Remove Non-Certified Construction
- Option 1 - (South)
  - New Single-Story Building
    - Two (2) Kindergarten Classrooms w/ Restrooms
    - New Kindergarten Playground
    - New Shade Shelters
    - Adjacent to Drop-Off
  - One (1) TK w/ Restrooms
  - Four Standard Classrooms
  - Adjacent to Existing Administration Building
  - Relocate Options
    - Building B
    - Convert One (1) Existing K to Staff Workroom, Lounge and Restroom
    - Convert One (1) Existing K to Library
  - Building 5
    - Convert Existing Library into STEAM Classroom
    - Expand Parking Lot
- Option 2 – (North)
  - New Single-Story Building
    - One (1) TK w/ Restrooms
    - Adjacent to Existing, Expanded Kindergarten Playground
  - One (1) STEAM Classroom
  - Four (4) Standard Classrooms
  - Student Restrooms
  - Staff Workroom, Lounge and Restrooms
  - New Kindergarten Shade Shelter
- Amphitheater
- New Lunch Shelter



LOWELL JOINT SCHOOL DISTRICT (LJSD)  
 RANCHO STARBUCK INTERMEDIATE (Principal Linda Takacs)  
 DESIGN MEETING – AGENDA  
 April 15, 2020

- Existing Conditions
  - Remove and Replace Eleven (11) Existing Relocatable Buildings
  - Remove Non-Certified Construction
- New Performing Arts Building
  - Theater
    - Lobby w/ Public Restrooms
    - 500-600 Seat Auditorium
    - Stage w/ Rigging and Lighting
    - Wood Shop, Storage and Outdoor Work Area
    - Dressing Rooms and Costume Storage
  - Theater Classroom
  - Dance Studio
  - Reconfigured North Parking Lot (56 cars)
- New Single-Story Classroom Building
  - Eight (8) Standard Classrooms
  - One (1) STEM Classroom
  - One (1) Choir Classroom
  - Two (2) Counseling Offices
  - One (1) Conference Room
  - Student and Staff Restrooms
- New Gymnasium Building
  - One (1) Main Court w/ Bleacher Seating
  - Two (2) Practice Courts
  - Student Restrooms
  - New West Parking Lot (21 cars)
- Convert Room 30 to SDC Classroom
- Convert PE Showers to Storage
- Culinary Arts



LOWELL JOINT SCHOOL DISTRICT  
June 14, 2021

To: President Hinz and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Ratification of Agreement with Haulaway Storage Containers, Inc. for the One (1) Year Rental, Installation, and Removal of Four (4), 40 Foot Storage Containers at Jordan Elementary School

ACTION/  
RATIFICATION

Background:

On June 11, 2018, the Lowell Joint School District Board of Trustees approved Resolution 2018-19 No. 724 ordering a School Bond Election. On November 6, 2018, the voters in the Lowell Joint School District passed measure LL. A part of Measure LL includes the repairs and upgrades to District facilities. This expenditure is subject to the purview of the Citizens Bond Oversight Committee.

Current Considerations:

As part of the HVAC, Roof Replacement, Modular Building, Fire Alarm, ADA, and Related Work project at Jordan Elementary School, the existing portable buildings will be removed. During the project, teacher and staff supplies and furniture will be stored in storage containers, on-site

District staff obtained three estimates to install, rent for 12 months, and remove the storage containers and received the following quotations:

- Aztec Container \$17,320.00
- ConexWest \$8,578.08
- Haulaway Storage Containers \$7,520.00

Financial Implications:

Financial Impact: \$7,520.00  
Funding Source: Measure LL General Obligation Fund – Fund 21.0

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Superintendent's Comment:

APPROVAL RECOMMENDED.

Recommendation:

It is recommended that the Board of Trustees ratify the agreement with Haulaway Storage Containers, Inc. for the one (1) year rental, installation, and removal of four (4), 40 foot storage containers at Jordan Elementary School, effective June 15, 2021 through June 14, 2022 not to exceed \$7,520.00, (21.0-00000-0-00000-85000-5620-0040000), Measure LL Bond Fund, and that the Superintendent or designee be authorized to execute the necessary documents.

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Superintendent's Comment:

APPROVAL RECOMMENDED.

LOWELL JOINT SCHOOL DISTRICT  
June 14, 2021

To: President Hinz and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Ratification of Agreement with Suburban Water Systems for Deposit for the Installation of Water Facilities at Jordan Elementary School ACTION/  
RATIFICATION

Background:

On June 11, 2018, the Lowell Joint School District Board of Trustees approved Resolution 2018-19 No. 724 ordering a School Bond Election. On November 6, 2018, the voters in the Lowell Joint School District passed measure LL. A part of Measure LL includes the repairs and upgrades to District facilities. This expenditure is subject to the purview of the Citizens Bond Oversight Committee.

Current Considerations:

As part of the HVAC, Roof Replacement, Modular Building, Fire Alarm, ADA, and Related Work project at Jordan Elementary School, the fire department requires a new fire hydrant on campus. Since the service to the new fire hydrant will come from the existing water line in the street, Suburban Water System will do the work.

As such, Suburban Water Systems requires an initial deposit to begin the process of design and permitting. Once the scope is determined, Suburban will competitively bid the project and will, if necessary, require an additional deposit to fully fund the construction project.

Financial Implications:

Financial Impact: \$28,324.37  
Funding Source: Measure LL General Obligation Fund – Fund 21.0

Recommendation:

It is recommended that the Board of Trustees ratify the agreement with Suburban Water Systems for deposit for the installation of water facilities at Jordan Elementary School, effective June 15, 2021 through June 14, 2022 not to exceed \$28,324.37, (21.0-00000-0-00000-85000-6230-0040000), Measure LL Bond Fund, and that the Superintendent or designee be authorized to execute the necessary documents.

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Superintendent's Comment:

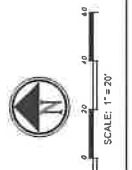
APPROVAL RECOMMENDED.



UTILITY PLAN

REVISIONS

NO.	DATE	DESCRIPTION
1		
2		
3		
4		
5		
6		
7		



LINE TYPE LEGEND

(Symbol)	NEW STORM SEWER
(Symbol)	NEW SANITARY SEWER
(Symbol)	EXISTING STORM SEWER
(Symbol)	EXISTING SANITARY SEWER
(Symbol)	DOMESTIC WATER
(Symbol)	COMMERCIAL WATER
(Symbol)	COASTAL POWER
(Symbol)	TELEPHONE
(Symbol)	COMMUNICATIONS

**SEWER, STORM DRAIN AND WATER LINE CONSTRUCTION NOTE:**

- INSTALL A LACK SLOPE FROM BOTTOM OF PIPE TO AVOID BACKFLOW AND AIR LOCKS.
- SEWER LINES SHALL BE 15 FEET MINIMUM COVER UNLESS OTHERWISE NOTED.
- CONCRETE SHALL BE CAST IN PLACE FOR STRENGTH AND DURABILITY.
- CONCRETE SHALL BE 3,000 PSI MINIMUM STRENGTH.
- CONTRACTOR SHALL VERIFY ALL SIZES AND SLOPES AS SHOWN ON SHEET.
- CONTRACTOR SHALL VERIFY ALL SIZES AND SLOPES AS SHOWN ON SHEET.
- CONTRACTOR SHALL VERIFY ALL SIZES AND SLOPES AS SHOWN ON SHEET.
- CONTRACTOR SHALL VERIFY ALL SIZES AND SLOPES AS SHOWN ON SHEET.

**POTABLE WATER CONSTRUCTION NOTE:**

- USE PLUMBING PER THE CONTRACT AND BOARDS.
- CONTRACTOR SHALL VERIFY ALL SIZES AND SLOPES AS SHOWN ON SHEET.
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**CONSTRUCTION NOTES INSTALLED BY SUBURBAN WATER:**

- CONTRACTOR SHALL VERIFY ALL SIZES AND SLOPES AS SHOWN ON SHEET.
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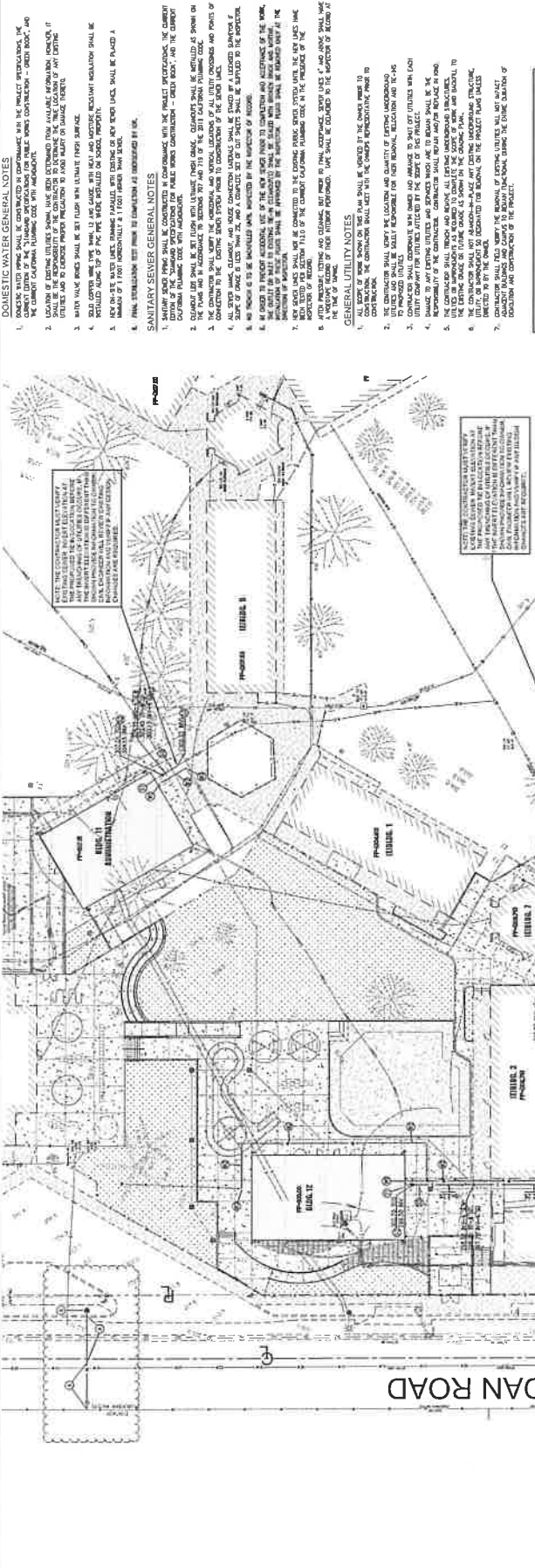


**GENERAL UTILITY NOTES:**

- ALL WORK SHALL BE PERFORMED IN ACCORDANCE WITH THE LATEST EDITIONS OF THE CONSTRUCTION MANUALS AND CODES.
- CONTRACTOR SHALL VERIFY ALL SIZES AND SLOPES AS SHOWN ON SHEET.
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- CONTRACTOR SHALL VERIFY ALL SIZES AND SLOPES AS SHOWN ON SHEET.

**UNDERGROUND UTILITY COORDINATION NOTE:**

THE CONTRACTOR IS RESPONSIBLE TO COORDINATE AND VERIFY THE LOCATION OF ALL EXISTING AND NEW UTILITIES. THE CONTRACTOR SHALL VERIFY ALL SIZES AND SLOPES AS SHOWN ON SHEET.



**GENERAL NOTES:**

- CONTRACTOR SHALL VERIFY ALL SIZES AND SLOPES AS SHOWN ON SHEET.
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**DOMESTIC WATER GENERAL NOTES:**

- CONTRACTOR SHALL VERIFY ALL SIZES AND SLOPES AS SHOWN ON SHEET.
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**SANITARY SEWER GENERAL NOTES:**

- CONTRACTOR SHALL VERIFY ALL SIZES AND SLOPES AS SHOWN ON SHEET.
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**GENERAL UTILITY NOTES:**

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**CONSTRUCTION NOTES INSTALLED BY SUBURBAN WATER:**

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**Suburban  
Water Systems**

A SouthWest Water Company

1325 N. Grand Avenue  
Suite 100  
Covina, CA 91724-4044  
Phone 626.543.2500  
Fax 626.331.4848  
www.swwc.com

December 10, 2020

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

*David Bennett*  
APR 28 2021  
*S.H.*

**RE: Preliminary Estimate – Install Water Facilities  
10654 Jordan Rd., Whittier; SWS # P - 1663**

Dear Mr. Bennet,

With regard to the above-mentioned project, Suburban Water Systems has prepared the following preliminary estimate to construct (1) 6-inch public fire hydrant.

Suburban's estimate for the design, construction and contract management of these water facilities is **\$28,324.37** which is not subject to a main extension refund contract. This amount is only an estimate and is not a firm price. The actual cost of this installation cannot be determined until completion of the project pursuant to the rules and regulations of the California Public Utilities Commission. This is Suburban's preliminary estimate and actual construction costs may vary this estimate.

Suburban has also included a "tax gross-up" on projects that are nonrefundable Contributions In Aid of Construction (CIAC). Suburban's advice letter was approved using Method 5 to determine the tax factor. Please follow the link to a copy of California Public Utilities Commission (CPUC) Rule No. 15.E.1.

<http://files.swwc.com/ca/tariff/tariff-rule15.pdf>

Beginning January 1, 2018 the Income Tax Component (ITC) or additional fee identified as the "tax gross-up" shall be calculated by multiplying the amount of the CIAC by the tax gross-up factor of 21.58%.

Due to the fire department's requirement for Suburban to provide a letter indicating your financial responsibility for this fire hydrant Suburban requires that you deposit **\$28,324.37** to cover Engineering costs associated with design and permitting of your project. If at anytime you decide not to continue with this project after the deposit is made, Suburban will refund any remaining funds not used for plan preparation or permitting. Alternatively, if you decide to proceed with the project any remaining funds will be applied against the actual cost at the completion of the job.

When planning and permitting are completed Suburban will have the project competitively bid. The project costs obtained from this bid will be used to prepare a more accurate cost estimate. At that time Suburban will send you a revised letter requesting an additional deposit to fully fund the construction project including the applicable tax gross-up amount. Construction will be scheduled upon receipt of this deposit.



Mr. Bennett  
Page 2  
December 10, 2020

The winning bid from Suburban's Contractor will be valid for 30-days. If your additional deposit for the estimated remaining balance, including gross-up amount, is not received within 30-days of that revised letter, your project will be put on hold. Also, if you exceed 30-days to pay the added deposit the estimate will be subject to change for increases in the contractor's material and labor costs that will increase the cost of the project. At that time Suburban will issue a revised balance of funds letter reflecting this increase. Suburban will not re-bid the project at that time. This will delay the completion of your project.

The Developer/Customer is responsible to coordinate and construct the private waterline(s) from Suburban's water meter to your building and the cost of the backflow prevention assemblies required for your building.

Suburban strongly suggests that the Developer/Customer **not** initiate any trenching or construction related to the building's water service line until Suburban's Engineering Department has prepared a site plan showing the service location. Suburban understands that a Developer/Customer may wish to have the meter or private waterline in a specific location, however the Suburban-required location may differ greatly.

Please keep us promptly informed of any revisions or changes of your Improvement plans, so that we can make the necessary revisions to the water facilities plans.

Should you have any questions please contact Laura Sainz at (626) 543-2565 or at lsainz@swwc.com.

Regards,  
SUBURBAN WATER SYSTEMS

*Laura Sainz*

Laura Sainz  
Water Service Planner

*210 - 0000 - 0 - 0000 - 8500 - 6030 - 004000*

LOWELL JOINT SCHOOL DISTRICT  
June 14, 2021

To: President Hinz and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Authorization to Utilize California Multiple Award Schedule with Playcore Wisconsin, Inc., dba Gametime, (CMAS #4-20-00-0092B, GSA Base Schedule No. 2017001134) for the Purchase of Outdoor Recreational, Playground, and Shade Equipment Districtwide ACTION

Background and Current Considerations:

The California Multiple Award Schedule (CMAS) program contracts are established using products, services, and prices from already existing competitively assessed and cost compared to multiple award contracts. Public Contract Code Section 10298 allows public agencies including K-12 schools, to utilize such contracts without going to bid. CMAS Contract #4-20-00-0092B, Base GSA Schedule No. 2017001134 with Playcore Wisconsin, Inc., dba GameTime is approved by the State of California Department of General Services (DGS) to utilize the above CMAS contract for the purchase, warranty, and installation of outdoor-benches, recreational-exercise/fitness, playground-equipment, shade, floor covering, synthetic turf, recreational-sporting goods, receptacles-trash, outdoor-bike stand, outdoor barbecue steel, outdoor-waste receptacle, playground-equipment, and outdoor-picnic tables as-needed by the District. The CMAS contract with Playcore Wisconsin, Inc., dba Gametime, is valid July 30, 2020 through June 30, 2022.

Upon acceptance and approval of the CMAS contract with Playcore Wisconsin, Inc., dba Gametime by the Board of Trustees, the District will execute the necessary authorization and issue the requisite purchase order(s).

Financial Implications:

The approximate cost of the equipment and installation from Playcore Wisconsin, Inc., dba Gametime will depend on the actual equipment purchased. The estimate is \$125,000 per school with four schools receiving equipment in the 2021-22 school year for a total of \$500,000. Costs associated with this agreement will be paid out of Fund 40.0 Special Reserve for Capital Outlay Projects.

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Superintendent's Comment:

APPROVAL RECOMMENDED.

Financial Impact: \$500,000

Funding Source: Fund 40.0 Special Reserve for Capital Outlay Projects

Recommendation:

It is recommended that authorization to utilize California Multiple Award Schedule with Playcore Wisconsin, Inc., dba Gametime, (CMAS #4-20-00-0092B, GSA Base Schedule No. 2017001134) for the Purchase of Outdoor Recreational, Playground, and Shade Equipment Districtwide be approved, and that the Superintendent or designee be authorized to execute the necessary documents.

DB/ds

---

Superintendent's Comment:

APPROVAL RECOMMENDED.

State of California

# MULTIPLE AWARD SCHEDULE

PlayCore Wisconsin, Inc., dba

## GameTime

CMAS NUMBER:	<b>4-20-00-0092B</b>
CMAS TERM DATES:	7/30/2020 through 6/30/2022
CMAS CATEGORY:	Non Information Technology Commodities
APPLICABLE TERMS & CONDITIONS:	<u>December 1, 2017</u> ( <a href="http://www.dgs.ca.gov/-/media/Divisions/PD/Acquisitions/CMAS/Non-IT-Commodities-CMAS-Terms-and-Conditions.ashx?la=en&amp;hash=9AD54FF697C740F342E8B9B5BDEEDFC263632CB3">www.dgs.ca.gov/-/media/Divisions/PD/Acquisitions/CMAS/Non-IT-Commodities-CMAS-Terms-and-Conditions.ashx?la=en&amp;hash=9AD54FF697C740F342E8B9B5BDEEDFC263632CB3</a> )
MAXIMUM ORDER LIMIT:	State Agencies: <b>See Purchasing Authority Dollar Threshold provision</b> Local Government Agencies: <b>Unlimited</b>
FOR USE BY:	State & Local Government Agencies
BASE CONTRACT #:	2017001134
BASE CONTRACT HOLDER:	GameTime

This CMAS provides for the purchase and warranty of playground and outdoor fitness equipment, site accessories, surfacing, and related products and services. (See page 3 for the restrictions applicable to this CMAS.)

NOTICE: Products and/or services on this CMAS may be available on a Mandatory Statewide Contracts. If this is the case, the use of this CMAS is restricted unless the State agency has an approved exemption as explained in the Statewide Contract User Instructions. Information regarding Statewide Contracts can be obtained at the: [Statewide Contract Index Listing](http://www.documents.dgs.ca.gov/pd/contracts/contractindexlisting.pdf) ([www.documents.dgs.ca.gov/pd/contracts/contractindexlisting.pdf](http://www.documents.dgs.ca.gov/pd/contracts/contractindexlisting.pdf)). This requirement is not applicable to local government entities.

Buyers must verify that the CMAS vendor has a letter of authorization from the manufacturer or an authorized distributor for the sale of the products being procured. Service specific letters of authorization are required if the CMAS vendor is providing installation, maintenance, and repair services.

*Original Signature on File*

Effective Date: **7/30/2020**

**BRYAN DUGGER, Program Analyst, California Multiple Award Schedules Unit**

**CALIFORNIA MULTIPLE AWARD SCHEDULE (CMAS)  
GAMETIME  
CMAS NO. 4-20-00-0092B**

The most current Ordering Instructions and Special Provisions, CMAS Terms and Conditions, and products and/or services are included herein. All purchase orders issued by State agencies shall incorporate these Ordering Instructions and Special Provisions and CMAS Terms and Conditions.

Agency non-compliance with the requirements may result in the loss of delegated authority to use the CMAS program.

CMAS contractor non-compliance with the requirements may result in termination.

**CALIFORNIA MULTIPLE AWARD SCHEDULE (CMAS)  
GAMETIME  
CMAS NO. 4-20-00-0092B**

**CMAS PRODUCT & SERVICE CODES**

Product & Service Codes listed below are for marketing purposes only. Review the base contract for the products and/or services available.

- Floor Cov-Synthetic Turf
- Outdoor-Barbecue Steel
- Outdoor-Benches
- Outdoor-Bike Stand
- Outdoor-Picnic Table
- Outdoor-Waste Receptacle
- Playground-Equip
- Playground-Equip Shade
- Playground-Surface Ruberized
- Receptacles-Trash
- Recreational-Exercise/Fitness
- Recreational-Sporting Goods

**AVAILABLE PRODUCTS AND/OR SERVICES**

All of the products in the base contract are available within the scope of this CMAS.

The ordering agency must verify all products and/or services are currently available on the base contract. Please visit the following link to review all of the base contract documents <https://public.omniapartners.com/suppliers/gametime/contract-documentation#c36098> . To verify the pricing provided in GameTime's offer, please email [Nick.Grund@omniapartners.com](mailto:Nick.Grund@omniapartners.com) and Cc: [Fred.flores@omniapartners.com](mailto:Fred.flores@omniapartners.com) to obtain the most up-to-date pricelist.

**EXCLUDED PRODUCTS AND/OR SERVICES**

Ancillary sitework services, and signed and sealed engineering drawings are not available under this CMAS.

**ISSUE PURCHASE ORDER TO**

Agency purchase orders must be either mailed or emailed to the following:

**GameTime  
P.O. Box 680121  
Fort Payne, AL 35968  
Attn: Clint Whiteside**

**E-mail: [clint.whiteside@gametime.com](mailto:clint.whiteside@gametime.com)**

**CALIFORNIA MULTIPLE AWARD SCHEDULE (CMAS)  
GAMETIME  
CMAS NO. 4-20-00-0092B**

Agencies with questions regarding products and/or services may contact the CMAS contractor as follows:

**Contact:** Clint Whiteside  
**Phone:** (423) 425-3162 ext. 3162  
**E-mail:** [clint.whiteside@gametime.com](mailto:clint.whiteside@gametime.com)

**TOP 500 DELINQUENT TAXPAYERS**

In accordance with Public Contract Code (PCC) § 10295.4, and prior to placing an order for non-IT goods and/or services, **agencies must verify** with the Franchise Tax Board and the California Department of Tax and Fee Administration that this CMAS contractor's name does not appear on either list of the 500 largest tax delinquencies pursuant to Section 7063 or 19195 of the Revenue and Taxation Code. **See next paragraph for information.**

The Franchise Tax Board's list of Top 500 Delinquent Taxpayers is available at [www.ftb.ca.gov/about-ftb/newsroom/top-500-past-due-balances/index.html](http://www.ftb.ca.gov/about-ftb/newsroom/top-500-past-due-balances/index.html).

The California Department of Tax and Fee Administration's list of Top 500 Sales & Use Tax Delinquencies in California is available at [www.cdtfa.ca.gov/taxes-and-fees/top500.htm](http://www.cdtfa.ca.gov/taxes-and-fees/top500.htm).

**CALIFORNIA SELLER'S PERMIT**

The CMAS contractor's California Seller's Permit Number is 099479086. Prior to placing an order with this company, agencies must verify that this permit is still valid at the California Department of Tax and Fee Administration website ([cdtfa.ca.gov](http://cdtfa.ca.gov)).

**CMAS PRICES**

The maximum prices allowed for the products and/or services available are those set forth in the base contract.

The ordering agency is encouraged to seek prices lower than those in the base contract. When responding to an agency's Request for Offer (RFO), the CMAS contractor can offer lower prices to be competitive.

**PRICE DISCOUNTS**

This CMAS contains volume discounts. See the base contract for the specific percent of discount.

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**DARFUR CONTRACTING ACT**

This CMAS contractor has certified compliance to the Darfur Contracting Act, per Public Contract Code (PCC) § 10475, et seq. It is the agency's responsibility to verify that the contractor has a Darfur Contracting Act Certification on file.

**CALIFORNIA MULTIPLE AWARD SCHEDULE (CMAS)  
GAMETIME  
CMAS NO. 4-20-00-0092B**

**CALIFORNIA CIVIL RIGHTS LAW CERTIFICATION**

Pursuant to Public Contract Code section 2010, effective January 1, 2017, applicants must certify their compliance with the California Civil Rights laws and Employer Discriminatory Policies (section 51 of the Civil Code, section 12960 of the Government Code). It is the agency's responsibility to verify that the contractor has a California Civil Rights Law Certification on file.

**WARRANTY**

For warranties, see the base contract, the CMAS Terms and Conditions, General Provisions, and CMAS Warranty.

**DELIVERY**

21-30 days after receipt of order, or as negotiated between agency and CMAS contractor and included in the purchase order, or as otherwise stipulated in the contract.

**SHIPPING INSTRUCTIONS**

F.O.B. Destination – Prepaid and Add

**State agencies (not local governments) shall follow the instructions below whenever the weight of the purchase is 100-lbs or more and F.O.B. Destination, Freight Prepaid is not used.**

All shipments will be made by ground transportation unless otherwise ordered on the purchase order.

**Before placing order**, contact the DGS Transportation Management (916) 376-1888 to determine the routing of freight shipments. You will need to provide Transportation Management with the point of origin and destination. They will also want to know the commodity being shipped and the estimated shipping weight of the order. If shipping overnight, the account number must be included.

Routing information should be shown on the face of the purchase order in the format shown below.

**Shipping Instructions:**

Supplier route via:

Carrier's telephone number: \_\_\_\_\_

Annotate bill/s of lading as follows:

"Freight for account of State of California. Tender Number: \_\_\_\_\_ applies. State of California Purchase Order Number: \_\_\_\_\_ SHIP FREIGHT COLLECT." Estimated Freight charges:

\_\_\_\_\_.

If supplier is unable to use this carrier, call Transportation Management at (916) 376-1888.



**CALIFORNIA MULTIPLE AWARD SCHEDULE (CMAS)  
GAMETIME  
CMAS NO. 4-20-00-0092B**

*The following statement must be noted on the purchase order when the commodities are being shipped via UPS (United Parcel Service) and the State is paying directly to UPS (Collect).*

**Shipping Instructions:**

Supplier route via United Parcel Service (ground).  
State of California, Department of \_\_\_\_\_ UPS account number applies.  
State of California Purchase Order Number \_\_\_\_\_ SHIP COLLECT. Estimated UPS charges: \_\_\_\_\_.

If supplier is unable to use UPS, call Transportation Management at (916) 376-1888.

**CMAS Contractor Note:** Additional shipping costs incurred by deviation to above shipping instructions, without Transportation Management approval, shall be charged to the CMAS contractor.

**PURCHASING AUTHORITY DOLLAR THRESHOLD**

Order limits for the purchase of goods and/or services is determined by the individual agency purchasing authority threshold.

No CMAS order may be executed by a State agency that exceeds that agency's purchasing authority threshold. State agencies with approved purchasing authority, along with their dollar thresholds can be obtained at the List of State Departments with Approved Purchasing Authority website ([www.dgs.ca.gov/PD/Resources/Page-Content/Procurement-Division-Resources-List-Folder/List-of-State-Departments-with-Approved-Purchasing-Authority](http://www.dgs.ca.gov/PD/Resources/Page-Content/Procurement-Division-Resources-List-Folder/List-of-State-Departments-with-Approved-Purchasing-Authority)).

**HOW TO USE CMAS**

Agencies must adhere to the detailed requirements in the State Contracting Manual (SCM) when using CMAS. The requirements for the following bullets are in the SCM, Volume 2, Chapter 6 (for non-IT), the SCM, Volume 3, Chapter 6 (for IT), and the SCM, Volume FISCal, Chapter 5 (FISCal):

- Develop a Request for Offer, which includes a Scope of Work (SOW), and Bidder Declaration form. For information on the Bidder Declaration requirements, see the SCM, Volume 2, Section 3.5.7 and Volume 3, Section 3.4.7.
- Search for potential CMAS contractors on the CMAS website ([www.dgs.ca.gov/PD/About/Page-Content/PD-Branch-Intro-Accordion-List/Acquisitions/California-Multiple-Award-Schedules](http://www.dgs.ca.gov/PD/About/Page-Content/PD-Branch-Intro-Accordion-List/Acquisitions/California-Multiple-Award-Schedules)) and select "Find a CMAS Contractor."
- Solicit offers from a minimum of 3 CMAS contractors including one small business and/or DVBE, if available, who are authorized to sell the products and/or services needed.
- If soliciting offers from a certified DVBE, include the Disabled Veteran Business Enterprise Declarations form (Standard 843) in the Request for Offer. This declaration must be completed and returned by the DVBE prime contractor and/or any DVBE subcontractors. (See the SCM Volumes 2, 3, and FISCal, Chapter 3).

**CALIFORNIA MULTIPLE AWARD SCHEDULE (CMAS)  
GAMETIME  
CMAS NO. 4-20-00-0092B**

- This is not a bid transaction, so the small business preference, DVBE incentives, protest language, intents to award, evaluation criteria, advertising, etc., are not applicable.
- If less than 3 offers are received, State agencies must document their file with the reasons why the other suppliers solicited did not respond with an offer.
- Assess the offers received using best value methodology, with cost as one of the criteria.
- Issue a Purchase Order to the selected CMAS contractor.
- For CMAS transactions under \$10,000, only one offer is required if the State agency can establish and document that the price is fair and reasonable. The fair and reasonable method can only be used for non-customizable purchases.

Local governments set their own order limits, and are not bound by the order limits on the cover page of this CMAS.

**SPLITTING ORDERS**

Splitting orders to avoid any monetary limitations is prohibited.

Do not circumvent normal procurement methods by splitting purchases into a series of delegated purchase orders, per Public Contract Code (PCC) § 10329.

Splitting a project into small projects to avoid either fiscal or procedural controls is prohibited, per State Administrative Manual (SAM) § 4819.34.

**MINIMUM ORDER LIMITATION**

There is no minimum dollar value limitation on orders placed under this CMAS.

**ORDERING PROCEDURES**

**1. Purchase Orders**

All Ordering Agency purchase order documents executed under this CMAS must contain the applicable CMAS number as show on page 1.

1. State Departments:

Standard 65 Purchase Documents – State departments not transacting in FISCal must use the Purchasing Authority Purchase Order (Standard 65) for purchase execution. An electronic version of the Standard 65 is available at the DGS-PD website ([www.dgsapps.dgs.ca.gov/osp/StatewideFormsWeb/Forms.aspx](http://www.dgsapps.dgs.ca.gov/osp/StatewideFormsWeb/Forms.aspx)), select Standard STD Forms.

FISCAL Purchase Documents – State departments transacting in FISCal will follow the FISCal procurement and contracting procedures.

**CALIFORNIA MULTIPLE AWARD SCHEDULE (CMAS)  
GAMETIME  
CMAS NO. 4-20-00-0092B**

**2. Local Governmental Departments:**

Local governmental agencies may use their own purchase document for purchase execution.

The agency is required to complete and distribute the purchase order. For services, the agency shall modify the information contained on the order to include the service period (start and end date), and the monthly cost (or other intermittent cost), and any other information pertinent to the services being provided. The cost for each line item should be included in the order, not just system totals.

The contractor must immediately reject purchase orders that are not accurate. Discrepancies are to be negotiated and incorporated into the purchase order prior to the products and services being delivered.

**2. Service and Delivery after CMAS Expiration**

The purchase order must be issued before the CMAS expires. However, delivery of the products or completion of the services may be after the CMAS expires (unless otherwise specifically stated in the purchase order).

**3. Multiple CMAS Agreements on a Single Purchase Order**

Agencies wishing to include multiple CMAS agreements on a single FISCAL purchase order must adhere to the following guidelines:

- All CMAS must be for the same CMAS contractor.
- The purchase order must go to one contractor location.
- Write the word "CMAS" in the space usually reserved for the contract number. On Standard 65's, this is at the top of the form. The word "CMAS" signifies that the purchase order contains items from multiple CMAS agreements. The purchasing agency may only use one bill code.
- For each individual CMAS (as differentiated by alpha suffix), the agency must identify and group together the CMAS number with the line items and subtotal per CMAS number (do not include tax in the subtotal), and sequentially identify each individual CMAS as Sub #1, Sub #2, Sub #3, etc. This facilitates accurate billing of administrative fees by the Procurement Division.
- The total of all items on the purchase order must not exceed the purchase order limit identified in the CMAS.
- Do not combine items from both non-IT and Information Technology CMAS agreements. A non-IT CMAS begin with the number "4" and an Information Technology CMAS begins with the number "3." The purchase order limits are different for these two types of CMAS agreements.

**CALIFORNIA MULTIPLE AWARD SCHEDULE (CMAS)  
GAMETIME  
CMAS NO. 4-20-00-0092B**

**4. Amendments to Agency's Purchase Orders**

Agency purchase orders cannot be amended if the CMAS has expired.

The SCM, Volumes 2 & 3, Chapter 6.A5.0 and SCM, Volume FISCaI, Chapter 5.A4.0 provides the following direction regarding amendments to all types of LPA purchase orders:

Original orders, which include options for changes (e.g., quantity or time), that were evaluated and considered in the selection for award during the RFO process, may be amended consistent with the terms of the original order, provided that the original order allowed for amendments. If the original order did not evaluate options, then amendments are not allowed unless an NCB is approved for those amendments.

Amendments unique to non-IT services are covered in the SCM, Volume 2, Chapter 6.B2.9 and SCM, Volume FISCaI, Chapter 5.A4.1 as follows:

If the original contract permitted amendments, but did not specify the changes (e.g., quantity or time), it may be amended, per Public Contract Code (PCC) § 10335 (d)(1). Only a contract may be amended once under this exemption. The time shall not exceed one year, or add not more than 30% of the original order value and may not exceed \$250,000. If the original contract did not have language permitting amendments, the NCB process must be followed.

Also, see the SCM, Volumes 2 & 3, Chapter 8, Topic 6, for more information on amending purchase orders.

**CMAS CONTRACTOR OWNERSHIP INFORMATION**

The CMAS contractor is a large business enterprise.

**SMALL BUSINESS MUST BE CONSIDERED**

Prior to placing orders under the CMAS program, State agencies shall whenever practicable first consider offers from small businesses that have established CMAS [Government Code (GC) § 14846(b)]. NOTE: The Department of General Services auditors will request substantiation of compliance with this requirement when agency files are reviewed.

CMAS Small Business and Disabled Veteran Partners lists ([www.dgs.ca.gov/PD/About/Page-Content/PD-Branch-Intro-Accordion-List/Acquisitions/California-Multiple-Award-Schedules](http://www.dgs.ca.gov/PD/About/Page-Content/PD-Branch-Intro-Accordion-List/Acquisitions/California-Multiple-Award-Schedules)) can be found on the CMAS website by selecting "Find a CMAS Contractor".

In response to our commitment to increase participation by small businesses, the Department of General Services waives the administrative fee (a fee currently charged to customer agencies to support the CMAS program) for orders to certified small business enterprises.

See the current fees in the DGS Price Book at: [www.dgs.ca.gov/OFS/Price-Book](http://www.dgs.ca.gov/OFS/Price-Book).

**CALIFORNIA MULTIPLE AWARD SCHEDULE (CMAS)  
GAMETIME  
CMAS NO. 4-20-00-0092B**

**SMALL BUSINESS/DVBE - TRACKING**

State agencies are able to claim subcontracting dollars towards their SB or DVBE goals whenever the CMAS contractor subcontracts a commercially useful function to a certified SB or DVBE. The CMAS contractor will provide the ordering agency with the name of the SB or DVBE used and the dollar amount the ordering agency can apply towards its SB or DVBE goal.

**SMALL BUSINESS/DVBE - SUBCONTRACTING**

1. The amount an ordering agency can claim towards achieving its SB or DVBE goals is the dollar amount of the subcontract award made by the CMAS contractor to each SB or DVBE.
2. The CMAS contractor will provide an ordering agency with the following information at the time the order is quoted:
  - a. The CMAS contractor will state that, as the prime contractor, it shall be responsible for the overall execution of the fulfillment of the order.
  - b. The CMAS contractor will indicate to the ordering agency how the order meets the SB or DVBE goal, as follows:
    - i. List the name of each company that is certified by the Office of Small Business and DVBE Services that it intends to subcontract a commercially useful function to; and
    - ii. Include the SB or DVBE certification number of each company listed, and attach a copy of each certification; and
    - iii. Indicate the dollar amount of each subcontract with a SB or DVBE that may be claimed by the ordering agency towards the SB or DVBE goal; and
    - iv. Indicate what commercially useful function the SB or DVBE subcontractor will be providing towards fulfillment of the order.
3. The ordering agency's purchase order must be addressed to the prime contractor, and the purchase order must reference the information provided by the prime contractor as outlined above.

**NEW EQUIPMENT REQUIRED**

The State will procure new equipment. All equipment must be new (or warranted as newly manufactured) and the latest model in current production. Used, shopworn, demonstrator, prototype, or discontinued models are not acceptable.

Where Federal Energy Management Program (FEMP) standards are available, all State agencies shall purchase only those products that meet the recommended standards. All products displaying the Energy Star label meet the FEMP standards.

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**SPECIAL MANUFACTURED GOODS**

Any CMAS for goods to be manufactured by the CMAS contractor specifically for the State and not suitable for sale to others may require progress payments.

For a Non-IT goods CMAS, see the CMAS Non-IT Commodities Terms and Conditions, Provision 69, Progress Payments.

**PRODUCT INSTALLATION**

The CMAS contractor is fully responsible for all installation services performed under the CMAS. Product installations must be performed by manufacturer authorized personnel and meet manufacturer documented specifications.

The prime contractor, as well as any subcontractors, must hold any certifications and/or licenses required for the project.

**TRADE-IN EQUIPMENT**

Trade-ins at open market price may be considered. The product description and trade-in allowance must be identified on the purchase order.

Agencies are required to adhere to State Administrative Manual (SAM) § 3520 through 3520.6, Disposal of Personal Property and Surplus Personal Property, as applicable, when trade-ins are considered. A Property Survey Report, Standard 152, must be submitted for approval prior to disposition of any State-owned personal property, including general office furniture regardless of the acquisition value, or if the property was recorded or capitalized for accounting purposes.

**STATE AGENCY BUY RECYCLED CAMPAIGN (SABRC)**

State ordering agencies are required to report purchases made within the eleven product categories in the California Department of Resources Recycling and Recovery's State Agency Buy Recycled Campaign (SABRC) per Public Contract Code sections 12200-12217.

Contractor will be required to complete and return a Recycled-Content Certification form ([www.calrecycle.ca.gov/contracts/forms](http://www.calrecycle.ca.gov/contracts/forms)) upon request by the state ordering agency.

**PUBLIC WORKS (INSTALLATION SERVICES ONLY)**

A public works contract is defined as an agreement for "the erection, construction, alteration, repair, or improvement of any public structure, building, road, or other public improvement of any kind" in accordance with the Public Contract Code (PCC) § 1101. State agencies planning these types of projects need to review the SCM, Volume 1, Chapters 10 and 11 for applicable guidelines and regulations. Visit the Department of General Services (DGS), Real Estate Services Division (RESD) website ([www.dgs.ca.gov/RESD](http://www.dgs.ca.gov/RESD)) if you have questions about these types of transactions.

Agency CMAS purchase orders may allow for public works installation only when it is incidental to the total purchase order amount.

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Agencies are to ensure that the applicable laws and codes pertaining to the contractor and sub-contractor licensing, prevailing wage rates, bonding, labor code requirements, etc., are adhered to by the prime contractor as well as any sub-contractor during performance under the CMAS purchase order.

The bond amount for public works is not less than 100% of the purchase order price.

**NOTE:** In accordance with Labor Code (LC) § 1773.2, the ordering agency is responsible for determining the appropriate craft, classification or type of worker needed for any contract for public works. Also, the agency is to specify the applicable prevailing wage rates as determined by the Director of the Department of Industrial Relations (DIR). In lieu of specifying the prevailing wage rates, the agency may include a statement on the order that the prevailing wage rates are on file at the agency's office, and will be made available upon request. The prevailing wage rates are available from the DIR at [www.dir.ca.gov](http://www.dir.ca.gov) (select Statistics & Research).

**Bonds:** For guidelines, see CMAS, General Terms and Conditions, Public Works Requirements.

**State Contractor's License:** Public works services can be obtained through CMAS only if incidental to the overall purchase order. If incidental public works services are included in the purchase order, prior to issuing the order agencies should contact the State Contractor's License Board ([www.cslb.ca.gov](http://www.cslb.ca.gov)) to verify that the Contractor's License shown below is still active and in good standing.

The CMAS contractor's California Contractor's License number is 855664. This is a Class C-61/D34 & C-61/D12 license that is valid through 3/31/2021.

**NOT SPECIFICALLY PRICED (NSP) ITEMS**

The only time that open market/incidental, non- contract items may be included in a CMAS order is when they fall under the parameters of the Not Specifically Priced (NSP) Items provision.

CMAS contractors must be authorized providers of the hardware, software and/or services they offer under the Not Specifically Priced (NSP) Items provision.

Agency and CMAS contractor use of the NSP provision is subject to the following requirements:

1. Purchase orders containing only NSP items are prohibited.
2. A purchase order containing NSP items may be issued only if it results in the lowest overall alternative to the State.
3. NSP items shall be clearly identified in the order. Any product or service already specifically priced and included in the base contract may not be identified as an NSP item.

**CALIFORNIA MULTIPLE AWARD SCHEDULE (CMAS)  
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4. NSP Installation Services: The CMAS contractor is fully responsible for all installation services performed under the CMAS. Product installations must be performed by manufacturer authorized personnel and meet manufacturer documented specifications. The prime contractor, as well as any subcontractors, must hold any certifications and/or licenses required for the project. The total dollar value of all installation services included in the purchase order cannot exceed the dollar value of the products included in the purchase order, nor can they exceed the NSP Maximum Order Limitation.
5. Maximum Order Limitation: For orders \$250,000, or less, the total dollar value of all NSP items included in a purchase order shall not exceed \$5,000. For orders exceeding \$250,000, and at the option of the contractor, the total dollar value of all NSP items in a purchase order shall not exceed 5% of the total cost of the order, or \$25,000 whichever is lower.
6. An NSP item included in an order issued against a CMAS is subject to all of the terms and conditions set forth in the contract.
7. Trade-ins, upgrades, involving the swapping of boards, are permissible, where the contract makes specific provisions for this action. In those instances, where it is permitted, the purchase order must include the replacement item and a notation that the purchase involves the swapping of a board.

The following NSP items **are specifically excluded** from any order issued under this CMAS:

1. Items not intended for use in directly supporting the priced items included in the same order. An NSP item must be subordinate to the specifically priced item that it is supporting. For example, a cable, which is not otherwise specifically priced in the base contract, is subordinate to a specifically priced printer or facsimile machine, and is eligible to be an NSP item subject to that cable meeting the remaining NSP requirements. However, a printer or facsimile machine, which is not otherwise specifically priced in the base contract, is not subordinate to a specifically priced cable, and is not eligible to be an NSP item.
2. Supply type items, except for the minimum amount necessary to provide initial support to the priced items included in the same order.
3. Items that do not meet the Productive Use Requirements for information technology products, per the SCM, Volume 3, Chapter 2, Section 2.B6.2 and SCM, Volume FISCal, Chapter 2, Section 2.E3.2.
4. Any other item or class of items specifically excluded from the scope of this CMAS.
5. Public Works components NOT incidental to the total purchase order amount.
6. Products or services the CMAS contractor is NOT factory authorized or otherwise certified or trained to provide.



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7. Follow-on consultant services that were previously recommended or suggested by the same CMAS contractor.

The CMAS contractor is required to reject purchase orders containing NSP items that do not conform to the above requirements. The CMAS contractor will promptly notify the agency issuing the non-conforming order of its non-acceptance and the reasons for its non-acceptance.

**STATE AND LOCAL GOVERNMENTS CAN USE CMAS**

State and local government agency use of CMAS is optional. A local government is any city, county, city and county, district, or other local governmental body or corporation, including UC, CSU, K-12 schools and community colleges empowered to expend public funds. While the State makes this CMAS available, each local government agency should make its own determination whether the CMAS program is consistent with their procurement policies and regulations.

**UPDATES AND/OR CHANGES**

A CMAS supplement is not required for updates and/or changes once the update and/or change becomes effective for the base contract, except as follows:

- A CMAS supplement is required when the CMAS is based on specific products and/or services from another contractor's multiple award contract and the contractor wants to add a new manufacturer's products and/or services.
- A CMAS supplement is required for new federal contract terms and conditions that constitute a material difference from existing contract terms and conditions. A material change has a potentially significant effect on the delivery, quantity or quality of items provided, the amount paid to the contractor or on the cost to the State.

**SELF-DELETING BASE CONTRACT TERMS AND CONDITIONS**

Instructions, or terms and conditions that appear in the Special Items or other provisions of the base contract and apply to the purchase, license, or rental (as applicable) of products or services by the US Government in the United States, and/or to any overseas location shall be self-deleting. (Example: "Examinations of Records" provision).

Federal regulations and standards, such as Federal Acquisition Regulation (FAR), Federal Information Resources Management Regulation (FIRMR), Federal Information Processing Standards (FIPS), General Services Administration Regulation (GSAR), or Federal Installment Payment Agreement (FIPA) shall be self-deleting. Federal blanket orders and small order procedures are not applicable.

**ORDER OF PRECEDENCE**

The CMAS Terms and Conditions takes precedence if there is a conflict between the terms and conditions of the contractor's base contract, packaging, invoices, catalogs, brochures, technical data sheets or other documents (see CMAS Terms and Conditions, CONFLICT OF TERMS).

**CALIFORNIA MULTIPLE AWARD SCHEDULE (CMAS)  
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**APPLICABLE CODES, POLICIES AND GUIDELINES**

All California codes, policies, and guidelines are applicable. The use of CMAS does not reduce or relieve state agencies of their responsibility to meet statewide requirements regarding contracting or the procurement of goods or services. Most procurement and contract codes, policies, and guidelines are incorporated into CMAS agreements. Nonetheless, there is no guarantee that every possible requirement that pertains to all the different and unique State processes has been included.

**PAYMENTS AND INVOICES**

**1. Payment Terms**

Payment terms for this CMAS are net 45 days.

Payment will be made in accordance with the provisions of the California Prompt Payment Act, Government Code (GC) § 927 et. seq. Unless expressly exempted by statute, the Act requires State agencies to pay properly submitted, undisputed invoices not more than 45 days after (1) the date of acceptance of goods or performance of services; or (2) receipt of an undisputed invoice, whichever is later.

**2. Payee Data Record (Standard 204)**

State Agencies not transacting in FISCal, must obtain a copy of the Payee Data Record (Standard 204) in order to process payments. State Ordering Agencies forward a copy of the Standard 204 to their accounting offices. Without the Standard 204, payment may be unnecessarily delayed. State Agencies should contact the CMAS contractor for copies of the Payee Data Record.

**3. DGS Administrative and Incentive Fees**

**Orders from State Agencies:**

The Department of General Services (DGS) will bill each State agency directly an administrative fee for use of CMAS. The administrative fee should NOT be included in the order total, nor remitted before an invoice is received from DGS. This administrative fee is waived for CMAS purchase orders issued to California certified small businesses.

See the current administrative fees in the DGS Price Book ([www.dgs.ca.gov/OFS/Price-Book](http://www.dgs.ca.gov/OFS/Price-Book)).

**Orders from Local Government Agencies:**

CMAS contractors, who are not California certified small businesses, are required to remit to DGS an incentive fee equal to a percentage of the total of all local government agency orders (excluding sales tax and freight) placed against their CMAS. The incentive fee is in lieu of local government agencies being billed the referenced DGS administrative fee.

See the current incentive fees in the DGS Price Book.

**CALIFORNIA MULTIPLE AWARD SCHEDULE (CMAS)  
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This incentive fee is waived for CMAS purchase orders issued to California certified small businesses.

The check covering this fee shall be made payable to the Department of General Services, CMAS Unit, and mailed to the CMAS Unit along with the applicable Quarterly Report. See the provision in this CMAS entitled "Contractor Quarterly Report Process" for information on when and where to send these checks and reports.

#### **4. Contractor Invoices**

Unless otherwise stipulated, the CMAS contractor must send their invoices to the agency address set forth in the purchase order. Invoices shall be submitted in triplicate and shall include the following:

- CMAS number
- Agency purchase order number
- Agency Bill Code (State Only)
- Line item number
- Unit price
- Extended line item price
- Invoice total

State sales tax and/or use tax shall be itemized separately and added to each invoice as applicable.

The company name on the CMAS, purchase order and invoice must match or the State Controller's Office will not approve payment.

#### **5. Advance Payments**

Advance payment is allowed for services only under limited, narrowly defined circumstances, e.g., between specific departments and certain types of non-profit organizations, or when paying another government agency (Government Code (GC) § 11256 – 11263 and 11019).

It is NOT acceptable to pay in advance, except software maintenance and license fees, which are considered a subscription and may be paid in advance if a provision addressing payment in advance is included in the purchase order.

Software warranty upgrades and extensions may also be paid for in advance, one time.

#### **6. Credit Card**

The CMAS contractor accepts the State of California credit card (CAL-Card).

A purchase order is required even when the ordering department chooses to pay the CMAS contractor via the CAL-Card.

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**7. Lease/Purchase Analysis**

State agencies must complete a Lease/Purchase Analysis (LPA) to determine best value when contemplating a lease/rental, and retain a copy for future audit purposes (State Administrative Manual (SAM) § 3710).

For short-term rental equipment, the lease/purchase analysis must be approved by the Department of General Services, Office of legal Services.

The lease/purchase analysis for all other purchases must be approved by the Department of General Services, GS Smart State Financial Marketplace. Buyers may contact the GS Smart Administrator, Kris Bianchini via e-mail at [kristopher.bianchini@dgs.ca.gov](mailto:kristopher.bianchini@dgs.ca.gov) for further information.

**8. Leasing**

The State reserves the right to select the form of payment for all procurements, be it either an outright purchase with payment rendered directly by the State, or a financing/lease-purchase or operating lease via the State Financial Marketplace (GS Smart and/or Lease Smart). If payment is via the financial marketplace, the Supplier will invoice the State and the State will approve the invoice and the selected Lender/Lessor for all product listed on the State's procurement document will pay the supplier on behalf of the State.

Buyers may contact the GS Smart Administrator, Kris Bianchini via e-mail at [kristopher.bianchini@dgs.ca.gov](mailto:kristopher.bianchini@dgs.ca.gov) for further information.

**9. Maintenance Tax**

The California Department of Tax and Fee Administration has ruled that in accordance with Section 1546 of the Sales and Use Tax Regulations of the Business Taxes Law Guide, whenever optional maintenance contracts include consumable supplies, such supplies are subject to sales tax.

Generally, the State has two options:

1. For agreements that provide for only maintenance services (i.e., the furnishing of labor and parts necessary to maintain equipment), the charges for the provision of maintenance services are not taxable.
2. For agreements that provide for both maintenance services and consumable supply items (i.e., toner, developer, and staples, for example), the provision of the consumable supplies is considered a taxable sale of tangible personal property. Therefore, State agencies awarding optional maintenance contracts are responsible for paying the applicable sales tax on the consumable supplies used during the performance period of the maintenance contract.

The Contractor will be required to itemize the consumables being taxed for State accounting purposes.

**CALIFORNIA MULTIPLE AWARD SCHEDULE (CMAS)  
GAMETIME  
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**CONTRACTOR QUARTERLY REPORT PROCESS**

CMAS contractors are required to submit a detailed CMAS Business Activity Report on a quarterly basis to the CMAS Unit. See Attachment B for a copy of this form and instructions.

This report shall be mailed to:

Department of General Services  
Procurement Division – CMAS Unit  
Attention: Quarterly Report Processing  
PO Box 989052, MS #2-202  
West Sacramento, CA 95798-9052

Reports that include checks for incentive fees must be mailed and shall not be e-mailed. All other reports may be e-mailed to the attention of Quarterly Report Processing as follows:

CMAS Unit E-Mail: [cmas@dgs.ca.gov](mailto:cmas@dgs.ca.gov)

For the full instructions on completing and submitting CMAS Quarterly Business Activity Reports, and a soft copy of a blank quarterly report form, go to the CMAS website ([www.dgs.ca.gov/PD/About/Page-Content/PD-Branch-Intro-Accordion-List/Acquisitions/California-Multiple-Award-Schedules](http://www.dgs.ca.gov/PD/About/Page-Content/PD-Branch-Intro-Accordion-List/Acquisitions/California-Multiple-Award-Schedules)) and then select "File a CMAS Quarterly Report".

Important things to remember regarding CMAS Quarterly Business Activity Reports:

- A report is required for each CMAS, each quarter, even when no new purchase orders are received in the quarter.
- A separate report is required for each CMAS.
- **Each purchase order must be reported only once in the quarter identified by the purchase order date, regardless of when the services were performed, the products were delivered, the invoice was sent, or the payment was received.**
- Purchase orders from State and local government agencies must be separated on the report, as shown in the instructions.
- CMAS contractors must report the sales activity for all resellers listed on their CMAS.
- Any report that does not follow the required format or excludes required information will be deemed incomplete and returned to the CMAS contractor for corrections.
- Taxes and freight must not be included in the report.
- CMAS contractors must attach to their quarterly report a check covering the required incentive fee for all CMAS sales to local government agencies.
- New CMAS agreements and supplements will be approved only if the CMAS contractor has submitted all required quarterly reports and incentive fees.

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CMAS Quarterly Business Activity Reports are due in the CMAS Unit within two weeks after the end of each quarter as shown below:

Quarter 1	January 1 to March 31	Due April 15
Quarter 2	April 1 to June 30	Due July 15
Quarter 3	July 1 to September 30	Due October 15
Quarter 4	October 1 to December 31	Due January 15

**CONTRACTOR QUARTERLY INCENTIVE FEES**

CMAS contractors, who are not California certified small businesses, are required to remit to DGS an incentive fee equal to a percentage of the total of all local government agency orders (excluding sales tax and freight) placed against their CMAS. The incentive fee is in lieu of local government agencies being billed the referenced DGS administrative fee.

See the current incentive fees in the DGS Price Book.

CMAS contractors cannot charge local government agencies an additional charge on a separate line item to cover the incentive fee. The CMAS contractor must include the incentive fee in the price of the products or services offered, and the line item prices must not exceed the applicable base contract prices.

A local government agency is any city, county, district, or other local governmental body, including the California State University (CSU) and University of California (UC) systems, K-12 public schools and community colleges empowered to expend public funds.

This incentive fee is waived for CMAS purchase orders issued to California certified small businesses.

The check covering this fee shall be made payable to the Department of General Services, CMAS Unit, and mailed to the CMAS Unit **along with the applicable Quarterly Report**. See the provision in this CMAS entitled "Contractor Quarterly Report Process" for information on when and where to send these checks and reports.

**OBTAINING COPY OF ORIGINAL CMAS AND SUPPLEMENTS**

A copy of a CMAS and supplements, if any, can be obtained at Cal eProcure ([caleprocure.ca.gov](http://caleprocure.ca.gov)). A complete CMAS consists of the following:

- CMAS cover pages (which includes the signature page, ordering instructions and special provisions, and any attachments or exhibits as prepared by the CMAS Unit)
- CMAS Terms and Conditions.
- Base contract terms and conditions
- Product/service listing and prices
- Supplements, if applicable.

**CALIFORNIA MULTIPLE AWARD SCHEDULE (CMAS)  
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It is important for the agency to confirm that the required products, services, and prices are included in the CMAS and are at or below base contract rates. To streamline substantiation that the needed items are in the base contract, the agencies should ask the CMAS contractor to identify the specific pages from the base contract that include the required products, services, and prices. Agencies should save these pages for their file documentation.

**CONTRACTORS ACTING AS FISCAL AGENTS ARE PROHIBITED**

When a subcontractor ultimately provides all of the products or performs all of the services that a CMAS contractor has agreed to provide, and the prime contractor only handles the invoicing of expenditures, then the prime contractor's role becomes that of a fiscal agent because it is merely administrative in nature, and does not provide a Commercially Useful Function (CUF). It is unacceptable to use fiscal agents in this manner because the agency is paying unnecessary administrative costs.

**AGENCY RESPONSIBILITY**

Each agency is responsible for its own contracting program and purchasing decisions, including use of the CMAS program and associated outcomes.

This responsibility includes, but is not necessarily limited to, ensuring the necessity of the services, securing appropriate funding, complying with laws and policies, preparing the purchase order in a manner that safeguards the State's interests, obtaining required approvals, and documenting compliance with Government Code (GC) § 19130.b (3) for outsourcing services.

It is the responsibility of each agency to consult as applicable with their legal staff and contracting offices for advice depending upon the scope or complexity of the purchase order.

If you do not have legal services available to you within your agency, the DGS Office of Legal Services is available to provide services on a contractual basis.

**CONFLICT OF INTEREST**

Agencies must evaluate the proposed purchase order to determine if there are any potential conflict of interest issues. See the CMAS Terms and Conditions, Conflict of Interest, for more information.

**FEDERAL DEBARMENT**

When federal funds are being expended, the agency is required to obtain (retain in file) a signed "Federal Debarment" certification from the CMAS contractor before the purchase order is issued.

This certification is required by the regulations implementing Executive Order 12549, Debarment and Suspension, 29 CFR Part 98, Section 98.510, Participants; responsibilities. The regulations were published as Part VII of the May 26, 1988 Federal Register (pages 19160-19211).

**CALIFORNIA MULTIPLE AWARD SCHEDULE (CMAS)  
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**CONTRACTOR TRAVEL**

The Travel provision is not applicable to this CMAS.

**LIQUIDATED DAMAGES FOR LATE DELIVERY**

The value of the liquidated damages cannot be a penalty, must be mutually agreed upon by agency and contractor and included in the purchase order to be applicable.

**ACCEPTANCE TESTING CRITERIA**

If the agency wants to include acceptance testing for all newly installed technology systems, and individual equipment, and machines which are added or field modified (modification of a machine from one model to another) after a successful performance period, the test criteria must be included in the purchase order to be applicable.

**AMERICANS WITH DISABILITY ACT (ADA)**

Section 504 of the Rehabilitation Act of 1973 as amended; Title VI and VII of the Civil Rights Act of 1964 as amended; Americans with Disabilities Act, 42 USC 12101; California Code of Regulations, Title 2, Title 22; California Government Code, Sections 11135, et seq.; and other federal and State laws, and Executive Orders prohibit discrimination. All programs, activities, employment opportunities, and services must be made available to all persons, including persons with disabilities. See Attachment A for Procurement Division's ADA Compliance Policy of Nondiscrimination on the Basis of Disability.

Individual government agencies are responsible for self-compliance with ADA regulations.

Contractor sponsored events must provide reasonable accommodations for persons with disabilities.

**DGS PROCUREMENT DIVISION CONTACT AND PHONE NUMBER**

Department of General Services  
Procurement Division, CMAS Unit  
707 Third Street, 2<sup>nd</sup> Floor, MS 2-202  
West Sacramento, CA 95605-2811

Phone #      (916) 375-4365



CALIFORNIA MULTIPLE AWARD SCHEDULE (CMAS)  
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ATTACHMENT A

ADA NOTICE

Procurement Division (State Department of General Services)  
AMERICANS WITH DISABILITIES ACT (ADA) COMPLIANCE  
POLICY OF NONDISCRIMINATION ON THE BASIS OF DISABILITY

To meet and carry out compliance with the nondiscrimination requirements of the Americans with Disabilities Act (ADA), it is the policy of the Procurement Division (within the State Department of General Services) to make every effort to ensure that its programs, activities, and services are available to all persons, including persons with disabilities.

For persons with a disability needing a reasonable accommodation to participate in the Procurement process, or for persons having questions regarding reasonable accommodations for the Procurement process, please contact the Procurement Division at (916) 375-4400 (main office); the Procurement Division TTY/TDD (telephone device for the deaf) or California Relay Service numbers which are listed below. You may also contact directly the Procurement Division contact person who is handling this procurement.

**Important: To ensure that we can meet your need, it is best that we receive your request at least 10 working days before the scheduled event (i.e., meeting, conference, workshop, etc.) or deadline due-date for procurement documents.**

The Procurement Division TTY telephone numbers are:

Sacramento Office: 916-376-5127 (CALNET 480-5127)

The California Relay Service Telephone Numbers are:

Voice: 1-800-735-2922, or 7-1-1

Speech to Speech Service: 1-800-854-7784

LOWELL JOINT SCHOOL DISTRICT  
June 14, 2021

To: President Hinz and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Authorization to Utilize National Cooperative Purchasing Alliance Agreement with Howard Technology Solutions, a Division of Howard Industries, Inc., (RFP #11-15, Contract 01-45) for the Purchase of Electronic Display Technology Districtwide ACTION

Background and Current Considerations:

The National Cooperative Purchasing Alliance (NCPA) program contracts are established using products, services, and prices from already existing competitively assessed and cost compared to multiple award contracts. Public Contract Code Section 10298 allows public agencies including K-12 schools, to utilize such contracts without going to bid. NCPA Contract #01-45 with Howard Technology Solutions, a Division of Howard Industries, Inc., is approved to utilize the above NCPA contract for the purchase, warranty, and installation of electronic display technology as-needed by the District. The NCPA contract with Howard Technology Solutions, a Division of Howard Industries, Inc., is valid October 1, 2015 through October 31, 2021.

Upon acceptance and approval of the NCPA contract with Howard Technology Solutions, a Division of Howard Industries, Inc., by the Board of Trustees, the District will execute the necessary authorization and issue the requisite purchase order(s).

Financial Implications:

The approximate cost of the equipment and installation from Howard Industries, Inc., will depend on the actual equipment purchased. The estimate totals \$110,220.39 for four schools receiving equipment. Costs associated with this agreement will be paid out of Fund 40.0 Special Reserve for Capital Outlay Projects

Financial Impact: \$110,220.39

Funding Source: Fund 40.0 Special Reserve for Capital Outlay Projects

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Superintendent's Comment:

APPROVAL RECOMMENDED.

Recommendation:

It is recommended that authorization to utilize the NCPA contract with Howard Technology Solutions, a Division of Howard Industries, Inc., (RFP #11-15, Contract 01-45) for the Purchase of Electronic Display Technology Districtwide be approved, and that the Superintendent or designee be authorized to execute the necessary documents.

DB/ds

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Superintendent's Comment:

APPROVAL RECOMMENDED.

**HOWARD**<sup>TM</sup>  
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Response to

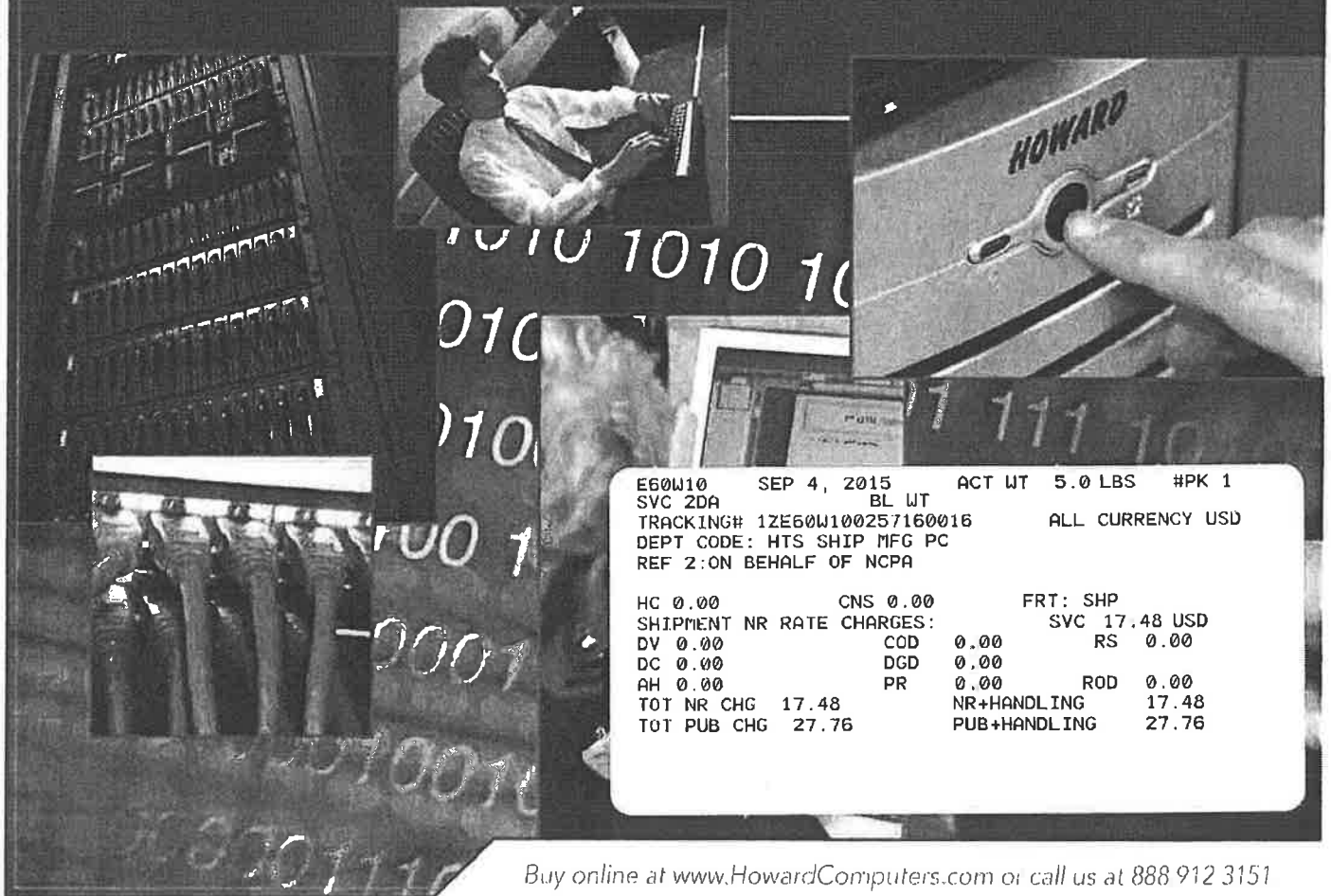
Region 14 ESC

On behalf of NCPA

RFP for Technology Solutions #11-15

Due: September 10, 2015 @ 2:00 PM

Howard Technology Solutions  
a division of Howard Industries, Inc.



E60W10 SEP 4, 2015 ACT WT 5.0 LBS #PK 1  
SVC 2DA BL WT  
TRACKING# 1ZE60W100257160016 ALL CURRENCY USD  
DEPT CODE: HTS SHIP MFG PC  
REF 2:ON BEHALF OF NCPA

HC 0.00	CNS 0.00	FRT: SHP
SHIPMENT NR	RATE CHARGES:	SVC 17.48 USD
DV 0.00	COD 0.00	RS 0.00
DC 0.00	DGD 0.00	
AH 0.00	PR 0.00	ROD 0.00
TOT NR CHG 17.48		NR+HANDLING 17.48
TOT PUB CHG 27.76		PUB+HANDLING 27.76

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## Letter of Transmittal

September 4, 2015

Region 14 Educational Service Center  
On behalf of the National Cooperative Purchasing Alliance (NCPA)  
1850 Highway 351  
Abilene TX, 79601

RE: RFP# 11-15 for Technology Solutions

Dear Region 14 ESC/NCPA:

Howard Technology Solutions (a division of Howard Industries, Inc. -- Federal ID Number 64-0466143 and SPIN 143022153) is pleased to offer the attached response for your RFP: 11-15 for Technology Solutions

Yareasia Ellis, Bid Services Manager/Contracts Administration, is authorized to contractually bind Howard Technology Solutions in this regard. Yareasia's contact information is as follows: (Address): 36 Howard Drive, Ellisville, Mississippi 39437; (Phone): 601.399.5633; (Fax): 601.399.5077; (Email): [yellis@howard.com](mailto:yellis@howard.com)

Thank you for allowing Howard Technology Solutions to submit a proposal for this project. We look forward to working with your cooperative.

Sincerely,



Yareasia D. Ellis  
Bid Services Manager/Contracts Administration  
601.399.5633  
[yellis@howard.com](mailto:yellis@howard.com)

# Request for Proposal (RFP) for Technology Solutions

Solicitation Number: 11-15

Publication Date: Thursday, July 30<sup>th</sup>, 2015

## Notice to Respondent:

**Submittal Deadline: Thursday, September 10, 2015, 2:00 pm CST**

Questions regarding this solicitation must be submitted to [questions@ncpa.us](mailto:questions@ncpa.us) no later than Thursday, September 3, 2015. All questions and answers will be posted to <http://www.ncpa.us/solicitations>.

It is the intention of Region 14 Education Service Center (herein "Region 14 ESC") to establish a Master Agreement for Technology Solutions for use by Region 14 ESC and other public agencies supported under this contract. This Request for Proposal is issued on behalf of the National Cooperative Purchasing Alliance through a public agency clause, which provides that any county, city, special district, local government, school district, private K-12 school, higher education institution, state, other government agency, healthcare organization or nonprofit organization may purchase Products and Services through this contract. Respondents will be required to execute the NCPA Administration Agreement upon award.

This contract will allow agencies to purchase on an "as needed" basis from a competitively awarded contract. Respondents are requested to submit their total line of available products and services. While this solicitation specifically covers Technology Solutions, respondents are encouraged to submit an offering on any or all products and services available that they currently perform in their normal course of business.

Responses shall be received no later than the submittal deadline in the offices of Region 14 ESC at the address below:

**Region 14 Education Service Center  
1850 Highway 351  
Abilene, Texas 79601**

Immediately following the deadline, all responses will be publically opened and the respondents recorded. Any response received later than the specified deadline, whether delivered in person or mailed, will be disqualified. Faxed or electronically submitted responses cannot be accepted.

Responses must be sealed and plainly marked with the company name and the opening date and time. Two (2) bound and signed copies of the proposals and Two (2) electronic copies on CD, DVD, or flash drives (i.e. pin or jump drives) shall be provided.



**Competitive Solicitation by  
Region 14 Education Service Center**

**For**

**Technology Solutions**

**On behalf of itself and other Government Agencies**

**And made available through the  
National Cooperative Purchasing Alliance**

**RFP # 11-15**

**NCPA**

**National Cooperative Purchasing Alliance**

## Introduction / Scope

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- ◆ Region 14 ESC on behalf of itself and all states, local governments, school districts, and higher education institutions in the United States of America, and other government agencies and non-profit organizations (herein “Public Agency” or collectively “Public Agencies”) is soliciting proposals from qualified vendors to enter into a Master Agreement for a complete line of Technology Solutions.
- ◆ Region 14 ESC, as the lead public agency, has partnered with NCPA to make the resultant contract available to all participating agencies in the United States. NCPA provides marketing and administrative support for the awarded vendor that promotes the successful vendor’s products and services to Public Agencies nationwide. The Vendor will execute the NCPA Administration Agreement (Tab 2) upon award. Vendor should thoroughly review all documents and note any exceptions to NCPA terms and conditions in their proposal.
- ◆ Awarded vendor(s) shall perform covered services under the terms of this agreement. Respondents shall provide pricing based on a discount from their standard pricing schedules for products and/or services offered. Electronic Catalog and/or price lists must accompany the proposal. Multiple percentage discount structure is also acceptable. Please specify where different percentage discounts apply. Additional pricing and/or discounts may be included.
- ◆ Each service proposed is to be priced separately with all ineligible items identified. Services may be awarded to multiple vendors. Respondents may elect to limit their proposals to a single service within any category, or multiple services within any and all categories.
- ◆ National Cooperative Purchasing Alliance (NCPA)
  - The National Cooperative Purchasing Alliance (herein “NCPA”) assists public agencies to increase their efficiency and reduce their costs when procuring goods and services. This is accomplished by awarding competitively solicited contracts that are leveraged nationally by combining the volumes and purchasing power of entities nationwide. Our contracts are available for use by any entity that must comply with procurement laws and regulations.
- ◆ It is the intention of Region 14 ESC and NCPA to achieve the following objectives through this RFP.
  - Provide a comprehensive competitively solicited Master Agreement offering Products and Services to Public Agencies;
  - Achieve cost savings of Vendors and Public Agencies through a single competitive solicitation process that eliminates the need for multiple proposals;
  - Combine the purchasing power of Public Agencies to achieve cost effective pricing;
  - Reduce the administrative and overhead costs of Vendors and Public Agencies through state of the art purchasing procedures.



# Instructions to Respondents

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- ◆ **Submission of Response**
  - Only sealed responses will be accepted. Faxed or electronically transmitted responses will not be accepted.
  - Sealed responses may be submitted on any or all items, unless stated otherwise. Region 14 ESC reserves the right to reject or accept any response.
  - Deviations to the terms, conditions and/or specifications shall be conspicuously noted in writing by the respondent and shall be included with the response.
  - Withdrawal of response will not be allowed for a period of 120 days following the opening. Pricing will remain firm for 120 days from submittal.
  
- ◆ **Required Proposal Format**
  - Responses shall be provided in a three-ring binder or report cover using 8.5 x 11 paper clearly identified with the name of Respondents company and solicitation responding to on the outside front cover and vertical spine. Two (2) bound and signed copies of the proposals and Two (2) electronic copies on CD, DVD, or flash drives (i.e. pin or jump drives) shall be provided. Tabs should be used to separate the proposal into sections, as identified below. Respondents failing to organize in the manner listed may be considered non-responsive and may not be evaluated.
  
- ◆ **Binder Tabs**
  - Tab 1 – Signature Form
  - Tab 2 – NCPA Administration Agreement
  - Tab 3 – Vendor Questionnaire
  - Tab 4 – Vendor Profile
  - Tab 5 – Products and Services / Scope
  - Tab 6 - References
  - Tab 7 - Pricing
  - Tab 8 – Value Added Products and Services
  - Tab 9 – Required Documents
  
- ◆ **Shipping Label**
  - The package must be clearly identified as listed below with the solicitation number and name of the company responding. All packaged must be sealed and delivered to the Region 14 ESC offices no later than the submittal deadline assigned for this solicitation.

From:	<u>Yareasia D. Ellis</u>
	<u>Howard Technology Solutions,</u>
Company:	<u>a division of Howard Industries, Inc.</u>
Address:	<u>P O Box 1590</u>
City, State, Zip:	<u>Laurel, MS 39441</u>
Solicitation Name and Number:	<u>RFP for Technology Solutions #11-15</u>
Due Date and Time:	<u>September 10, 2015 @ 2:00 PM</u>

# Tab 1 – Master Agreement

## General Terms and Conditions

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- ◆ **Customer Support**
  - The vendor shall provide timely and accurate technical advice and sales support. The vendor shall respond to such requests within one (1) working day after receipt of the request.
  
- ◆ **Assignment of Contract**
  - No assignment of contract may be made without the prior written approval of Region 14 ESC. Purchase orders and payment can only be made to awarded vendor. Awarded vendor is required to notify Region 14 ESC when any material change in operation is made.
  
- ◆ **Disclosures**
  - Respondent affirms that he/she has not given, offered to give, nor intends to give at any time hereafter any economic opportunity, future employment, gift, loan, gratuity, special discount, trip, favor or service to a public servant in connection with this contract.
  - The respondent affirms that, to the best of his/her knowledge, the offer has been arrived at independently, and is submitted without collusion with anyone to obtain information or gain any favoritism that would in any way limit competition or give an unfair advantage over other vendors in the award of this contract.
  
- ◆ **Funding Out Clause**
  - Any/all contracts exceeding one (1) year shall include a standard “funding out” clause. A contract for the acquisition, including lease, of real or personal property is a commitment of the entity’s current revenue only, provided the contract contains either or both of the following provisions:
    - Retains to the entity the continuing right to terminate the contract at the expiration of each budget period during the term of the contract and is conditioned on a best efforts attempt by the entity to obtain appropriate funds for payment of the contract.
  
- ◆ **Shipments (if applicable)**
  - The awarded vendor shall ship ordered products within seven (7) working days for goods available and within four (4) to six (6) weeks for specialty items after the receipt of the order unless modified. If a product cannot be shipped within that time, the awarded vendor shall notify the entity placing the order as to why the product has not shipped and shall provide an estimated shipping date. At this point the participating entity may cancel the order if estimated shipping time is not acceptable.
  
- ◆ **Tax Exempt Status**
  - Since this is a national contract, knowing the tax laws in each state is the sole responsibility of the vendor.

- ◆ Payments
  - The entity using the contract will make payments directly to the awarded vendor.
  
- ◆ Pricing
  - All pricing submitted to shall include the administrative fee to be remitted to NCPA by the awarded vendor. It is the awarded vendor's responsibility to keep all pricing up to date and on file with NCPA.
  - All deliveries shall be freight prepaid, F.O.B. destination and shall be included in all pricing offered unless otherwise clearly stated in writing
  
- ◆ Warranty
  - Proposals should address each of the following:
    - Applicable warranty and/or guarantees of equipment and installations including any conditions and response time for repair and/or replacement of any components during the warranty period.
    - Availability of replacement parts
    - Life expectancy of equipment under normal use
    - Detailed information as to proposed return policy on all equipment
  
- ◆ Indemnity
  - The awarded vendor shall protect, indemnify, and hold harmless Region 14 ESC and its participants, administrators, employees and agents against all claims, damages, losses and expenses arising out of or resulting from the actions of the vendor, vendor employees or vendor subcontractors in the preparation of the solicitation and the later execution of the contract.
  
- ◆ Franchise Tax
  - The respondent hereby certifies that he/she is not currently delinquent in the payment of any franchise taxes.
  
- ◆ Supplemental Agreements
  - The entity participating in this contract and awarded vendor may enter into a separate supplemental agreement to further define the level of service requirements over and above the minimum defined in this contract i.e. invoice requirements, ordering requirements, specialized delivery, etc. Any supplemental agreement developed as a result of this contract is exclusively between the participating entity and awarded vendor.
  
- ◆ Certificates of Insurance
  - Certificates of insurance shall be delivered to the Public Agency prior to commencement of work. The insurance company shall be licensed in the applicable state in which work is being conducted. The awarded vendor shall give the participating entity a minimum of ten

(10) days notice prior to any modifications or cancellation of policies. The awarded vendor shall require all subcontractors performing any work to maintain coverage as specified.

◆ Legal Obligations

- It is the Respondent's responsibility to be aware of and comply with all local, state, and federal laws governing the sale of products/services identified in this RFP and any awarded contract and shall comply with all while fulfilling the RFP. Applicable laws and regulation must be followed even if not specifically identified herein.

◆ Protest

- A protest of an award or proposed award must be filed in writing within ten (10) days from the date of the official award notification and must be received by 5:00 pm CST. No protest shall lie for a claim that the selected Vendor is not a responsible Bidder. Protests shall be filed with Region 14 ESC and shall include the following:
  - Name, address and telephone number of protester
  - Original signature of protester or its representative
  - Identification of the solicitation by RFP number
  - Detailed statement of legal and factual grounds including copies of relevant documents and the form of relief requested
- Any protest review and action shall be considered final with no further formalities being considered.

◆ Force Majeure

- If by reason of Force Majeure, either party hereto shall be rendered unable wholly or in part to carry out its obligations under this Agreement then such party shall give notice and full particulars of Force Majeure in writing to the other party within a reasonable time after occurrence of the event or cause relied upon, and the obligation of the party giving such notice, so far as it is affected by such Force Majeure, shall be suspended during the continuance of the inability then claimed, except as hereinafter provided, but for no longer period, and such party shall endeavor to remove or overcome such inability with all reasonable dispatch.
- The term Force Majeure as employed herein, shall mean acts of God, strikes, lockouts, or other industrial disturbances, act of public enemy, orders of any kind of government of the United States or any civil or military authority; insurrections; riots; epidemics; landslides; lighting; earthquake; fires; hurricanes; storms; floods; washouts; droughts; arrests; restraint of government and people; civil disturbances; explosions, breakage or accidents to machinery, pipelines or canals, or other causes not reasonably within the control of the party claiming such inability. It is understood and agreed that the settlement of strikes and lockouts shall be entirely within the discretion of the party having the difficulty, and that the above requirement that any Force Majeure shall be remedied with all reasonable dispatch shall not require the settlement of strikes and lockouts by acceding to the

demands of the opposing party or parties when such settlement is unfavorable in the judgment of the party having the difficulty

◆ **Prevailing Wage**

- It shall be the responsibility of the Vendor to comply, when applicable, with the prevailing wage legislation in effect in the jurisdiction of the purchaser. It shall further be the responsibility of the Vendor to monitor the prevailing wage rates as established by the appropriate department of labor for any increase in rates during the term of this contract and adjust wage rates accordingly.

◆ **Miscellaneous**

- Either party may cancel this contract in whole or in part by providing written notice. The cancellation will take effect 30 business days after the other party receives the notice of cancellation. After the 30th business day all work will cease following completion of final purchase order.

◆ **Open Records Policy**

- Because Region 14 ESC is a governmental entity responses submitted are subject to release as public information after contracts are executed. If a vendor believes that its response, or parts of its response, may be exempted from disclosure, the vendor must specify page-by-page and line-by-line the parts of the response, which it believes, are exempt. In addition, the respondent must specify which exception(s) are applicable and provide detailed reasons to substantiate the exception(s).
- The determination of whether information is confidential and not subject to disclosure is the duty of the Office of Attorney General (OAG). Region 14 ESC must provide the OAG sufficient information to render an opinion and therefore, vague and general claims to confidentiality by the respondent are not acceptable. Region 14 ESC must comply with the opinions of the OAG. Region 14 ESC assumes no responsibility for asserting legal arguments on behalf of any vendor. Respondent are advised to consult with their legal counsel concerning disclosure issues resulting from this procurement process and to take precautions to safeguard trade secrets and other proprietary information.

# Process

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Region 14 ESC will evaluate proposals in accordance with, and subject to, the relevant statutes, ordinances, rules, and regulations that govern its procurement practices. NCPA will assist Region 14 ESC in evaluating proposals. Award(s) will be made to the prospective vendor whose response is determined to be the most advantageous to Region 14 ESC, NCPA, and its participating agencies. To qualify for evaluation, response must have been submitted on time, and satisfy all mandatory requirements identified in this document.

- ◆ Contract Administration
  - The contract will be administered by Region 14 ESC. The National Program will be administered by NCPA on behalf of Region 14 ESC.
- ◆ Contract Term
  - The contract term will be for three (3) years starting from the date of the award. The contract may be renewed for up to five (5) additional one-year terms.
- ◆ Contract Waiver
  - Any waiver of any provision of this contract shall be in writing and shall be signed by the duly authorized agent of Region 14 ESC. The waiver by either party of any term or condition of this contract shall not be deemed to constitute waiver thereof nor a waiver of any further or additional right that such party may hold under this contract.
- ◆ Products and Services additions
  - Products and Services may be added to the resulting contract during the term of the contract by written amendment, to the extent that those products and services are within the scope of this RFP.
- ◆ Competitive Range
  - It may be necessary for Region 14 ESC to establish a competitive range. Responses not in the competitive range are unacceptable and do not receive further award consideration.
- ◆ Deviations and Exceptions
  - Deviations or exceptions stipulated in response may result in disqualification. It is the intent of Region 14 ESC to award a vendor's complete line of products and/or services, when possible.
- ◆ Estimated Quantities
  - The estimated dollar volume of Products and Services purchased under the proposed Master Agreement is \$75 - \$100 million dollars annually. This estimate is based on the anticipated volume of Region 14 ESC and current sales within the NCPA program. There is no guarantee or commitment of any kind regarding usage of any contracts resulting from this solicitation
- ◆ Evaluation
  - Region 14 ESC will review and evaluate all responses in accordance with, and subject to, the relevant statutes, ordinances, rules and regulations that govern its procurement practices. NCPA will assist the lead agency in evaluating proposals. Recommendations for contract awards will be based on multiple factors, each factor being assigned a point value based on its importance.

- ◆ Formation of Contract
  - A response to this solicitation is an offer to contract with Region 14 ESC based upon the terms, conditions, scope of work, and specifications contained in this request. A solicitation does not become a contract until it is accepted by Region 14 ESC. The prospective vendor must submit a signed Signature Form with the response thus, eliminating the need for a formal signing process.
- ◆ NCPA Administrative Agreement
  - The vendor will be required to enter and execute the National Cooperative Purchasing Alliance Administration Agreement with NCPA upon award with Region 14 ESC. The agreement establishes the requirements of the vendor with respect to a nationwide contract effort.
- ◆ Clarifications / Discussions
  - Region 14 ESC may request additional information or clarification from any of the respondents after review of the proposals received for the sole purpose of elimination minor irregularities, informalities, or apparent clerical mistakes in the proposal. Clarification does not give respondent an opportunity to revise or modify its proposal, except to the extent that correction of apparent clerical mistakes results in a revision. After the initial receipt of proposals, Region 14 ESC reserves the right to conduct discussions with those respondent's whose proposals are determined to be reasonably susceptible of being selected for award. Discussions occur when oral or written communications between Region 14 ESC and respondent's are conducted for the purpose clarifications involving information essential for determining the acceptability of a proposal or that provides respondent an opportunity to revise or modify its proposal. Region 14 ESC will not assist respondent bring its proposal up to the level of other proposals through discussions. Region 14 ESC will not indicate to respondent a cost or price that it must meet to neither obtain further consideration nor will it provide any information about other respondents' proposals or prices.
- ◆ Multiple Awards
  - Multiple Contracts may be awarded as a result of the solicitation. Multiple Awards will ensure that any ensuing contracts fulfill current and future requirements of the diverse and large number of participating public agencies.
- ◆ Past Performance
  - Past performance is relevant information regarding a vendor's actions under previously awarded contracts; including the administrative aspects of performance; the vendor's history of reasonable and cooperative behavior and commitment to customer satisfaction; and generally, the vendor's businesslike concern for the interests of the customer.

# Evaluation Criteria

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- ◆ Pricing (40 points)
  - Electronic Price Lists
    - Products, Services, Warranties, etc. price list
    - Prices listed will be used to establish both the extent of a vendor's product lines, services, warranties, etc. available from a particular bidder and the pricing per item.
  
- ◆ Ability to Provide and Perform the Required Services for the Contract (25 points)
  - Product Delivery within participating entities specified parameters
  - Number of line items delivered complete within the normal delivery time as a percentage of line items ordered.
  - Vendor's ability to perform towards above requirements and desired specifications.
  - Quantity of line items available that are commonly purchased by the entity.
  - Quality of line items available compared to normal participating entity standards.
  
- ◆ References (15 points)
  - A minimum of ten (10) customer references for product and/or services of similar scope dating within past 3 years
  
- ◆ Technology for Supporting the Program (10 points)
  - Electronic on-line catalog, order entry use by and suitability for the entity's needs
  - Quality of vendor's on-line resources for NCPA members.
  - Specifications and features offered by respondent's products and/or services
  
- ◆ Value Added Services Description, Products and/or Services (10 points)
  - Marketing and Training
  - Customer Service

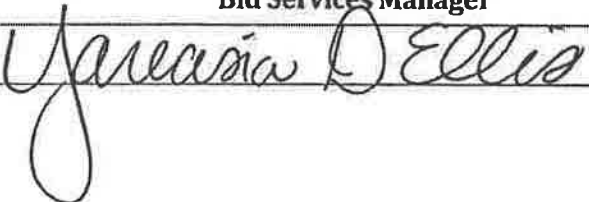


# Signature Form

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The undersigned hereby proposes and agrees to furnish goods and/or services in strict compliance with the terms, specifications and conditions at the prices proposed within response unless noted in writing. The undersigned further certifies that he/she is an officer of the company and has authority to negotiate and bind the company named below and has not prepared this bid in collusion with any other Respondent and that the contents of this proposal as to prices, terms or conditions of said bid have not been communicated by the undersigned nor by any employee or agent to any person engaged in this type of business prior to the official opening of this proposal.

Prices are guaranteed: **120 days**

Company name	<b>Howard Technology Solutions, a division of Howard Industries, Inc.</b>
Address	<b>P O Box 1590</b>
City/State/Zip	<b>Laurel, MS 39441</b>
Telephone No.	<b>(888) 912-3151</b>
Fax No.	<b>(601) 399-5077</b>
Email address	<b>yellis@howard.com</b>
Printed name	<b>Yareasia D. Ellis</b>
Position with company	<b>Bid Services Manager</b>
Authorized signature	

## Tab 2 – NCPA Administration Agreement

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This Administration Agreement is made as of October 1, 2015, by and between National Cooperative Purchasing Alliance ("NCPA") and Howard Technology Solutions, a division of Howard Industries, Inc. ("Vendor").

### Recitals

WHEREAS, Region 14 ESC has entered into a certain Master Agreement dated October 1, 2015, referenced as Contract Number 01-45, by and between Region 14 ESC and Vendor, as may be amended from time to time in accordance with the terms thereof (the "Master Agreement"), for the purchase of Technology Solutions;

WHEREAS, said Master Agreement provides that any state, city, special district, local government, school district, private K-12 school, technical or vocational school, higher education institution, other government agency or nonprofit organization (hereinafter referred to as "public agency" or collectively, "public agencies") may purchase products and services at the prices indicated in the Master Agreement;

WHEREAS, NCPA has the administrative and legal capacity to administer purchases under the Master Agreement to public agencies;

WHEREAS, NCPA serves as the administrative agent for Region 14 ESC in connection with other master agreements offered by NCPA

WHEREAS, Region 14 ESC desires NCPA to proceed with administration of the Master Agreement;

WHEREAS, NCPA and Vendor desire to enter into this Agreement to make available the Master Agreement to public agencies on a national basis;

NOW, THEREFORE, in consideration of the payments to be made hereunder and the mutual covenants contained in this Agreement, NCPA and Vendor hereby agree as follows:

#### ◆ General Terms and Conditions

- The Master Agreement, attached hereto as Tab 1 and incorporated herein by reference as though fully set forth herein, and the terms and conditions contained therein shall apply to this Agreement except as expressly changed or modified by this Agreement.
- NCPA shall be afforded all of the rights, privileges and indemnifications afforded to Region 14 ESC under the Master Agreement, and such rights, privileges and indemnifications shall accrue and apply with equal effect to NCPA under this Agreement including, but not limited to, the Vendor's obligation to provide appropriate insurance and certain indemnifications to Region 14 ESC.
- Vendor shall perform all duties, responsibilities and obligations required under the Master Agreement in the time and manner specified by the Master Agreement.
- NCPA shall perform all of its duties, responsibilities, and obligations as administrator of purchases under the Master Agreement as set forth herein, and Vendor acknowledges that NCPA shall act in the capacity of administrator of purchases under the Master Agreement.
- With respect to any purchases made by Region 14 ESC or any Public Agency pursuant to the Master Agreement, NCPA (a) shall not be construed as a dealer, re-marketer, representative, partner, or agent of any type of Vendor, Region 14 ESC, or such Public

Agency, (b) shall not be obligated, liable or responsible (i) for any orders made by Region 14 ESC, any Public Agency or any employee of Region 14 ESC or Public Agency under the Master Agreement, or (ii) for any payments required to be made with respect to such order, and (c) shall not be obligated, liable or responsible for any failure by the Public Agency to (i) comply with procedures or requirements of applicable law, or (ii) obtain the due authorization and approval necessary to purchase under the Master Agreement. NCPA makes no representations or guaranties with respect to any minimum purchases required to be made by Region 14 ESC, any Public Agency, or any employee of Region 14 ESC or Public Agency under this Agreement or the Master Agreement.

- The Public Agency participating in the NCPA contract and Vendor may enter into a separate supplemental agreement to further define the level of service requirements over and above the minimum defined in this contract i.e. invoice requirements, ordering requirements, specialized delivery, etc. Any supplemental agreement developed as a result of this contract is exclusively between the Public Agency and Vendor. NCPA, its agents, members and employees shall not be made party to any claim for breach of such agreement.

◆ **Term of Agreement**

- This Agreement shall be in effect so long as the Master Agreement remains in effect, provided, however, that the obligation to pay all amounts owed by Vendor to NCPA through the termination of this Agreement and all indemnifications afforded by Vendor to NCPA shall survive the term of this Agreement.

◆ **Fees and Reporting**

- The awarded vendor shall electronically provide NCPA with a detailed monthly or quarterly report showing the dollar volume of all sales under the contract for the previous month or quarter. Reports shall be sent via e-mail to NCPA offices at reporting@ncpa.us. Reports are due on the fifteenth (15<sup>th</sup>) day after the close of the previous month or quarter. It is the responsibility of the awarded vendor to collect and compile all sales under the contract from participating members and submit one (1) report. The report shall include at least the following information as listed in the example below:

Entity Name	Zip Code	State	PO or Job #	Sale Amount

**Total** \_\_\_\_\_

- Each quarter NCPA will invoice the vendor based on the total of sale amount(s) reported. From the invoice the vendor shall pay to NCPA an administrative fee based upon the tiered fee schedule below. Vendor's annual sales shall be measured on a calendar year basis. Deadline for term of payment will be included in the invoice NCPA provides.

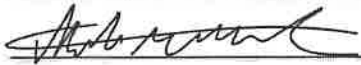
<u>Annual Sales Through Contract</u>	<u>Administrative Fee</u>
0 - \$30,000,000	2%
\$30,000,001 - \$50,000,000	1.5%
\$50,000,001+	1%

- Supplier shall maintain an accounting of all purchases made by Public Agencies under the Master Agreement. NCPA and Region 14 ESC reserve the right to audit the accounting for a period of four (4) years from the date NCPA receives the accounting. In the event of such an audit, the requested materials shall be provided at the location designated by Region 14 ESC or NCPA. In the event such audit reveals an underreporting of Contract Sales and a resulting underpayment of administrative fees, Vendor shall promptly pay NCPA the amount of such underpayment, together with interest on such amount and shall be obligated to reimburse NCPA's costs and expenses for such audit.

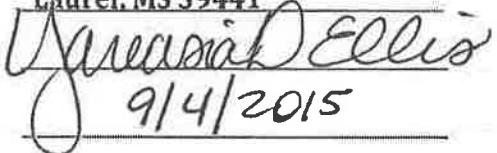
◆ **General Provisions**

- This Agreement supersedes any and all other agreements, either oral or in writing, between the parties hereto with respect to the subject matter hereof, and no other agreement, statement, or promise relating to the subject matter of this Agreement which is not contained herein shall be valid or binding.
- Awarded vendor agrees to allow NCPA to use their name and logo within website, marketing materials and advertisement. Any use of NCPA name and logo or any form of publicity regarding this contract by awarded vendor must have prior approval from NCPA.
- If any action at law or in equity is brought to enforce or interpret the provisions of this Agreement or to recover any administrative fee and accrued interest, the prevailing party shall be entitled to reasonable attorney's fees and costs in addition to any other relief to which such party may be entitled.
- Neither this Agreement nor any rights or obligations hereunder shall be assignable by Vendor without prior written consent of NCPA. Any assignment without such consent will be void.
- This Agreement and NCPA's rights and obligations hereunder may be assigned at NCPA's sole discretion, to an existing or newly established legal entity that has the authority and capacity to perform NCPA's obligations hereunder
- All written communications given hereunder shall be delivered to the addresses as set forth below.

**National Cooperative Purchasing Alliance:**

Name: Matthew Mackel  
 Title: Director, Business Development  
 Address: PO Box 701273  
Houston, TX 77270  
 Signature:   
 Date: October 1, 2015

**Vendor: Howard Technology Solutions**

Name: Yareasia D. Ellis  
 Title: Bid Services Manager  
 Address: P O Box 1590  
Laurel, MS 39441  
 Signature:   
 Date: 9/4/2015

# Tab 3 – Vendor Questionnaire

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Please provide responses to the following questions that address your company's operations, organization, structure, and processes for providing products and services.

◆ States Covered

- Bidder must indicate any and all states where products and services can be offered.
- Please indicate the price co-efficient for each state if it varies.

**50 States & District of Columbia** (Selecting this box is equal to checking all boxes below)

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Alabama              | <input type="checkbox"/> Maryland       | <input type="checkbox"/> South Carolina |
| <input type="checkbox"/> Alaska               | <input type="checkbox"/> Massachusetts  | <input type="checkbox"/> South Dakota   |
| <input type="checkbox"/> Arizona              | <input type="checkbox"/> Michigan       | <input type="checkbox"/> Tennessee      |
| <input type="checkbox"/> Arkansas             | <input type="checkbox"/> Minnesota      | <input type="checkbox"/> Texas          |
| <input type="checkbox"/> California           | <input type="checkbox"/> Mississippi    | <input type="checkbox"/> Utah           |
| <input type="checkbox"/> Colorado             | <input type="checkbox"/> Missouri       | <input type="checkbox"/> Vermont        |
| <input type="checkbox"/> Connecticut          | <input type="checkbox"/> Montana        | <input type="checkbox"/> Virginia       |
| <input type="checkbox"/> Delaware             | <input type="checkbox"/> Nebraska       | <input type="checkbox"/> Washington     |
| <input type="checkbox"/> District of Columbia | <input type="checkbox"/> Nevada         | <input type="checkbox"/> West Virginia  |
| <input type="checkbox"/> Florida              | <input type="checkbox"/> New Hampshire  | <input type="checkbox"/> Wisconsin      |
| <input type="checkbox"/> Georgia              | <input type="checkbox"/> New Jersey     | <input type="checkbox"/> Wyoming        |
| <input type="checkbox"/> Hawaii               | <input type="checkbox"/> New Mexico     |   |
| <input type="checkbox"/> Idaho                | <input type="checkbox"/> New York       |   |
| <input type="checkbox"/> Illinois             | <input type="checkbox"/> North Carolina |   |
| <input type="checkbox"/> Indiana              | <input type="checkbox"/> North Dakota   |   |
| <input type="checkbox"/> Iowa                 | <input type="checkbox"/> Ohio           |   |
| <input type="checkbox"/> Kansas               | <input type="checkbox"/> Oklahoma       |   |
| <input type="checkbox"/> Kentucky             | <input type="checkbox"/> Oregon         |   |
| <input type="checkbox"/> Louisiana            | <input type="checkbox"/> Pennsylvania   |   |
| <input type="checkbox"/> Maine                | <input type="checkbox"/> Rhode Island   |   |

**All US Territories and Outlying Areas** (Selecting this box is equal to checking all boxes below)

- |   |  |
|---|--|
| <input type="checkbox"/> American Somoa                 | <input type="checkbox"/> Northern Marina Islands |
| <input type="checkbox"/> Federated States of Micronesia | <input type="checkbox"/> Puerto Rico             |
| <input type="checkbox"/> Guam                           | <input type="checkbox"/> U.S. Virgin Islands     |
| <input type="checkbox"/> Midway Islands                 |  |

◆ **Minority and Women Business Enterprise (MWBE) and (HUB) Participation**

➤ It is the policy of some entities participating in NCPA to involve minority and women business enterprises (MWBE) and historically underutilized businesses (HUB) in the purchase of goods and services. Respondents shall indicate below whether or not they are an M/WBE or HUB certified.

- **Minority / Women Business Enterprise**
  - Respondent Certifies that this firm is a M/WBE
- **Historically Underutilized Business**
  - Respondent Certifies that this firm is a HUB

◆ **Residency**

➤ Responding Company's principal place of business is in the city of Ellisville  
State of Mississippi (MS)

◆ **Felony Conviction Notice**

➤ Please Check Applicable Box;

- A publically held corporation; therefore, this reporting requirement is not applicable.
- Is not owned or operated by anyone who has been convicted of a felony.
- Is owned or operated by the following individual(s) who has/have been convicted of a felony

➤ If the 3<sup>rd</sup> box is checked, a detailed explanation of the names and convictions must be attached.

◆ **Distribution Channel**

➤ Which best describes your company's position in the distribution channel:

- |  |  |
|--|--|
| <input type="checkbox"/> Manufacturer Direct             | <input type="checkbox"/> Certified education/government reseller |
| <input type="checkbox"/> Authorized Distributor          | <input type="checkbox"/> Manufacturer marketing through reseller |
| <input checked="" type="checkbox"/> Value-added reseller | <input type="checkbox"/> Other: _____                            |

◆ **Processing Information**

➤ Provide company contact information for the following:

- **Sales Reports / Accounts Payable**

Contact Person: Yareasia D. Ellis  
Title: Bid Services Manager  
Company: Howard Technology Solutions  
Address: P O Box 1590  
City: Laurel State: MS Zip: 39441  
Phone: (888) 912-3151 Email: yellis@howard.com

▪ Purchase Orders

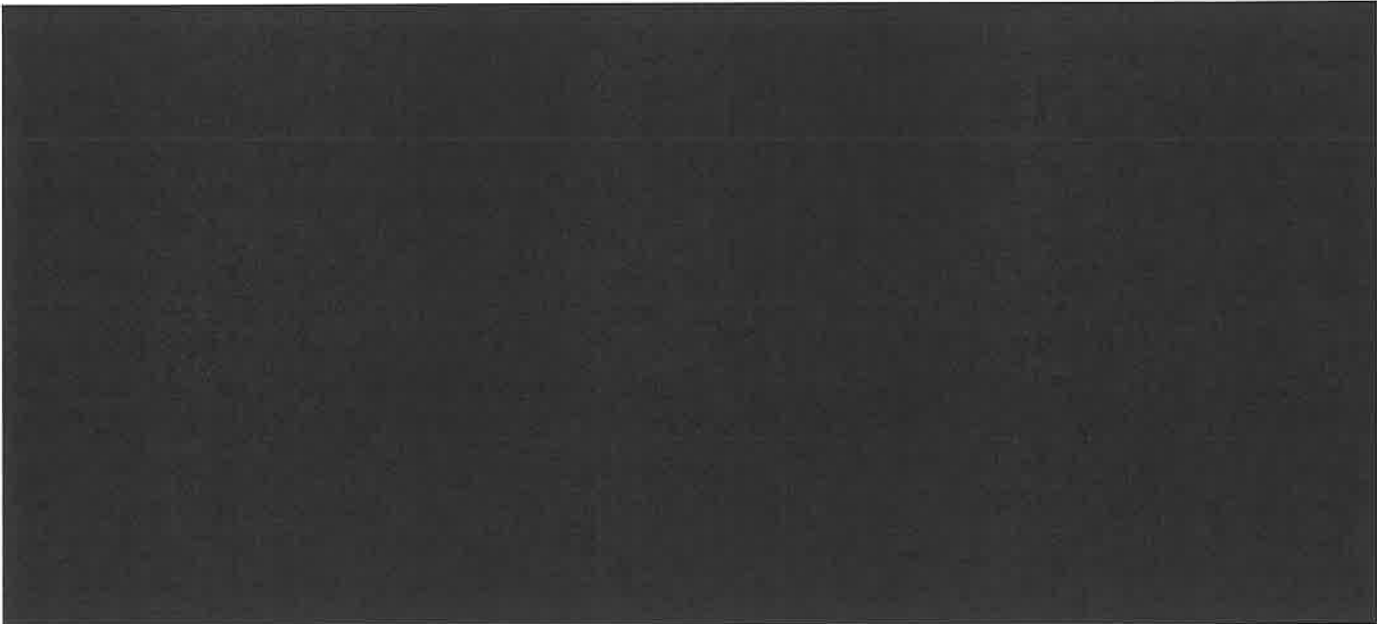
Contact Person: Yareasia D. Ellis  
Title: Bid Services Manager  
Company: Howard Technology Solutions  
Address: P O Box 1590  
City: Laurel State: MS Zip: 39441  
Phone: (888) 912-3151 Email: yellis@howard.com

▪ Sales and Marketing

Contact Person: Yareasia D. Ellis  
Title: Bid Services Manager  
Company: Howard Technology Solutions  
Address: P O Box 1590  
City: Laurel State: MS Zip: 39441  
Phone: (888) 912-3151 Email: yellis@howard.com

◆ Pricing Information

- In addition to the current typical unit pricing furnished herein, the Vendor agrees to offer all future product introductions at prices that are proportionate to Contract Pricing.
  - If answer is no, attach a statement detailing how pricing for NCPA participants would be calculated for future product introductions.  
 Yes       No
- Pricing submitted includes the required NCPA administrative fee. The NCPA fee is calculated based on the invoice price to the customer.  
 Yes       No
- Vendor will provide additional discounts for purchase of a guaranteed quantity.  
 Yes       No



## Tab 4 – Vendor Profile

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Please provide the following information about your company:

- ◆ Company's official registered name.

**Howard Technology Solutions, a division of Howard Industries, Inc.**

- ◆ Brief history of your company, including the year it was established.

**Howard Technology Solutions is the newest division of Howard Industries, Inc. - a \$1 billion privately held electrical products corporation. Howard Industries was founded more than 40 years ago in 1968 by Billy and Linda Howard. The Howards have grown their core business - distribution transformers - into the leader of their industry. Today, Howard Industries' Transformer Division is the number one producer of distribution transformers in the United States and is housed in the largest transformer plant in the world - 2.2 million square feet.**

**The Howards have diversified their interest over the years to form their own trucking company - Howard Transportation. Begun in the era of deregulation of the industry to haul Howard's own products, Howard Transportation now carries 60% of its load from companies other than Howard Industries and is one of the leading Southeastern carriers.**

**Not satisfied with all their success, the Howards again diversified in the early 90's and formed a new division - Howard Lighting Products. This division manufactures and offers a vast selection of high-quality fluorescent and HID (High Intensity Discharge) ballast in addition to lighting products that are ideal for commercial and residential uses. Today, this division has products in use at Johnson Space Center, Kennedy Space Center, Camp Pendleton, CIA headquarters at Langley, Fort Bragg, and numerous other US government facilities.**

**Finally, the Howards again branched out to form Howard Technology Solutions. Although a new division to the Howards, the manufacturing of personal computers was far from a new venture for Howard Industries. They had been building computers in-house for their own use for approximately 8 years. The decision to branch out and market their products to others was an easy one given the dynamics of the marketplace and the Howard's confidence in their ability to build a business from the ground up.**

**Today, Howard Technology Solutions has grown at a significant pace and has entered into strategic partnerships with various industry leaders such as Polycorn, Enterasys, Fujitsu, Panasonic, Cisco, Crestron, Extron, HP, Lenovo, Toshiba, Xirrus, Chief, Mimio, FrontRow, and many more. We feel confident in our ability to provide you with the products and services you require to meet your technology-related needs.**

**We believe that you will agree that another added benefit of Howard is the one-one-one support you will receive from Howard Technology Solutions. From project start to finish, our teams will assist you with your needs. After project completion, you can depend on our Customer Service Team and your Inside Sales Representative to help you with any issues that may arise. All of our employees are willing and trained to provide excellent customer service and product knowledge for our customers.**



- ◆ Company's Dun & Bradstreet (D&B) number.

**Howard Technology Solutions, a division of Howard Industries, Inc.  
Dun and Bradstreet Number: 04-341-7476**

- ◆ Company's organizational chart of those individuals that would be involved in the contract.

**Please see attached organizational charts for Howard Technology Solutions' Government/B2B, Education, and Medical Verticals.**

- ◆ Corporate office location.

- List the number of sales and services offices for states being bid in solicitation.

**Howard Technology Solutions, a division of Howard Industries, Inc. is located at 36 Howard Drive Ellisville, MS. This headquarters location will be used to service all states being bid in this solicitation.**

- List the names of key contacts at each with title, address, phone and e-mail address.

**Please see attached organizational charts for key contact information.**

- ◆ Define your standard terms of payment.

**Howard Technology Solutions' standard term of payment is Net 30.**

- ◆ Who is your competition in the marketplace?

**Howard Technology Solutions' key competitors in the marketplace are CDWG, Newegg, Tiger Direct, Zones, etc.**



- ◆ What differentiates your company from competitors?

**We are a complete solutions provider, but what makes Howard Technology unique is our ability to gain a seat at the table and become a trusted consultant rather than simply a sales representative. Our sales associates look to assist customers in finding the information needed to make a solid decision on the product/service to be procured. We desire to assist our customers in structuring a plan around the product needed rather than only awaiting each customer's Purchase Order.**

- ◆ Describe how your company will market this contract if awarded.

**Howard Technology Solutions is pleased to provide National Cooperative Purchasing Alliance (including Region 14 ESC and hereinafter referred to as "NCPA") with the following marketing plan as required by this RFP. As with all products and services offered by Howard, the marketing plan can be customized to each NCPA member's specific needs. The marketing department at Howard has the flexibility to adapt and modify plans to meet all customer requirements.**

**Howard Technology Solutions focuses on the customer and their organizational needs first. Howard understands that the establishment of a positive customer relationship is a beneficial part of adequately serving the customer. Through the growth of this relationship, Howard will be more knowledgeable of the customer's needs and will be able to customize the marketing plans further, thus ensuring that the customer's needs are met.**

**As with any marketing campaign, Howard will begin with a press release to announce the partnership between NCPA and Howard Technology Solutions. The press release will be sent to all NCPA members as well as local, regional, and statewide publications. Press releases are drafted by Howard's on-staff copywriter and submitted to a third party press release company who distribute them through various channels. The press release is also shared on Howard's social media pages to help further distribute the message. Howard will follow the press release with other modes of marketing such as direct face-to-face contacts, direct mailings, email blasts, and tradeshow participation. Below you will find further explanation for each type of marketing effort.**

#### **A. Face-to-Face**

**Howard Technology Solutions understands that no two customers are alike. This is why multiple methods of direct marketing must be used. While Howard will use traditional methods of direct marketing along with today's current trends in electronic commerce, the preferred method used by Howard will be Face-to-Face contact with NCPA members.**

**Howard Technology Solutions is convinced that the best way to serve our customers is to get to know them by developing genuine personal relationships through face-to-face communications. Howards' Field Sales Representatives take great pride in establishing true working relationships, visiting customers, and discussing needs in person. Through this firsthand collaboration, Howard is able to obtain a greater understanding of our customer's needs and ultimately provide services at the highest levels possible.**

**Howard Technology Solutions' Sales Representatives will make contact with NCPA members at the earliest onset of contract approval. Each Howard representative will be responsible for initial contacts and scheduling visits with NCPA members. Howard maintains a call report so that any follow up actions can be documented and handled in a timely manner. Each Howard Field Representative has an assigned inside sales representative that will assist them with any and all requests for information and quotations of systems. The inside sales representative will be the main channel of information for both the Field Representative and the NCPA member. The inside sales representative will be available at all times to generate new quotes or check the status of pending quotes and orders.**

Howard Technology Solutions believes that the joint effort between Field Representatives and inside sales representatives are the most important part of the working relationship between NCPA members and Howard Technology Solutions. By establishing knowledgeable relationships, Howard can provide NCPA members with the highest level of service offered in the industry.

## **B. Direct Marketing**

**Email Campaigns** – Howard’s preferred method of direct marketing will be email campaigns. These campaigns allow Howard to offer NCPA members special pricing on systems and other technology products in a timely and cost-effective manner. All of these specials will be linked to the NCPA dedicated website. Howard will seek the approval of the NCPA Contract Administrator as needed before sending any communication to NCPA customers.

**Website Campaigns** – All NCPA members will have access to the dedicated NCPA website. This website is a full-feature site with secure log-in, order and quote status tracking, account history, product/promotional update banners, and customer specific specials. Howard will make all available promotions accessible via the NCPA website for customers to view. Howard will seek the approval of the NCPA Contract Administrator before making any changes to the NCPA website.

**Direct Mail (print)** – Howard Technology Solutions understands that customers are frequently bombarded with printed direct mail campaigns. For this reason and because Howard strives to be environmentally friendly, Howard will reserve printed direct mail campaigns for prospective customers who request hard copies on topics of interest. Occasionally these campaigns will be in conjunction with vendors such as Intel or Microsoft and will often include a new product offering.

## **C. Physical and Virtual Tradeshows**

Howard Technology Solutions will provide NCPA members the unique opportunity to attend virtual tradeshows. These online environments help to eliminate the growing cost of travel while lowering both tangible and intangible expenses associated with traditional tradeshow attendance. Howard hopes to better serve the NCPA members by offering the same high-quality exhibit information in a three dimensional format that includes customized virtual booths, product demonstrations, literature downloads, and interactive chat.

Howard Technology Solutions uses three channels for tradeshow and event selection.

**Customer Referral** – Howard Technology Solutions strives to participate in the shows and events that are important to our customers. Howard will listen and respond to customer requests regarding the types of events in which to participate in their area. The most important channel to Howard Technology Solutions has always and will continue to be customer referrals.

**Internet Research** – Howard Technology Solutions tradeshow and events personnel will use the Internet as a tool to locate and evaluate the multitude of tradeshows and events

sponsored by organizations and committees sanctioned by NCPA members and their associated states.

**Vendor Programs** – Howard Technology Solutions participates in many events in conjunction with some of its leading vendors including Intel, Microsoft, Lenovo, Panasonic, and many more. These shows are beneficial to both Howard and the NCPA organizations it serves providing new product demonstrations and training delivered by industry experts.

Howard Technology Solutions feels that one of its greatest strengths lies in its ability and willingness to handle a variety of types and sizes of tradeshow. The dedicated tradeshow department at Howard is currently responsible for the logistics and management of over one hundred shows annually. Each show/event is given the utmost attention ensuring the proper equipment and personnel are available to bring the most timely and relevant information to attending customers. Howard is deeply involved in each tradeshow and event that it attends and can assist event coordinators by obtaining keynote speakers, presenters, and sponsors for the event.

- ◆ Describe how you intend to introduce NCPA to your company.

Howard Technology Solutions has a Bids and Contracts department which is utilized to, among other things, educate our sales teams on the selling vehicles they have at their disposal. We accomplish this by having one-on-one trainings with new representatives as well as small-group refreshers with sales reps and their managers to go over procedures, boundaries, territories, products and pricing for each active contract that Howard holds. Emails are sent out internally to announce current and new partnerships via contracts, including web addresses where Howard customers may be directed to as well as where our employees may obtain the most current information per contract.

- ◆ Describe your firm's capabilities and functionality of your on-line catalog / ordering website.

Howard Technology Solutions is fully capable of establishing a dedicated NCPA website that will always be available for immediate usage, barring any scheduled maintenance upgrades. Notice of such upgrades will be sent at least 24 hours in advance of the outage, and will only be performed during the early morning hours (i.e. 12AM to 2AM Central).

Howard Technology Solutions currently has a functioning WSCA site available at [www.howardcomputers.com/wscs](http://www.howardcomputers.com/wscs) in conjunction with our WSCA contract that can be viewed to see what our website design provides including:

- a. A complete PSS, easily identifying the brand, spec, and price for all products.
- b. Product specs, pricing and configuration aids for major product categories to obtain online quotes
- c. Online ordering with multiple *ship to* capability
- d. Printing and reprinting of invoices for online orders
- e. Service options and agreements
- f. Contact information for orders, service, problems, and billing issues
- g. Sales representatives for participating entities
- h. Purchase order tracking
- i. Links to environmental certifications
- j. Links to additional environmental programs

The Howard Technology Solutions NCPA site will include all of our agreed upon product offering, an online configurator to configure said products, an online quote generation utility to save quotes for later retrieval, and an online ordering system for immediate processing of all items. In addition, all contact information, service agreements, order tracking, and product specifications will be available on the website. We will provide the following sites to NCPA members:

1. Administration site:

This site will allow NCPA members to review dynamic and static reports, track Orders by Company, Order Number, PO Number, State; Review Quote to Order Ratios based on type of system, state, company and the ability to review tracking information on orders.

2. Purchasing site:

This site will allow for custom systems that are fully configurable, the ability to quote and order the system via credit card or purchase order, and track the status of the order once placed.

Electronic Processing

Howard Technology Solutions offers an online ordering system that allows purchases via credit card (Currently Visa, MasterCard, Discover, and American Express) and purchase order. If the method of payment is a purchase order, a copy of the purchase order must be received before the order is processed. We accept fax, email, and postal mail as methods of purchase order delivery.

In addition to our HTML based Online Ordering System, Howard Technology Solutions is pleased to offer an XML-based punch-out system based on the CBL standard. Our capabilities include: downloading product configurations, requesting quotes for a configuration, submission of an order by credit card and purchase order, and acknowledgements of all transactions. We currently offer this system to the State of Louisiana and would invite the opportunity to work with other agencies to seamlessly integrate into their accounting systems.

Howard Technology Solutions utilizes Harbinger Trusted Link EDI Translation Software, Harbinger Trusted and Link Commerce, Windows 6.10. For EDI Mapping, Howard Technology Solutions utilizes EDIMAP and TLC Workbench. EDI standards followed by Howard Technology Solutions are as follows: 2001, 2002, 2003, 2040, 3010, 3020, 3040, 3050, and 4010.

Auditing:

The Howard Technology Solutions order system verifies all quotes before they are saved to ensure that all applied discounts are correct. Once a quote is turned into an order, the system again verifies that the discounts are applied and that pricing is accurate. Howard Technology Solutions' order entry personnel compare the order to the original quote to ensure that all pricing and components are correct. Once the product is shipped, an Invoice is generated and is compared to the order and the Bill of Lading to ensure that all pricing and components are correct.

**Howard Technology Solutions will audit the system on a monthly basis for the NCPA contract.**

- ◆ Describe your company's Customer Service Department (hours of operation, number of service centers, etc.)

**Howard Technology Solutions has a dedicated customer service department that is 100% US based and is located at our corporate headquarters. Our customer service department is available 24 hours a day, 365 days a year.**

- ◆ Green Initiatives

- As our business grows, we want to make sure we minimize our impact on the Earth's climate. We are taking every step we can to implement innovative and responsible environmental practices throughout NCPA to reduce our carbon footprint, reduce waste, energy conservation, ensure efficient computing and much more. To that effort we ask respondents to provide their companies environmental policy and/or green initiative.

**Howard Technology Solutions is dedicated to conserving the environment. All of our products meet energy star requirement and most all meet the EPEAT guidelines. We also have a recycle program. Please visit our website at [www.howardcomputers.com/howgreen](http://www.howardcomputers.com/howgreen) for full details.**

- ◆ Vendor Certifications (if applicable)

- Provide a copy of all current licenses, registrations and certifications issued by federal, state and local agencies, and any other licenses, registrations or certifications from any other governmental entity with jurisdiction, allowing respondent to perform the covered services including, but not limited to, licenses, registrations, or certifications. Certifications can include M/WBE, HUB, and manufacturer certifications for sales and service.

**Howard Technology Solutions holds the following certifications:**

- |                                 |                                 |
|---------------------------------|---------------------------------|
| • CTS                           | • CQS-FSPS                      |
| • CTI                           | • VCA                           |
| • CTD                           | • VSP                           |
| • Crestron Certified Programmer | • VTSP                          |
| • Crestron DMC-T                | • IVC                           |
| • Crestron DMC-D                | • Xirrus Certified Professional |
| • Crestron DMC-E                | • ENA                           |
| • Crestron Essentials           | • ECSP                          |
| • Crestron Configurations       | • ECDP                          |
| • CCDA                          | • CVE2.0                        |
| • CCNA                          | • Microsoft UC                  |
| • DDNA-SEC                      | • CP                            |
| • CCNA-WL                       | • MCSE                          |
| • CCNP                          | • ACTE                          |

36 Howard Drive • Ellisville, MS 39437  
P.O. Box 1590 • Laurel, MS 39441

**HOWARD**<sup>™</sup>  
TECHNOLOGY SOLUTIONS

888.912.3151 *general* • 601.399.5077 *fax*  
888.323.3151 *technical support*  
[www.Howard.com](http://www.Howard.com)

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## Contact Lists/Organizational Charts

# HOWARD™

## TECHNOLOGY SOLUTIONS

36 Howard Dr. • Ellisville, MS 39437  
P.O. Box 1590 • Laurel, MS 39441  
601.399.5021 • 601.399.5060 fax • 888.912.3151 toll free

*A Division of Howard Industries, Inc.*

### **Contracts/Vendor Relations**

Melissa Ward, Contract/Vendor Relations Mgr. [mward@howard.com](mailto:mward@howard.com) ..... 601-399-5680

### **Bids and Contracts**

Yareasia D. Ellis, Bid Services Manager [yellis@howard.com](mailto:yellis@howard.com) ..... 601-399-5633

Jessica Hayes, Bid Specialist [jhayes@howard.com](mailto:jhayes@howard.com) ..... 601-399-5772

Edaina (Dana) Pickering, Bid Specialist [danapickering@howard.com](mailto:danapickering@howard.com) ..... 601-399-5831



# HOWARD™

## TECHNOLOGY SOLUTIONS

36 Howard Dr. • Ellisville, MS 39437  
P.O. Box 1590 • Laurel, MS 39441  
601.399.5021 • 601.399.5060 fax • 888.912.3151 toll free

*A Division of Howard Industries, Inc.*

### Education Sales Department

David Perkins, VP Education Sales, [david.perkins@howard.com](mailto:david.perkins@howard.com) ..... 601-399-5019

### Inside Sales

Brandy Boyd (Inside support) [bboyd@howard.com](mailto:bboyd@howard.com) ..... 601-399-5753  
Christy Brewer (Troy University); [cbrewer@howardcomputers.com](mailto:cbrewer@howardcomputers.com) ..... 601-399-5630  
Kalli Dickerson (GA K-12) [kdickerson@howard.com](mailto:kdickerson@howard.com) ..... 601-399-5814  
Jack Fairchilds (MS, AL Higher Ed ) [jfairchilds@howard.com](mailto:jfairchilds@howard.com) ..... 601-399-5753  
Ashley Garrison (Inside Sales Manager/Trainer) [agarrison@howard.com](mailto:agarrison@howard.com) ..... 601-399-5722  
Darlene Holifield (AL K-12) [dholifield@howard.com](mailto:dholifield@howard.com) ..... 601-399-5752  
Teena Johnson (Inside Support) [teenajohnson@howard.com](mailto:teenajohnson@howard.com) ..... 601-399-5058  
Andrea Keyes (Order Entry) [andreakeyes@howard.com](mailto:andreakeyes@howard.com) ..... 601-399-5754  
Tania Keyes (Inside Sales Manager/Operations) [tkeyes@howard.com](mailto:tkeyes@howard.com) ..... 601-399-5049  
Cell # ..... 601-342-6121  
Chris Lyman, (AR, LA High Ed & FL K-12) ([clyman@howard.com](mailto:clyman@howard.com)) ..... 601-399-5812

Sharessa Parker (TN K-12) [sparker@howard.com](mailto:sparker@howard.com) ..... 601-399-5720

Amanda Phippen, [aphippen@howard.com](mailto:aphippen@howard.com) inside support ..... 601-399-5827

Migonna Plummer (Bid Specialist) [mplummer@howardcomputers.com](mailto:mplummer@howardcomputers.com) ..... 601-399-5111

Ashley Sherrard(LA, K-12), [asherrard@howard.com](mailto:asherrard@howard.com) ..... 601-399-5658

Kari Thompson (MS K-12) [kthompson@howardcomputers.com](mailto:kthompson@howardcomputers.com) ..... 601-399-5067

Kelly Turner (MS, AL Higher Ed) [kelly.turner@howard.com](mailto:kelly.turner@howard.com) ..... 601-399-5047

Kellie Davis (NJ K-12/Higher Ed) [kdavis@howard.com](mailto:kdavis@howard.com) ..... 601-399-5830

Adrianna Rayner (TBD) [arayner@howard.com](mailto:arayner@howard.com) ..... 601-399-5694

Sarah Church TBD) [schurch@howard.com](mailto:schurch@howard.com) ..... 601-399-5693

# HOWARD™

TECHNOLOGY SOLUTIONS

## Outside Sales

John Harper (MS K-12) [john.harper@howard.com](mailto:john.harper@howard.com) ..... 601-399-5085

Josh Jefcoat (AL K-12) [josh.jefcoat@howard.com](mailto:josh.jefcoat@howard.com) ..... 601-310-7346

Shane Knight (AR) [sknight@howard.com](mailto:sknight@howard.com) ..... 501-517-7007

Ron McDaniel (South AL/North FL) [rmcdaniel@howard.com](mailto:rmcdaniel@howard.com) ..... 251-327-2178

Mike Mizer (West TN) [mmizer@howard.com](mailto:mmizer@howard.com) ..... 931-472-8740

Steve Mott (GA) [smott@howard.com](mailto:smott@howard.com) ..... 470-774-9589

Andy Musick (GA) [amusick@howard.com](mailto:amusick@howard.com) ..... 770-328-8692

Josh Pursell (TN, GA, SC Mgr) [jpursell@howard.com](mailto:jpursell@howard.com) ..... 678-873-6650

Durward (Woody) Rust (LA, AR Higher Ed) [woody.rust@howard.com](mailto:woody.rust@howard.com) ..... 318-349-8349

Rusty Thoms (MS & AL Higher Ed) [rusty.thoms@howard.com](mailto:rusty.thoms@howard.com) ..... 601-573-6732

Steve Wolverton (LA K-12 & 2 YR) [swolverton@howard.com](mailto:swolverton@howard.com) ..... 225-235-5669

**Off-Site Call Center**

Eddie Navarro, [enavarro@howard.com](mailto:enavarro@howard.com) ..... 601-399-5836

**Audio-Visual Technology Group**

Stephen Hill, [shill@howard.com](mailto:shill@howard.com) .....678-262-6934

Eddie Luster, [eluster@howard.com](mailto:eluster@howard.com) ..... 334-657-0693

Alex Millender, [amillender@howard.com](mailto:amillender@howard.com) ..... 601-433-8173

Josh Morris, [jmorris@howard.com](mailto:jmorris@howard.com) .....601-613-6030

Alex Walden (A/V Manager) [awalden@howard.com](mailto:awalden@howard.com) .....256-874-5471

**Networking Group**

Davis Buckheister, [dbuckheister@howard.com](mailto:dbuckheister@howard.com) ..... 601-580-0643

Matt Dyson, [mdyson@howard.com](mailto:mdyson@howard.com) ..... 601-470-1777

Chip Isaacs, [cisaacks@howard.com](mailto:cisaacks@howard.com) ..... 662-934-1333

Ty Parker, (VP/Pro Services) [tparker@howard.com](mailto:tparker@howard.com) ..... 601-577-0615

# HOWARD™

## TECHNOLOGY SOLUTIONS

A Division of Howard Industries, Inc.

36 Howard Dr. • Ellisville, MS 39437  
 P.O. Box 1590 • Laurel, MS 39441  
 601.399.5036 • 601.399.5060 fax • 888.912.3151 toll free

### B2B/Government Contact List

Kyle McCoy      [kmccoy@howard.com](mailto:kmccoy@howard.com)      Executive VP      601-425-3181

#### Inside Sales

<u>Name</u>	<u>Email</u>	<u>State</u>	<u>Phone</u>
Heather Wigington	<a href="mailto:hwigington@howard.com">hwigington@howard.com</a>	NM, CA	601-399-5712
Kourtney Nowell	<a href="mailto:knowell@howard.com">knowell@howard.com</a>	SC, CA	601-399-5617
Trevor Schwartz	<a href="mailto:tschwartz@howard.com">tschwartz@howard.com</a>	Utility	601-399-5755
Shonda Russell	<a href="mailto:skeysrussell@howard.com">skeysrussell@howard.com</a>	AR, FL	601-399-5781
Tommy Thompson	<a href="mailto:tommythompson@howard.com">tommythompson@howard.com</a>	TX	601-399-5697
Tyrone Adams	<a href="mailto:tyroneadams@howard.com">tyroneadams@howard.com</a>	NJ	601-399-5623
Wilson Lewis	<a href="mailto:wlewis@howard.com">wlewis@howard.com</a>	NE, HI	601-399-5796
Douglas Sherrod	<a href="mailto:dsherrod@howard.com">dsherrod@howard.com</a>	Utility	601-399-5766

#### Outside Sales

<u>Name</u>	<u>Email</u>	<u>State</u>	<u>Phone</u>
Lindsay Robinson	<a href="mailto:lrobinson@howard.com">lrobinson@howard.com</a>	MS	601-399-5625
Pete Baumann	<a href="mailto:pbaumann@howard.com">pbaumann@howard.com</a>	IL	224-301-7131
Anthony Jones	<a href="mailto:ajones@howard.com">ajones@howard.com</a>	LA	TBA

#### Support

<u>Name</u>	<u>Email</u>	<u>Position</u>	<u>Phone</u>
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Katelyn Walters	<a href="mailto:katelynwalters@howard.com">katelynwalters@howard.com</a>	Quote/Order Entry	601-399-5706
Holly Pryor	<a href="mailto:hpryor@howard.com">hpryor@howard.com</a>	Quote/Order Entry	601-399-5795



# HOWARD™

TECHNOLOGY SOLUTIONS

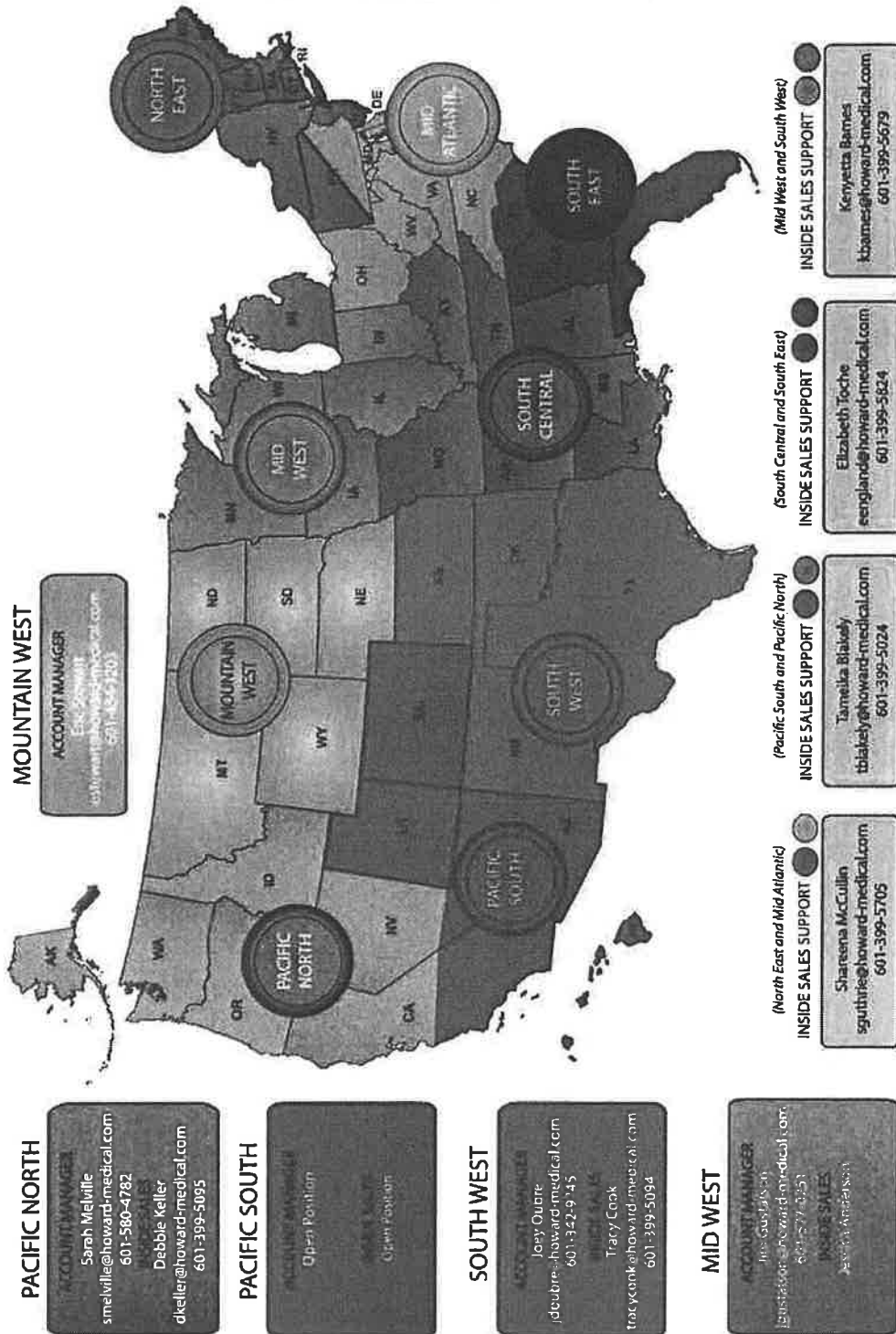
**Affiliate**

<u>Name</u>	<u>Email</u>	<u>Position</u>	<u>Phone</u>
leesha Green	<a href="mailto:lgreen@howard.com">lgreen@howard.com</a>	Affiliate	601-399-5638
Lindsey Reeves	<a href="mailto:lindseyreeves@howard.com">lindseyreeves@howard.com</a>	Affiliate	601-399-5652
(Mrs.) Chris McCullum	<a href="mailto:cmccullum@howard.com">cmccullum@howard.com</a>	Affiliate	601-399-5724
Yessica Hancock	<a href="mailto:Yhancock@howard.com">Yhancock@howard.com</a>	Affiliate	601-399-5777
Rebecca Floyd	<a href="mailto:rfloyd@howard.com">rfloyd@howard.com</a>	Affiliate	601-399-5835



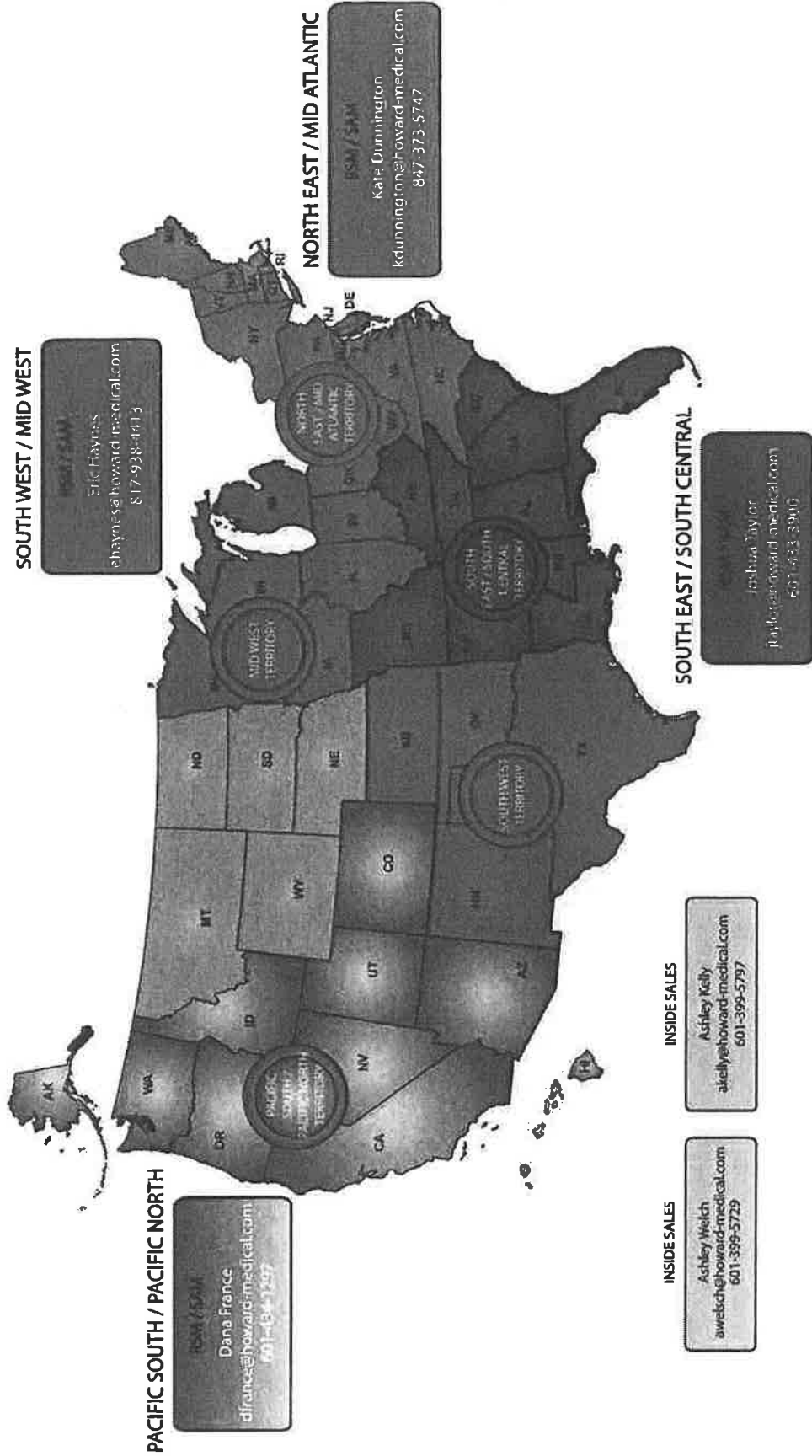
# HOWARD MEDICAL TERRITORY MAP

Account Managers, Inside Sales, Inside Sales Support



# HOWARD MEDICAL TERRITORY MAP

Regional Sales Managers / Strategic Account Managers





# Tab 5 – Products and Services

---

## Products

- Laptops / Notebooks / PDA's
  - Howard
  - Acer
  - Fujitsu
  - Lenovo
  - Toshiba
  - Etc.
- Desktop Computers
  - Howard
  - Acer
  - Fujitsu
  - Lenovo
  - Toshiba
  - Etc.
- Servers
  - Howard
  - Lenovo
  - Fujitsu
  - Etc.
- Software
  - Adobe
  - Microsoft
  - VMWare
  - Kaspersky
- Accessories
  - Intel
  - Logitech
  - Crucial
  - Etc.
- Battery Back-up / Power / Surge
  - Tripp Lite
  - ASUS
  - Cisco
  - Bretford
  - Etc.

- Cables
  - Tripp Lite
  - StarTech
  - Extreme
  - Etc.
- Data Storage / Drives
  - LG
  - Verbatim
  - SanDisk
  - Seagate
  - Quantum
  - Etc.
- Digital Imaging – Cameras / Scanner
  - Honeywell
  - Canon
  - Etc.
- Keyboard / Mice / Input Devices
  - Microsoft
  - Belkin
  - Etc.
- Memory / System Components
  - Kingston
  - Axiom
  - Etc.
- Office Equipment
  - Brother
  - Canon
  - Etc.
- Printers
  - Canon
  - Epson
  - Etc.

- Sound / Multimedia
  - Sony
  - Plantronics
  - Etc.
- Telecommunications Products
  - Cradlepoint
  - Ubiquity
  - Etc.
- Video - Monitors / Cards / Projector
  - Acer
  - ASUS
  - Epson
  - Etc.
- Interactive Whiteboards
  - Casio
  - Mimio
  - Etc.
- DVD / Books / Music / Video
  - Primera
  - Teac
  - Etc.

## Services

- Installs
  - Audio Visual and Computing
  - Distance Learning
  - Video Conferencing
  - Design Services
  - Wireless Access
  - Network and Data Center
  - Cabling
- Asset Management
  - Wireless Surveys
  - Network Assessments
  - Outsourced Labor
- Managed Services
  - Network Consulting
  - E-Rate Eligibility
- Telecommunications
  - In-Vehicle
  - Point-to-Point
  - Multi-point
- Product Support
  - OnCall
  - HTPP
  - Technology Management
  - Custom Imaging
- Warranty
  - Standard Manufacturer Warranties
- Insurance
  - Sample COI attached

36 Howard Drive • Ellisville, MS 39437  
P.O. Box 1590 • Laurel, MS 39441



888.912.3151 *general* • 601.399.5077 *fax*  
888.323.3151 *technical support*  
[www.Howard.com](http://www.Howard.com)

## Certificate of Insurance



# CERTIFICATE OF LIABILITY INSURANCE

HOWAR-2 OP ID: MICA

DATE (MM/DD/YYYY)  
07/10/2015

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

**IMPORTANT:** If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER Howard Risk Advisors, LLC 201 West Vermilion, Ste. 200 Lafayette, LA 70501 Judi Louviere	CONTACT NAME: <b>Marie Angelle</b> PHONE (A/C, No, Ext): <b>337-704-0616</b> FAX (A/C, No): <b>337-889-3325</b> E-MAIL ADDRESS: <b>mangelie@howardrisk.com</b>
	INSURER(S) AFFORDING COVERAGE INSURER A: <b>Gemini Insurance Company</b> INSURER B: <b>Liberty Mutual Fire Ins. Co.</b> INSURER C: <b>Liberty Ins Udwr/Great American</b> INSURER D: <b>Liberty Mutual Insurance Co.</b> INSURER E: INSURER F:
INSURED <b>Howard Technology Solutions</b> <b>a division of</b> <b>Howard Industries, Inc</b> <b>P.O. Box 1588</b> <b>Laurel, MS 39441</b>	

**COVERAGES**

CERTIFICATE NUMBER:

REVISION NUMBER:

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR <input checked="" type="checkbox"/> Products Liab <input checked="" type="checkbox"/> Contractual Liab GEN'L AGGREGATE LIMIT APPLIES PER: <input checked="" type="checkbox"/> POLICY <input type="checkbox"/> PROJECT <input type="checkbox"/> LOC OTHER:	X	X	VMGP002041	07/01/2015	07/01/2016	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 100,000 MED EXP (Any one person) \$ 10,000 PERSONAL & ADV INJURY \$ 1,000,000 GENERAL AGGREGATE \$ 2,000,000 PRODUCTS - COM/POP AGG \$ 2,000,000
B	<input checked="" type="checkbox"/> AUTOMOBILE LIABILITY <input checked="" type="checkbox"/> ANY AUTO <input type="checkbox"/> ALL OWNED AUTOS <input checked="" type="checkbox"/> HIRED AUTOS <input type="checkbox"/> SCHEDULED AUTOS <input checked="" type="checkbox"/> NON-OWNED AUTOS	X	X	AS2651290406025	07/01/2015	07/01/2016	COMBINED SINGLE LIMIT (Ea accident) \$ 1,000,000 BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$
C	<input checked="" type="checkbox"/> UMBRELLA LIAB <input checked="" type="checkbox"/> OCCUR <input checked="" type="checkbox"/> EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE DEQ RETENTION \$	X	X	1000051013-5/EXC3106707	07/01/2015	07/01/2016	EACH OCCURRENCE \$ 40,000,000 AGGREGATE \$ 40,000,000
B	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	Y/N	N/A	EW665N290406015 -XS MS WC (SIR \$400,000)	07/01/2015	07/01/2016	<input checked="" type="checkbox"/> PER STATUTE <input type="checkbox"/> OTHER E.L. EACH ACCIDENT \$ 1,000,000 E.L. DISEASE - EA EMPLOYEE \$ 1,000,000 E.L. DISEASE - POLICY LIMIT \$ 1,000,000
D	Other States WC			WC2651290406034	12/10/2014	12/10/2015	Each Occ 1,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

GL, Auto & Umbrella policies incld Blkt Add'l Insd & WOS where required by contract. GL policy incld Add'l Insd Vendors Coverage & Primary Ins Endt as req by written contract. WC incld Blkt WOS. Policies incld 30 DNOC.

**CERTIFICATE HOLDER****CANCELLATION**

Howard Technology Solutions  
 a division of  
 Howard Industries, Inc  
 PO Box 1588  
 Laurel, MS 39441

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

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## Tab 7 – Pricing

---

- ◆ Please submit price list electronically (pricing can be submitted as Discount off MSRP, cost plus, etc). Products, services, warranties, etc. should be included in price list. Prices submitted will be used to establish the extent of a respondent's products and services (Tab 5) that are available and also establish pricing per item.
  
- ◆ Price lists must contain the following:
  - Product name and part number (include both manufacturer part number and respondent part number if different from manufacturers).
  - Description
  - Vendor's List Price
  - Percent Discount to NCPA participating entities
  
- ◆ Submit price list electronically on CD, DVD, or Flash Drive. Include respondents name, name of solicitation, and date on media of choice.
  
- ◆ Not To Exceed Pricing
  - NCPA requests pricing be submitted as "not to exceed pricing" for any participating entity.
  - The awarded vendor can adjust submitted pricing lower but cannot exceed original pricing submitted for solicitation.
  - NCPA requests that vendor honor lower pricing for similar size and scope purchases to other members.

**\*\*ELECTRONIC CATALOG ENCLOSED\*\***

**\*\*Initial discounts based on a quantity of one. Additional discounts will be considered for greater quantities\*\***

**\*\*Services Not to Exceed \$200.00/hr\*\***

## Tab 8 – Value Added Products and Services

---

- ◆ Include any additional products and/or services available that vendor currently performs in their normal course of business that is not included in the scope of the solicitation that you think will enhance and add value to this contract for Region 14 ESC and all NCPA participating entities.

**SEE ATTACHED**

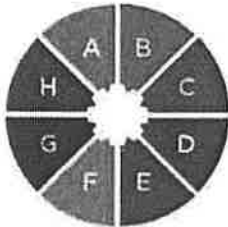
**One Stop Shop**

**HTPP**

Our vision and strategy

# HOWARD | We do IT

## THE ONE-STOP-SHOP



COMPUTING SOLUTIONS  
AUDIO VISUAL & INSTRUCTIONAL SOLUTIONS  
NETWORKING INFRASTRUCTURE SOLUTIONS  
NETWORK VIDEO SOLUTIONS  
VIRTUALIZATION

COMMUNICATIONS SOLUTIONS  
SOFTWARE  
INSTALLATION & INTEGRATION SERVICES  
ITEMS AVAILABLE ON OUR WEBSITE  
PURCHASING VEHICLES/CONTRACTS

### A | COMPUTING SOLUTIONS

1. DESKTOPS: Howard, Dell, Lenovo, HP, Acer & NComputing Multi-user Technologies
2. NOTEBOOKS, NETBOOKS, & TABLETS: Howard, Dell, Lenovo, HP, Fujitsu, Toshiba, Acer, Microsoft Tablets, Asus & Samsung
3. MANAGEMENT SOLUTIONS: Altiris, Kaspersky & Faronics
4. ANTIVIRUS: Symantec, McAfee, Sophos & Kaspersky
5. MOBILE PRESENTATION / CHARGING STATIONS: Howard, Datamation, Spectrum, Earthwalk, Bretford, Avermedia, Anthro, Ergotron, iRover, Blackbox, Balt & PowerGistics
6. REFURBS: Computers, Tablets, Notebooks, Servers, Storage, Charge Carts, Monitors & Document Cameras
7. BELKIN: Accessories
8. PRINTERS: HP, OKI, Lexmark, Dell, Kyocera, Brother & Xerox
9. NEW 3D PRINTERS: MakerBot & 3D Systems

### B | AUDIO VISUAL & INSTRUCTIONAL SOLUTIONS

1. INTERACTIVE CLASSROOM SOLUTIONS: BenQ, Epson, Mimio & Interactive Projectors
2. INTERACTIVE TOUCHSCREEN LCDS: Cleartouch, MimioDisplay, Qomo, Sharp, Viewsonic & Wacom
3. WIRELESS INTERACTIVE PADS: Mimio, Qomo & Elmo
4. PROJECTORS: Epson, Casio, BenQ, Viewsonic, InFocus, Sony, Sanyo, Toshiba, Panasonic, NEC, Christie & Hitachi
5. PROJECTOR SCREENS: Da-Lite & Draper
6. DOCUMENT CAMERAS: AverMedia, Elmo, Lumens, Mimio, Qomo & Epson
7. USER RESPONSE SYSTEMS: Mimio
8. AUDIO SOLUTIONS: Frontrow, Panasonic, Cetacea & Howard Custom Solutions
9. CONTROL SYSTEMS: SP Controls, Extron, FrontRow, Kramer & Crestron
10. LECTURE CAPTURE: Crestron, VBrick, Extron & FrontRow
11. MOUNTS: Chief & Premier Mounts
12. CABLES: C2G, MonoPrice, Comprehensive, West Penn & Liberty Cable
13. FURNITURE: Spectrum Industries, Middle Atlantic, VFI, CEF & Worthington Direct

14. MONITORS & TVS: Sony, Viewsonic, Panasonic, NEC, Sharp, Samsung, Planar & LG
15. INTERCOMS, BELLS, & PAGING SYSTEMS: Extron & FrontRow
16. BROADCASTING: Sony & Panasonic
17. INSTALLATION & DESIGN SERVICES: Howard

### C.1 | NETWORKING INFRASTRUCTURE SOLUTIONS

1. \*VOIP: Cisco, Digium & Vertical
2. CONTINUITY SOLUTIONS: Cisco
3. \*NETWORK INFRASTRUCTURE: Brocade, Cisco, HP, Extreme & Avaya
4. \*WIRELESS: Xirrus, Aruba, Aerohive, Extreme, HP, Meraki, AirTight, Ubiquiti & Avaya
5. MOBILE DEVICE MANAGEMENT: AirWatch & Filewave
6. \*COOLING, POWER PROTECTION: Tripp Lite & APC
7. BACKUP SOLUTIONS: CommVault, Bakbone, Exagrid, SpectraLogic, HP, Unitrends, Cybernetics & Veeam
8. \*SERVERS: Howard, Lenovo, Fujitsu, HP & IBM
9. STORAGE SOLUTIONS: Tegile, Buffalo, Overland, Compellent & EMC2
10. EMAIL ARCHIVING SOLUTIONS: Barracuda & Arcmail
11. DISASTER RECOVERY PRODUCTS: EMC2, VMware & Howard
12. BANDWIDTH MANAGEMENT SOLUTIONS: Allot
13. NETWORK SECURITY: Palo Alto, Lightspeed, Fortinet, iboss, Sophos, Barracuda & Sonicwall
14. NETWORK ACCESS CONTROL: Impulse Point

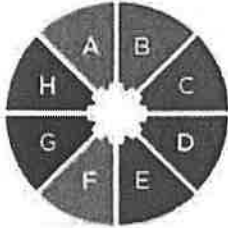
### C.2 | NETWORK VIDEO SOLUTIONS

1. PHYSICAL SECURITY
2. VIDEO SURVEILLANCE: Video Insight, Milestone, Cisco & Axis, Aver & Lumens
3. VIDEO STREAMING: Vbrick & Extron
4. VIDEO CONFERENCING: Polycom, Lifesize, BlueJeans & Aver
5. DIGITAL SIGNAGE: Visix & Viewsonic
6. DIGITAL OUTDOOR SIGNS & SCOREBOARDS: Daktronics

Our vision and strategy

# HOWARD | We do IT

## THE ONE-STOP-SHOP



COMPUTING SOLUTIONS  
AUDIO VISUAL & INSTRUCTIONAL SOLUTIONS  
NETWORKING INFRASTRUCTURE SOLUTIONS  
NETWORK VIDEO SOLUTIONS  
VIRTUALIZATION

COMMUNICATIONS SOLUTIONS  
SOFTWARE  
INSTALLATION & INTEGRATION SERVICES  
ITEMS AVAILABLE ON OUR WEBSITE  
PURCHASING VEHICLES/CONTRACTS

### C.3 | VIRTUALIZATION

1. **DESKTOP VIRTUALIZATION:** VMware, NComputing, Viewsonic, HVE & Citrix
2. **\*SERVER VIRTUALIZATION:** VMware, HVE & Citrix

### D | COMMUNICATIONS SOLUTIONS

1. **IN-VEHICLE:** Cradlepoint, Aerohive
2. **POINT-TO-POINT/MULTI-POINT:** Ubiquity

### E | SOFTWARE

1. **MICROSOFT, ADOBE, QUARK, AUTODESK, VMWARE & ANTIVIRUS**
2. **AUDIO MUSIC CREATION:** Ableton, Cakewalk, Grass Valley, M-Audio, MakeMusic, Native Instruments, Roxio, Sibellus, Sony Creative & Nero
3. **VIDEO CREATION:** Avid, Adobe, Sony Creative, Autodesk Media & Entertainment, Nero, Pinnacle & Roxio
4. **ACCESSORIES:** Anoto, Belkin, Centon, DLO, iskin, Livescribe, Micro Innovation, Philips, PNY, SanDisk, Tribeca, Vistablenet & Wacom
5. **TRAINING:** Lynda.com, Total Training & Certipoint

### F | INSTALLATION, CONSULTING, & DESIGN SERVICES

1. **\* MANAGED SERVICES:** Network Consulting & E-Rate Eligibility
2. **\*INSTALLATION SERVICES:** Audio Visual & Computing, Distance Learning & Video Conferencing, plus Wireless Access, Network and Data Center & Cabling
3. **ONSITE TECHNICIANS / IT OUTSOURCING**
4. **PROGRAMMING SERVICES:** Control Systems & Video Conferencing
5. **SUPPORT SERVICES:** OnCall, HTTP, Technology Management & Custom Imaging
6. **TRAINING/PROFESSIONAL DEVELOPMENT:** Instructional Technologies, 21<sup>st</sup> Century Classrooms & Curriculum Training
7. **PHYSICAL SECURITY & VIDEO SURVEILLANCE SERVICES:** Video Insight, Milestone, Lumens, Aver, AxIs & Cisco
8. **CONSULTING:** Wireless Surveys, Network Assessments & Outsourced Labor

### G | ITEMS AVAILABLE ON WWW.HOWARD.COM

1. **APP:** Approved Products Pages & Premiere Website Customization
2. **SOLUTIONS:** Interactive Classrooms, Networking, Security & Disaster Recovery
3. **SYSTEMS:** Desktops, Notebooks, Tablets, Servers & Presentation Carts
4. **HARDWARE:** Monitors, Projectors, Cameras/Camcorders, Printers, Ink, Toner, Keyboards, Mice/Pointing Devices, Scanners, Power Devices & other accessories
5. **SOFTWARE:** Operating Systems, Networking, Security, Utilities & Office Productivity
6. **\*NETWORKING:** IP Telephony, Modems, Routers, Bridges, Video Conferencing Products, Cables, Hubs, Switches, WAPs, Security Devices, Cards, Adapters & other accessories
7. **STORAGE:** Flash/Memory Drives, Adapters, Cables, Enclosures, RAID Arrays, CD/DVD Removable Media, & other accessories
8. **BAGS:** Brenthaven, Golla, Greensmart, Incase, Marware, Mobile Edge, STM, Tucano & Higher Ground
9. **OFFICE SUPPLIES**

### H | PURCHASING VEHICLES/CONTRACTS

1. TIPS/TAPS Computer Peripherals #1062812
2. TIPS/TAPS Networking #2072612
3. TIPS/TAPS Audio Visual #1121914
4. NCPA #01-14
5. WSCA B27165

We are also on many individual state purchasing contracts. Please contact your Howard sales representative for your specific needs.



## SIMPLIFY YOUR PURCHASING

with  
Howard Premier Websites  
& Approved Product Pages.

Call for details





## RETURN POLICY

Howard Technology Solutions (HTS) return policy is provided as shown. Any request must be made within the time frame outlined for the respective reason for return. Product return requests to HTS after the designated period will not be processed.

### Restocking Fees:

A 15% restocking fee may be charged on any hardware, accessories, peripherals, parts and on electronically delivered software that has not been downloaded. If the merchandise is defective or the return is a direct result of a HTS error, the restocking fee will not apply.

### Software and Consumables

OPENED SOFTWARE, CONFIGURE-TO-ORDER, PERSONALIZED, CUSTOMIZED PRODUCTS AND CONSUMABLES (TONER CARTRIDGES, INK CARTRIDGES AND DIGITAL MEDIA) MAY NOT BE RETURNED FOR REFUND, EXCHANGE OR CREDIT. Software licenses purchased under any type of volume purchase agreement or any non-Howard customized hardware and/or software product(s) may not be returned at any time.

### Hardware, Parts, Accessories and Peripherals:

Unopened software (sealed in original package), accessories, peripherals, parts only and/or hardware may be returned within twenty-one (21) days from the date on the invoice for a credit or refund of the purchase price paid less shipping and handling and applicable restocking fees. Opened product may not be accepted for return or be subject to additional fees to return the product to a saleable state. HTS has sole discretion on opened items that are not defective or the result of an HTS error as to the return ability of that item. Any request for a return of an opened item that is not defective or the result of an HTS error must be made within 15 days of receipt. Any request for a return of an unopened or opened item that is the result of an HTS error must be made within 21 days of product receipt.

### Non-Howard Technology Solutions Branded/Third-Party Products:

HTS makes no warranties for Software, or Non-Howard Technology Solutions branded products. HTS provides such product "as is". If you discover what you believe is a product defect for any third-party product, you may contact HTS within 21 days of receipt of the product for assistance. After 21 days from product receipt, warranty and service is provided by the product manufacturer and not by Howard Technology Solutions. Please note that products sold through the HTS website that do not bear the Howard Technology Solutions brand name are serviced and supported exclusively by their manufacturers in accordance with the terms and conditions packaged with the products. Howard's Limited Warranty does not apply to products that are not Howard-branded, even if packaged or sold with Howard products.

### Dead On Arrival (DOA) Products

A Howard-branded hardware product is considered DOA if, within 21 days of receipt it shows symptoms of a hardware failure, preventing basic operability, when you first use it after opening the box. If you believe that your product is DOA, please call HTS Technical Support at 1-888-323-3151 within 21 calendar days of the invoice date. HTS Technical Support will determine whether the product is DOA and will process the request by either:

- **Replacement:** HTS, at its expense, will ship another of the same product.
- **Service:** A pick-up will be arranged with the end user for return of the warranty repair unit. The warranty repair unit will be repaired at an authorized HTS depot facility.

If HTS Technical Support determines that a returned product is not DOA and you have misrepresented a returned product's condition, a handling fee may be imposed.

This DOA policy does not apply to third-party products that do not bear the Howard brand name after 21 days of receipt. You must call the product manufacturer directly with any third-party product issues after that time for assistance.

### APO/FPO Addresses

If you're an APO/FPO customer and you're outside the domestic delivery area, the standard Return and Refund Policy applies — with the exception that you're responsible for shipping the product back to a state-side return address, plus handling, customs, and inventory liability. We recommend that you insure your return against loss.

### Freight Claims

The recipient of product agrees to report claims for damage, shortage, or errors in material as follows:

- a) Claims for damage and/or shortage caused by shipping must be made by the consignee to the shipper within five (5) calendar days of delivery
  - i. All items in question must be kept in their original cartons and at the original delivery point for inspection by the carrier
  - ii. If notified, HTS will assist the purchaser as possible with the claim
- b) Claims involving shortages or errors will not be considered unless noted on the delivery receipt and reported to HTS within five (5) calendar days of delivery

### Restrictions

PRODUCTS PURCHASED FROM A RESELLER SHOULD BE RETURNED TO THE RESELLER FOR REFUND OR CREDIT.

### Return Procedures:

To return products, you must contact Howard service and support at 888-323-3151 or visit <http://www.howardcomputers.com/support/contactus.cfm> to obtain a Return Merchandise Authorization (RMA) number within the return policy period applicable to the product you want to return.

You must ship the products to Howard within five (5) days of the date that Howard issues the Return Merchandise Authorization Number. You must:

- 1) Ship the product(s), and insure the shipment or accept the risk of loss or damage during shipment.
- 2) The RMA number must be prominently displayed on the shipping label or visible on the outside of the shipping package.
- 3) Return the products in their original packaging, in as-new condition along with any media, documentation, and all other items that were included in the original shipment.

### Merchandise Returns Address:

Howard Technology Solutions  
RMA # \_\_\_\_\_  
32 Howard Drive  
Ellisville, MS 39437

The refund process takes approximately thirty- (30) days. Upon receipt of the complete returned purchase, Howard will issue a credit or a refund of the purchase price paid, less shipping and handling and applicable restocking fees. Refunds will be refunded to the original form of payment and only to the buyer of the product listed on the invoice. HTS is not responsible for any personal data or personal items returned with a product in error.

# HTPP

## Howard Technical Partnership Program

### Fast, Flexible, and Free

Howard Technology Solutions realizes that many organizations handle basic hardware service and support in one of two ways: they either make a significant investment in establishing and maintaining a group of local service providers, or they use their own internal support staff. For this reason, we have developed the Howard Technical Partnership Program (HTPP) so we can satisfy either option by facilitating timely, cost-effective, quality service in conjunction with our high standards for customer satisfaction.

Managed by our 100% US-based support engineers and technicians, HTPP is an integral part of our strategy to establish direct, personal relationships with our customers to ensure we meet all of their organizations' needs. Participation is easy; simply complete an HTPP application online at [www.howardcomputers.com/support](http://www.howardcomputers.com/support).

*"Howard's Technical Partnership Program is an integral part of our strategy to establish direct, personal relationships with our customers to ensure we meet all of their organizations' needs."*



### Program Highlights

- No subscription fee or certification requirements
- Labor reimbursement for authorized repairs
- Expedited service and/or replacement part ordering
- Free consultation to determine your optimal parts inventory with on-site parts inventory available to qualifying organizations
- You NEVER pay for defective parts and shipping is FREE!

### Howard System and Technology Advancement Updates

Receive frequent updates highlighting our new technologies; system improvements; and information on the latest Howard desktops, notebooks, servers, and much more.

**HOWARD**

888.912.2111  
[www.howardcomputers.com/htpp](http://www.howardcomputers.com/htpp)

## Program Details

By participating in HTPP, you will enjoy the benefits listed below:

- No annual subscription fee. We do not charge any fee for participating in HTPP.
- No certification requirements. We do not require you to have or maintain any type of professional certifications such as COMPTIA A+, COMPTIA Network, or Microsoft® certifications. However, we do encourage you to obtain certifications as appropriate and do weight these certifications when reviewing your application.
- Labor reimbursement. Receive labor reimbursement for qualified repairs performed on Howard branded systems during the on-site warranty maintenance period. The labor reimbursement is for touch-labor on a per incident basis regardless of the number of components or subassemblies replaced. The reimbursement amount is dependent upon geographic location and negotiated prior to execution of the Howard Technology Solutions Warranty Service Agreement.
- Expedited spare parts ordering. You may order spare parts via email or the web directly from the factory without any requirement to call us. As an HTPP member, we are assured your organization has the skilled, technical staff to properly troubleshoot and diagnose system problems and issues. Your technical staff is only required to provide exact error message and accurate diagnostic steps in determining the actual problem of the faulty hardware.
- Recommended spare parts list. We will provide a recommended spare parts list to assist your organization in maintaining the correct number and types of spare parts. This will help you keep spare parts costs to an absolute minimum. And because we maintain an exhaustive history of all ordered parts, we can provide you with a very precise spare parts inventory recommendation.



- On-site consignment spare parts inventory. For qualifying organizations, we will enable you to maintain a spare and a replacement part(s) inventory on-site so that you can re-stock your inventory with the replacement part(s).
- Centralized inventory of spare parts. Howard Technology Solutions maintains an abundant inventory of spare and replacement parts at our manufacturing facility to ensure that when you need a spare part, it is readily available.
- You must contact us to obtain a Return Material Authorization (RMA) number whenever you encounter a defective part.
- We will send you the replacement part. With Howard Technology Solutions, you NEVER pay for defective parts as long as the warranty claim is valid.
- A shipping label(s) is included with the replacement part to return the defective part.
- You return the defective part using the shipping label(s) so that you avoid additional costs.

For additional information please contact our Technical Support Department at 888.323.3151 or 601.399.5774 (fax).

## **Tab 9 – Required Documents**

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- ◆ **Clean Air and Water Act / Debarment Notice**
- ◆ **Contractors Requirements**
- ◆ **Antitrust Certification Statements**
- ◆ **FEMA Standard Terms and Conditions Addendum for Contracts and Grants**
- ◆ **Required Clauses for Federal Assistance by FTA**
- ◆ **State Notice Addendum**

**Clean Air and Water Act & Debarment Notice**

I, the Vendor, am in compliance with all applicable standards, orders or regulations issued pursuant to the Clean Air Act of 1970, as Amended (42 U.S. C. 1857 (h), Section 508 of the Clean Water Act, as amended (33 U.S.C. 1368), Executive Order 117389 and Environmental Protection Agency Regulation, 40 CFR Part 15 as required under OMB Circular A-102, Attachment O, Paragraph 14 (1) regarding reporting violations to the grantor agency and to the United States Environment Protection Agency Assistant Administrator for the Enforcement.

I hereby further certify that my company has not been debarred, suspended or otherwise ineligible for participation in Federal Assistance programs under Executive Order 12549, "Debarment and Suspension", as described in the Federal Register and Rules and Regulations

Potential Vendor

**Howard Technology Solutions,  
a division of Howard Industries, Inc.**

Print Name

**Yareasia D. Ellis**

Address

**P O Box 1590**

City, Sate, Zip

**Laurel, MS 39441**

Authorized signature

*Yareasia D. Ellis*

Date

*9/4/2015*

## Contractor Requirements

### **Contractor Certification Contractor's Employment Eligibility**

By entering the contract, Contractor warrants compliance with the Federal Immigration and Nationality Act (FINA), and all other federal and state immigration laws and regulations. The Contractor further warrants that it is in compliance with the various state statues of the states it is will operate this contract in.

Participating Government Entities including School Districts may request verification of compliance from any Contractor or subcontractor performing work under this Contract. These Entities reserve the right to confirm compliance in accordance with applicable laws.

Should the Participating Entities suspect or find that the Contractor or any of its subcontractors are not in compliance, they may pursue any and all remedies allowed by law, including, but not limited to: suspension of work, termination of the Contract for default, and suspension and/or debarment of the Contractor. All costs necessary to verify compliance are the responsibility of the Contractor.

The offeror complies and maintains compliance with the appropriate statutes which requires compliance with federal immigration laws by State employers, State contractors and State subcontractors in accordance with the E-Verify Employee Eligibility Verification Program.

Contractor shall comply with governing board policy of the NCPA Participating entities in which work is being performed

#### **Fingerprint & Background Checks**

If required to provide services on school district property at least five (5) times during a month, contractor shall submit a full set of fingerprints to the school district if requested of each person or employee who may provide such service. Alternately, the school district may fingerprint those persons or employees. An exception to this requirement may be made as authorized in Governing Board policy. The district shall conduct a fingerprint check in accordance with the appropriate state and federal laws of all contractors, subcontractors or vendors and their employees for which fingerprints are submitted to the district. Contractor, subcontractors, vendors and their employees shall not provide services on school district properties until authorized by the District.

The offeror shall comply with fingerprinting requirements in accordance with appropriate statutes in the state in which the work is being performed unless otherwise exempted.

Contractor shall comply with governing board policy in the school district or Participating Entity in which work is being performed

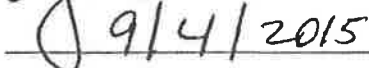
#### **Business Operations in Sudan, Iran**

In accordance with A.R.S. 35-391 and A.R.S. 35-393, the Contractor hereby certifies that the contractor does not have scrutinized business operations in Sudan and/or Iran.

Authorized signature



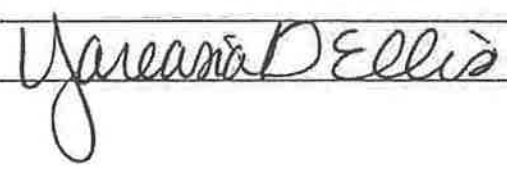
Date



**Antitrust Certification Statements (Tex. Government Code § 2155.005)**

I affirm under penalty of perjury of the laws of the State of Texas that:

- (1) I am duly authorized to execute this contract on my own behalf or on behalf of the company, corporation, firm, partnership or individual (Company) listed below;
- (2) In connection with this bid, neither I nor any representative of the Company has violated any provision of the Texas Free Enterprise and Antitrust Act, Tex. Bus. & Comm. Code Chapter 15;
- (3) In connection with this bid, neither I nor any representative of the Company has violated any federal antitrust law; and
- (4) Neither I nor any representative of the Company has directly or indirectly communicated any of the contents of this bid to a competitor of the Company or any other company, corporation, firm, partnership or individual engaged in the same line of business as the Company.

Company name	<b>Howard Technology Solutions, a division of Howard Industries, Inc.</b>
Address	<b>P O Box 1590</b>
City/State/Zip	<b>Laurel, MS 39441</b>
Telephone No.	<b>(888) 912-3151</b>
Fax No.	<b>(601) 399-5077</b>
Email address	<b>yellis@howard.com</b>
Printed name	<b>Yareasia D. Ellis</b>
Position with company	<b>Bid Services Manager</b>
Authorized signature	

## **FEMA Standard Terms and Conditions Addendum for Contracts and Grants**

If any purchase made under the Master Agreement is funded in whole or in part by Federal Emergency Management Agency ("FEMA") grants, Contractor shall comply with all federal laws and regulations applicable to the receipt of FEMA grants, including, but not limited to the contractual procedures set forth in Title 44 of the Code of Federal Regulations, Part 13 ("44 CFR 13").

In addition, Contractor agrees to the following specific provisions:

- 1) Pursuant to 44 CFR 13.36(i)(1), University is entitled to exercise all administrative, contractual, or other remedies permitted by law to enforce Contractor's compliance with the terms of this Master Agreement, including but not limited to those remedies set forth at 44 CFR 13.43.
- 2) Pursuant to 44 CFR 13.36(i)(2), University may terminate the Master Agreement for cause or convenience in accordance with the procedures set forth in the Master Agreement and those provided by 44 CFR 13.44.
- 3) Pursuant to 44 CFR 13.36(i)(3)-(6)(12), and (13), Contractor shall comply with the following federal laws:
  - a. Executive Order 11246 of September 24, 1965, entitled "Equal Employment Opportunity," as amended by Executive Order 11375 of October 13, 1967, and as supplemented in Department of Labor ("DOL") regulations (41 CFR Ch. 60);
  - b. Copeland "Anti-Kickback" Act (18 U.S.C. 874), as supplemented in DOL regulations (29 CFR Part 3);
  - c. Davis-Bacon Act (40 U.S.C. 276a-276a-7) as supplemented by DOL regulations (29 CFR Part 5);
  - d. Section 103 and 107 of the Contract Work Hours and Safety Standards Act (40 U.S.C. 327-30) as supplemented by DOL regulations (29 CFR Part 5);
  - e. Section 306 of the Clean Air Act (42 U.S.C. 1857(h), section 508 of the Clean Water Act (33 U.S.C. 1368), Executive Order 11738, and Environmental Protection Agency regulations (40 CFR part 15); and
  - f. Mandatory standards and policies relating to energy efficiency which are contained in the state energy conservation plan issued in compliance with the Energy Policy and Conservation Act (Pub. L.94-163, 89 Stat. 871).
- 4) Pursuant to 44 CFR 13.36(i)(7), Contractor shall comply with FEMA requirements and regulations pertaining to reporting, including but not limited to those set forth at 44 CFR 40 and 41.
- 5) Pursuant to 44 CFR 13.36(i)(8), Contractor agrees to the following provisions regarding patents:
  - a. All rights to inventions and/or discoveries that arise or are developed, in the course of or under this Agreement, shall belong to the participating agency and be disposed of in accordance with the participating agencies policy. The participating agency, at its own discretion, may file for patents in connection with all rights to any such inventions and/or discoveries.
- 6) Pursuant to 44 CFR 13.36(i)(9), Contractor agrees to the following provisions, regarding copyrights:
  - a. If this Agreement results in any copyrightable material or inventions, in accordance with 44 CFR 13.34, FEMA reserves a royalty-free, nonexclusive, and irrevocable license to reproduce, publish or otherwise use, for Federal Government purposes:
    - 1) The copyright in any work developed under a grant or contract; and
    - 2) Any rights of copyright to which a grantee or a contractor purchases ownership with grant support.
- 7) Pursuant to 44 CFR 13.36(i)(10), Contractor shall maintain any books, documents, papers, and records of the Contractor which are directly pertinent to this Master Agreement. At any time during normal business hours and as often as the participating agency deems necessary, Contractor shall permit participating agency, FEMA, the Comptroller General of United States, or any of their duly authorized representatives to inspect and photocopy such records for the purpose of making audit, examination, excerpts, and transcriptions.
- 8) Pursuant to 44 CFR 13.36(i)(11), Contractor shall retain all required records for three years after FEMA or participating agency makes final payments and all other pending matters are closed. In addition, Contractor shall comply with record retention requirements set forth in 44 CFR 13.42.



## Required Clauses for Federal Assistance provided by FTA

### ACCESS TO RECORDS AND REPORTS

Contractor agrees to:

- a) Maintain all books, records, accounts and reports required under this Contract for a period of not less than three (3) years after the date of termination or expiration of this Contract or any extensions thereof except in the event of litigation or settlement of claims arising from the performance of this Contract, in which case Contractor agrees to maintain same until Public Agency, the FTA Administrator, the Comptroller General, or any of their duly authorized representatives, have disposed of all such litigation, appeals, claims or exceptions related thereto.
- b) Permit any of the foregoing parties to inspect all work, materials, payrolls, and other data and records with regard to the Project, and to audit the books, records, and accounts with regard to the Project and to reproduce by any means whatsoever or to copy excerpts and transcriptions as reasonably needed for the purpose of audit and examination.

*FTA does not require the inclusion of these requirements of Article 1.01 in subcontracts. Reference 49 CFR 18.39 (i)(11).*

### CIVIL RIGHTS / TITLE VI REQUIREMENTS

- 1) Non-discrimination. In accordance with Title VI of the Civil Rights Act of 1964, as amended, 42 U.S.C. § 2000d, Section 303 of the Age Discrimination Act of 1975, as amended, 42 U.S.C. § 6102, Section 202 of the Americans with Disabilities Act of 1990, as amended, 42 U.S.C. § 12132, and Federal Transit Law at 49 U.S.C. § 5332, Contractor or subcontractor agrees that it will not discriminate against any employee or applicant for employment because of race, color, creed, national origin, sex, marital status age, or disability. In addition, Contractor agrees to comply with applicable Federal implementing regulations and other implementing requirements FTA may issue.
- 2) Equal Employment Opportunity. The following Equal Employment Opportunity requirements apply to this Contract:
  - a. Race, Color, Creed, National Origin, Sex. In accordance with Title VII of the Civil Rights Act, as amended, 42 U.S.C. § 2000e, and Federal Transit Law at 49 U.S.C. § 5332, the Contractor agrees to comply with all applicable Equal Employment Opportunity requirements of U.S. Dept. of Labor regulations, "Office of Federal Contract Compliance Programs, Equal Employment Opportunity, Department of Labor, 41 CFR, Parts 60 *et seq.*", and with any applicable Federal statutes, executive orders, regulations, and Federal policies that may in the future affect construction activities undertaken in the course of this Project. Contractor agrees to take affirmative action to ensure that applicants are employed, and that employees are treated during employment, without regard to their race, color, creed, national origin, sex, marital status, or age. Such action shall include, but not be limited to, the following: employment, upgrading, demotion or transfer, recruitment or recruitment advertising, layoff or termination, rates of pay or other forms of compensation; and selection for training, including apprenticeship. In addition, Contractor agrees to comply with any implementing requirements FTA may issue.
  - b. Age. In accordance with the Age Discrimination in Employment Act (ADEA) of 1967, as amended, 29 U.S.C. Sections 621 through 634, and Equal Employment Opportunity Commission (EEOC) implementing regulations, "Age Discrimination in Employment Act", 29 CFR Part 1625, prohibit employment discrimination by Contractor against individuals on the basis of age, including present and prospective

employees. In addition, Contractor agrees to comply with any implementing requirements FTA may issue.

- c. Disabilities. In accordance with Section 102 of the Americans with Disabilities Act of 1990, as amended (ADA), 42 U.S.C. Sections 12101 *et seq.*, prohibits discrimination against qualified individuals with disabilities in programs, activities, and services, and imposes specific requirements on public and private entities. Contractor agrees that it will comply with the requirements of the Equal Employment Opportunity Commission (EEOC), "Regulations to Implement the Equal Employment Provisions of the Americans with Disabilities Act," 29 CFR, Part 1630, pertaining to employment of persons with disabilities and with their responsibilities under Titles I through V of the ADA in employment, public services, public accommodations, telecommunications, and other provisions.
  - d. Segregated Facilities. Contractor certifies that their company does not and will not maintain or provide for their employees any segregated facilities at any of their establishments, and that they do not and will not permit their employees to perform their services at any location under the Contractor's control where segregated facilities are maintained. As used in this certification the term "segregated facilities" means any waiting rooms, work areas, restrooms and washrooms, restaurants and other eating areas, parking lots, drinking fountains, recreation or entertainment areas, transportation, and housing facilities provided for employees which are segregated by explicit directive or are in fact segregated on the basis of race, color, religion or national origin because of habit, local custom, or otherwise. Contractor agrees that a breach of this certification will be a violation of this Civil Rights clause.
- 3) Solicitations for Subcontracts, Including Procurements of Materials and Equipment. In all solicitations, either by competitive bidding or negotiation, made by Contractor for work to be performed under a subcontract, including procurements of materials or leases of equipment, each potential subcontractor or supplier shall be notified by Contractor of Contractor's obligations under this Contract and the regulations relative to non-discrimination on the grounds of race, color, creed, sex, disability, age or national origin.
  - 4) Sanctions of Non-Compliance. In the event of Contractor's non-compliance with the non-discrimination provisions of this Contract, Public Agency shall impose such Contract sanctions as it or the FTA may determine to be appropriate, including, but not limited to: 1) Withholding of payments to Contractor under the Contract until Contractor complies, and/or; 2) Cancellation, termination or suspension of the Contract, in whole or in part.

*Contractor agrees to include the requirements of this clause in each subcontract financed in whole or in part with Federal assistance provided by FTA, modified only if necessary to identify the affected parties.*

#### **DISADVANTAGED BUSINESS PARTICIPATION**

This Contract is subject to the requirements of Title 49, Code of Federal Regulations, Part 26, "*Participation by Disadvantaged Business Enterprises in Department of Transportation Financial Assistance Programs*", therefore, it is the policy of the Department of Transportation (DOT) to ensure that Disadvantaged Business Enterprises (DBEs), as defined in 49 CFR Part 26, have an equal opportunity to receive and participate in the performance of DOT-assisted contracts.

- 1) Non-Discrimination Assurances. Contractor or subcontractor shall not discriminate on the basis of race, color, national origin, or sex in the performance of this Contract. Contractor shall carry out all applicable requirements of 49 CFR Part 26 in the award and administration of DOT-assisted contracts. Failure by Contractor to carry out these requirements is a material breach of this Contract, which may result in the termination of this Contract or other such remedy as public agency deems appropriate. Each subcontract Contractor signs with a subcontractor must include the assurance in this paragraph. (See 49 CFR 26.13(b)).

- 2) **Prompt Payment.** Contractor is required to pay each subcontractor performing Work under this prime Contract for satisfactory performance of that work no later than thirty (30) days after Contractor's receipt of payment for that Work from public agency. In addition, Contractor is required to return any retainage payments to those subcontractors within thirty (30) days after the subcontractor's work related to this Contract is satisfactorily completed and any liens have been secured. Any delay or postponement of payment from the above time frames may occur only for good cause following written approval of public agency. This clause applies to both DBE and non-DBE subcontractors. Contractor must promptly notify public agency whenever a DBE subcontractor performing Work related to this Contract is terminated or fails to complete its Work, and must make good faith efforts to engage another DBE subcontractor to perform at least the same amount of work. Contractor may not terminate any DBE subcontractor and perform that Work through its own forces, or those of an affiliate, without prior written consent of public agency.
- 3) **DBE Program.** In connection with the performance of this Contract, Contractor will cooperate with public agency in meeting its commitments and goals to ensure that DBEs shall have the maximum practicable opportunity to compete for subcontract work, regardless of whether a contract goal is set for this Contract. Contractor agrees to use good faith efforts to carry out a policy in the award of its subcontracts, agent agreements, and procurement contracts which will, to the fullest extent, utilize DBEs consistent with the efficient performance of the Contract.

#### **ENERGY CONSERVATION REQUIREMENTS**

Contractor agrees to comply with mandatory standards and policies relating to energy efficiency which are contained in the State energy conservation plans issued under the Energy Policy and Conservation Act, as amended, 42 U.S.C. Sections 6321 *et seq.* and 41 CFR Part 301-10.

#### **FEDERAL CHANGES**

Contractor shall at all times comply with all applicable FTA regulations, policies, procedures and directives, including without limitation those listed directly or by reference in the Contract between public agency and the FTA, as they may be amended or promulgated from time to time during the term of this contract. Contractor's failure to so comply shall constitute a material breach of this Contract.

#### **INCORPORATION OF FEDERAL TRANSIT ADMINISTRATION (FTA) TERMS**

The provisions include, in part, certain Standard Terms and Conditions required by the U.S. Department of Transportation (DOT), whether or not expressly set forth in the preceding Contract provisions. All contractual provisions required by the DOT, as set forth in the most current FTA Circular 4220.1F, dated November 1, 2008, are hereby incorporated by reference. Anything to the contrary herein notwithstanding, all FTA mandated terms shall be deemed to control in the event of a conflict with other provisions contained in this Contract. Contractor agrees not to perform any act, fail to perform any act, or refuse to comply with any public agency requests that would cause public agency to be in violation of the FTA terms and conditions.

#### **NO FEDERAL GOVERNMENT OBLIGATIONS TO THIRD PARTIES**

Agency and Contractor acknowledge and agree that, absent the Federal Government's express written consent and notwithstanding any concurrence by the Federal Government in or approval of the solicitation or award of the underlying Contract, the Federal Government is not a party to this Contract and shall not be subject to any obligations or liabilities to agency, Contractor, or any other party (whether or not a party to that contract) pertaining to any matter resulting from the underlying Contract.

*Contractor agrees to include the above clause in each subcontract financed in whole or in part with federal assistance provided by the FTA. It is further agreed that the clause shall not be modified, except to identify the subcontractor who will be subject to its provisions.*

#### **PROGRAM FRAUD AND FALSE OR FRAUDULENT STATEMENTS**

Contractor acknowledges that the provisions of the Program Fraud Civil Remedies Act of 1986, as amended, 31 U.S.C. §§ 3801 et seq. and U.S. DOT regulations, "Program Fraud Civil Remedies," 49 CFR Part 31, apply to its actions pertaining to this Contract. Upon execution of the underlying Contract, Contractor certifies or affirms the truthfulness and accuracy of any statement it has made, it makes, it may make, or causes to be made, pertaining to the underlying Contract or the FTA assisted project for which this Contract Work is being performed.

In addition to other penalties that may be applicable, Contractor further acknowledges that if it makes, or causes to be made, a false, fictitious, or fraudulent claim, statement, submission, or certification, the Federal Government reserves the right to impose the penalties of the Program Fraud Civil Remedies Act of 1986 on Contractor to the extent the Federal Government deems appropriate.

Contractor also acknowledges that if it makes, or causes to be made, a false, fictitious, or fraudulent claim, statement, submission, or certification to the Federal Government under a contract connected with a project that is financed in whole or in part with Federal assistance originally awarded by FTA under the authority of 49 U.S.C. § 5307, the Government reserves the right to impose the penalties of 18 U.S.C. § 1001 and 49 U.S.C. § 5307 (n)(1) on the Contractor, to the extent the Federal Government deems appropriate.

*Contractor agrees to include the above clauses in each subcontract financed in whole or in part with Federal assistance provided by FTA. It is further agreed that the clauses shall not be modified, except to identify the subcontractor who will be subject to the provisions.*

## State Notice Addendum

Pursuant to certain state notice provisions the following public agencies and political subdivisions of the referenced public agencies are eligible to access the contract award made pursuant to this solicitation. Public agencies and political subdivisions are hereby given notice of the foregoing request for proposal for purposes of complying with the procedural requirement of said statutes:

Nationwide: [http://www.usa.gov/Agencies/Local Government/Cities.shtml](http://www.usa.gov/Agencies/Local_Government/Cities.shtml)

Other States: Cities, Towns, Villages, and Boroughs

No.	Cities, Towns, Villages and Boroughs in Oregon	No.	
1	CEDAR MILL COMMUNITY LIBRARY	54	CITY OF MOSIER
2	CITY COUNTY INSURANCE SERVICES	55	CITY OF NEWBERG
3	CITY OF ADAIR VILLAGE	56	CITY OF NORTH PLAINS
4	CITY OF ALBANY	57	CITY OF OREGON CITY
5	CITY OF ASHLAND	58	CITY OF PHOENIX
6	CITY OF ASTORIA OREGON	59	CITY OF PILOT ROCK
7	CITY OF AUMSVILLE	60	CITY OF PORT ORFORD
8	CITY OF AURORA	61	CITY OF PORTLAND
9	CITY OF BEAVERTON	62	CITY OF POWERS
10	CITY OF BOARDMAN	63	CITY OF REDMOND
11	CITY OF BURNS	64	CITY OF REEDSPORT
12	CITY OF CANBY	65	CITY OF RIDDLE
13	CITY OF CANNON BEACH OR	66	CITY OF SALEM
14	CITY OF CANYONVILLE	67	CITY OF SANDY
15	CITY OF CENTRAL POINT POLICE DEPARTMENT	68	CITY OF SANDY
16	CITY OF CLATSKANIE	69	CITY OF SCAPPOOSE
17	CITY OF COBURG	70	CITY OF SEASIDE
18	CITY OF CONDON	71	CITY OF SHADY COVE
19	CITY OF COOS BAY	72	CITY OF SHERWOOD
20	CITY OF CORVALLIS	73	CITY OF SPRINGFIELD
21	CITY OF COTTAGE GROVE	74	CITY OF ST. PAUL
22	CITY OF CRESWELL	75	CITY OF STAYTON
23	CITY OF DALLAS	76	CITY OF TIGARD, OREGON
24	CITY OF DAMASCUS	77	CITY OF TUALATIN, OREGON
25	CITY OF DUNDEE	78	CITY OF WARRENTON
26	CITY OF EAGLE POINT	79	CITY OF WEST LINN/PARKS
27	CITY OF ECHO	80	CITY OF WILSONVILLE
28	CITY OF ESTACADA	81	CITY OF WINSTON
29	CITY OF EUGENE	82	CITY OF WOOD VILLAGE
30	CITY OF FAIRVIEW	83	CITY OF WOODBURN
31	CITY OF FALLS CITY	84	CITY OF YACHATS
32	CITY OF GATES	85	FLORENCE AREA CHAMBER OF COMMERCE
33	CITY OF GEARHART	86	GASTON RURAL FIRE DEPARTMENT
34	CITY OF GERVAIS	87	GLADSTONE POLICE DEPARTMENT
35	CITY OF GOLD HILL	88	HOUSING AUTHORITY OF THE CITY OF SALEM
36	CITY OF GRANTS PASS	89	KEIZER POLICE DEPARTMENT
37	CITY OF GRESHAM	90	LEAGUE OF OREGON CITIES
38	CITY OF HAPPY VALLEY	91	MALIN COMMUNITY PARK AND RECREATION DISTRICT
39	CITY OF HILLSBORO	92	METRO
40	CITY OF HOOD RIVER	93	MONMOUTH - INDEPENDENCE NETWORK
41	CITY OF JOHN DAY	94	PORTLAND DEVELOPMENT COMMISSION
42	CITY OF KLAMATH FALLS	95	RAINIER POLICE DEPARTMENT
43	CITY OF LA GRANDE	96	RIVERGROVE WATER DISTRICT
44	CITY OF LAKE OSWEGO	97	SUNSET EMPIRE PARK AND RECREATION
45	CITY OF LAKESIDE	98	THE NEWPORT PARK AND RECREATION CENTER
46	CITY OF LEBANON	99	TILLAMOOK PEOPLES UTILITY DISTRICT
47	CITY OF MALIN	100	TUALATIN VALLEY FIRE & RESCUE
48	CITY OF MCMINNVILLE	101	WEST VALLEY HOUSING AUTHORITY
49	CITY OF MEDFORD		
50	CITY OF MILL CITY	<b>No.</b>	<b>Counties and Parishes</b>
51	CITY OF MILLERSBURG	1	ASSOCIATION OF OREGON COUNTIES
52	CITY OF MILWAUKIE	2	BENTON COUNTY
53	CITY OF MORO	3	CLACKAMAS COUNTY DEPT OF TRANSPORTATION
		4	CLATSOP COUNTY
		5	COLUMBIA COUNTY, OREGON
		6	COOS COUNTY HIGHWAY DEPARTMENT
		7	CROOK COUNTY ROAD DEPARTMENT

8 CURRY COUNTY OREGON  
9 DESCHUTES COUNTY  
10 DOUGLAS COUNTY  
11 GILLIAM COUNTY  
12 GILLIAM COUNTY OREGON  
13 GRANT COUNTY, OREGON  
14 HARNEY COUNTY SHERIFFS OFFICE  
15 HOOD RIVER COUNTY  
16 HOUSING AUTHORITY OF CLACKAMAS COUNTY  
17 JACKSON COUNTY HEALTH AND HUMAN SERVICES  
18 JEFFERSON COUNTY  
19 KLAMATH COUNTY VETERANS SERVICE OFFICE  
20 LAKE COUNTY  
21 LANE COUNTY  
22 LINCOLN COUNTY  
23 LINN COUNTY  
24 MARION COUNTY , SALEM, OREGON  
25 MORROW COUNTY  
26 MULTNOMAH COUNTY  
27 MULTNOMAH COUNTY  
28 MULTNOMAH LAW LIBRARY  
29 NAMI LANE COUNTY  
30 POLK COUNTY  
31 SHERMAN COUNTY  
32 UMATILLA COUNTY, OREGON  
33 UNION COUNTY  
34 WALLOWA COUNTY  
35 WASCO COUNTY  
36 WASHINGTON COUNTY  
37 YAMHILL COUNTY  
1 BOARD OF WATER SUPPLY  
2 COUNTY OF HAWAII  
3 MAUI COUNTY COUNCIL

**No. Higher Education**

1 BIRTHINGWAY COLLEGE OF MIDWIFERY  
2 BLUE MOUNTAIN COMMUNITY COLLEGE  
3 CENTRAL OREGON COMMUNITY COLLEGE  
4 CHEMEKETA COMMUNITY COLLEGE  
5 CLACKAMAS COMMUNITY COLLEGE  
6 COLUMBIA GORGE COMMUNITY COLLEGE  
7 GEORGE FOX UNIVERSITY  
8 KLAMATH COMMUNITY COLLEGE DISTRICT  
9 LANE COMMUNITY COLLEGE  
10 LEWIS AND CLARK COLLEGE  
11 LINFIELD COLLEGE  
12 LINN-BENTON COMMUNITY COLLEGE  
13 MARYLHURST UNIVERSITY  
14 MT. HOOD COMMUNITY COLLEGE  
15 MULTNOMAH BIBLE COLLEGE  
16 NATIONAL COLLEGE OF NATURAL MEDICINE  
17 NORTHWEST CHRISTIAN COLLEGE  
18 OREGON HEALTH AND SCIENCE UNIVERSITY  
19 OREGON UNIVERSITY SYSTEM  
20 PACIFIC UNIVERSITY  
21 PORTLAND COMMUNITY COLLEGE  
22 PORTLAND STATE UNIV.  
23 REED COLLEGE  
24 ROGUE COMMUNITY COLLEGE  
25 SOUTHWESTERN OREGON COMMUNITY COLLEGE  
26 TILLAMOOK BAY COMMUNITY COLLEGE  
27 UMPQUA COMMUNITY COLLEGE  
28 WESTERN STATES CHIROPRACTIC COLLEGE  
29 WILLAMETTE UNIVERSITY  
1 ARGOSY UNIVERSITY  
2 BRIGHAM YOUNG UNIVERSITY - HAWAII  
3 COLLEGE OF THE MARSHALL ISLANDS  
4 RESEARCH CORPORATION OF THE UNIVERSITY OF HAWAII  
5 UNIVERSITY OF HAWAII AT MANOA

**No. K - 12**

1 ARCHBISHOP FRANCIS NORBERT BLANCHET SCHOOL  
2 BAKER COUNTY SCHOOL DIST. 16J - MALHEUR ESD

3 BAKER SCHOOL DISTRICT 5-J  
4 BANDON SCHOOL DISTRICT  
5 BANKS SCHOOL DISTRICT  
6 BEAVERTON SCHOOL DISTRICT  
7 BEND / LA PINE SCHOOL DISTRICT  
8 BEND-LA PINE SCHOOL DISTRICT  
9 BROOKING HARBOR SCHOOL DISTRICT NO.17-C  
10 CANBY SCHOOL DISTRICT  
11 CANYONVILLE CHRISTIAN ACADEMY  
12 CASCADE SCHOOL DISTRICT  
13 CASCADES ACADEMY OF CENTRAL OREGON  
14 CENTENNIAL SCHOOL DISTRICT  
15 CENTRAL CATHOLIC HIGH SCHOOL  
16 CENTRAL POINT SCHOOL DISTRICT NO. 6  
17 CENTRAL SCHOOL DISTRICT 13J  
18 CLACKAMAS EDUCATION SERVICE DISTRICT  
19 COOS BAY SCHOOL DISTRICT  
20 COOS BAY SCHOOL DISTRICT NO.9  
21 COQUILLE SCHOOL DISTRICT 8  
22 COUNTY OF YAMHILL SCHOOL DISTRICT 29  
23 CRESWELL SCHOOL DISTRICT  
24 CROSSROADS CHRISTIAN SCHOOL  
25 CULVER SCHOOL DISTRICT NO.  
26 DALLAS SCHOOL DISTRICT NO. 2  
27 DAVID DOUGLAS SCHOOL DISTRICT  
28 DAYTON SCHOOL DISTRICT NO.8  
29 DE LA SALLE N CATHOLIC HS  
30 DESCHUTES COUNTY SD NO.6 - SISTERS SD  
31 DOUGLAS COUNTY SCHOOL DISTRICT 116  
32 DOUGLAS EDUCATION SERVICE DISTRICT  
33 DUFUR SCHOOL DISTRICT NO.29  
34 ELKTON SCHOOL DISTRICT NO.34  
35 ESTACADA SCHOOL DISTRICT NO.108  
36 FOREST GROVE SCHOOL DISTRICT  
37 GASTON SCHOOL DISTRICT 51JJ  
38 GEN CONF OF SDA CHURCH WESTERN OR  
39 GLADSTONE SCHOOL DISTRICT  
40 GLENDALE SCHOOL DISTRICT  
41 GLIDE SCHOOL DISTRICT NO.12  
42 GRANTS PASS SCHOOL DISTRICT 7  
43 GREATER ALBANY PUBLIC SCHOOL DISTRICT  
44 GRESHAM-BARLOW SCHOOL DISTRICT  
45 HARNEY COUNTY SCHOOL DIST. NO.3  
46 HARNEY EDUCATION SERVICE DISTRICT  
47 HEAD START OF LANE COUNTY  
48 HERITAGE CHRISTIAN SCHOOL  
49 HIGH DESERT EDUCATION SERVICE DISTRICT  
50 HOOD RIVER COUNTY SCHOOL DISTRICT  
51 JACKSON CO SCHOOL DIST NO.9  
52 JEFFERSON COUNTY SCHOOL DISTRICT 509-J  
53 JEFFERSON SCHOOL DISTRICT  
54 KLAMATH FALLS CITY SCHOOLS  
55 LA GRANDE SCHOOL DISTRICT  
56 LAKE OSWEGO SCHOOL DISTRICT 7J  
57 LANE COUNTY SCHOOL DISTRICT 4J  
58 LANE COUNTY SCHOOL DISTRICT 69  
59 LEBANON COMMUNITY SCHOOLS NO.9  
60 LINCOLN COUNTY SCHOOL DISTRICT  
61 LINN CO. SCHOOL DIST. 95C - SCIO SD  
62 LOST RIVER JR/SR HIGH SCHOOL  
63 LOWELL SCHOOL DISTRICT NO.71  
64 MARION COUNTY SCHOOL DISTRICT 103 - WASHINGTON ES  
65 MCMINNVILLE SCHOOL DISTRICT NO.40  
66 MEDFORD SCHOOL DISTRICT 549C  
67 MITCH CHARTER SCHOOL  
68 MOLALLA RIVER ACADEMY  
69 MOLALLA RIVER SCHOOL DISTRICT NO.35  
70 MONROE SCHOOL DISTRICT NO.1J  
71 MORROW COUNTY SCHOOL DISTRICT  
72 MT. ANGEL SCHOOL DISTRICT NO.91  
73 MT.SCOTT LEARNING CENTERS  
74 MULTISENSORY LEARNING ACADEMY

75 MULTNOMAH EDUCATION SERVICE DISTRICT  
76 MYRTLE POINT SCHOOL DISTRICT NO.41  
77 NEAH-KAH-NIE DISTRICT NO.56  
78 NESTUCCA VALLEY SCHOOL DISTRICT NO.101  
79 NOBEL LEARNING COMMUNITIES  
80 NORTH BEND SCHOOL DISTRICT 13  
81 NORTH CLACKAMAS SCHOOL DISTRICT  
82 NORTH SANTIAM SCHOOL DISTRICT 29J  
83 NORTH WASCO CTY SCHOOL DISTRICT 21 - CHENOWITH  
84 NORTHWEST REGIONAL EDUCATION SERVICE DISTRICT  
85 NYSSA SCHOOL DISTRICT NO. 26  
86 ONTARIO MIDDLE SCHOOL  
87 OREGON TRAIL SCHOOL DISTRICT NO.46  
88 OUR LADY OF THE LAKE SCHOOL  
89 PHILOMATH SCHOOL DISTRICT  
90 PHOENIX-TALENT SCHOOL DISTRICT NO.4  
91 PORTLAND ADVENTIST ACADEMY  
92 PORTLAND JEWISH ACADEMY  
93 PORTLAND PUBLIC SCHOOLS  
94 RAINIER SCHOOL DISTRICT  
95 REDMOND SCHOOL DISTRICT  
96 REEDSPORT SCHOOL DISTRICT  
97 REYNOLDS SCHOOL DISTRICT  
98 ROGUE RIVER SCHOOL DISTRICT NO.35  
99 ROSEBURG PUBLIC SCHOOLS  
100 SALEM-KEIZER PUBLIC SCHOOLS  
101 SCAPPOOSE SCHOOL DISTRICT JJ  
102 SEASIDE SCHOOL DISTRICT 10  
103 SEVEN PEAKS SCHOOL  
104 SHERWOOD SCHOOL DISTRICT 88J  
105 SILVER FALLS SCHOOL DISTRICT  
106 SIUSLAW SCHOOL DISTRICT  
107 SOUTH COAST EDUCATION SERVICE DISTRICT  
108 SOUTH LANE SCHOOL DISTRICT 45J3  
109 SOUTHERN OREGON EDUCATION SERVICE DISTRICT  
110 SOUTHWEST CHARTER SCHOOL  
111 SPRINGFIELD SCHOOL DISTRICT NO.19  
112 STANFIELD SCHOOL DISTRICT  
113 SWEET HOME SCHOOL DISTRICT NO.55  
114 THE CATLIN GABEL SCHOOL  
115 TIGARD-TUALATIN SCHOOL DISTRICT  
116 UMATILLA-MORROW ESD  
117 VERNONIA SCHOOL DISTRICT 47J  
118 WEST HILLS COMMUNITY CHURCH  
119 WEST LINN WILSONVILLE SCHOOL DISTRICT  
120 WHITEAKER MONTESSORI SCHOOL  
121 YONCALLA SCHOOL DISTRICT NO.32  
1 CONGREGATION OF CHRISTIAN BROTHERS OF HAWAII, INC.  
2 EMMANUAL LUTHERAN SCHOOL  
3 HANAHAU'OLI SCHOOL  
4 HAWAII TECHNOLOGY ACADEMY  
5 ISLAND SCHOOL  
6 KAMEHAMEHA SCHOOLS  
7 KE KULA O S. M. KAMAKAU  
8 MARYKNOLL SCHOOL  
9 PACIFIC BUDDHIST ACADEMY  
**No. Nonprofit & Other**  
1 Z11INFO  
2 ACUMENTRA HEALTH  
3 ADDICTIONS RECOVERY CENTER, INC  
4 ALLFOURONE/CRESTVIEW CONFERENCE CTR.  
5 ALVORD-TAYLOR INDEPENDENT LIVING SERVICES  
6 ALZHEIMERS NETWORK OF OREGON  
7 ASHLAND COMMUNITY HOSPITAL  
8 ATHENA LIBRARY FRIENDS ASSOCIATION  
9 BARLOW YOUTH FOOTBALL  
10 BAY AREA FIRST STEP, INC.  
11 BENTON HOSPICE SERVICE  
12 BETHEL CHURCH OF GOD  
13 BIRCH COMMUNITY SERVICES, INC.  
14 BLACHLY LANE ELECTRIC COOPERATIVE  
15 BLIND ENTERPRISES OF OREGON

16 BONNEVILLE ENVIRONMENTAL FOUNDATION  
17 BOYS AND GIRLS CLUBS OF PORTLAND METROPOLITAN AREA  
18 BROAD BASE PROGRAMS INC.  
19 CANBY FOURSQUARE CHURCH  
20 CANCER CARE RESOURCES  
21 CASCADIA BEHAVIORAL HEALTHCARE  
22 CASCADIA REGION GREEN BUILDING COUNCIL  
23 CATHOLIC CHARITIES  
24 CATHOLIC COMMUNITY SERVICES  
25 CENTER FOR RESEARCH TO PRACTICE  
26 CENTRAL BIBLE CHURCH  
27 CENTRAL CITY CONCERN  
28 CENTRAL DOUGLAS COUNTY FAMILY YMCA  
29 CENTRAL OREGON COMMUNITY ACTION AGENCY NETWORK  
30 CHILDEPEACE MONTESSORI  
31 CITY BIBLE CHURCH  
32 CLACKAMAS RIVER WATER  
33 CLASSROOM LAW PROJECT  
34 COAST REHABILITATION SERVICES  
35 COLLEGE HOUSING NORTHWEST  
36 COLUMBIA COMMUNITY MENTAL HEALTH  
37 COMMUNITY ACTION ORGANIZATION  
38 COMMUNITY ACTION TEAM, INC.  
39 COMMUNITY CANCER CENTER  
40 COMMUNITY HEALTH CENTER, INC  
41 COMMUNITY VETERINARY CENTER  
42 CONFEDERATED TRIBES OF GRAND RONDE  
43 CONSERVATION BIOLOGY INSTITUTE  
44 CONTEMPORARY CRAFTS MUSEUM AND GALLERY  
45 CORVALLIS MOUNTAIN RESCUE UNIT  
46 COVENANT CHRISTIAN HOOD RIVER  
47 COVENANT RETIREMENT COMMUNITIES  
48 DECISION SCIENCE RESEARCH INSTITUTE, INC.  
49 DELIGHT VALLEY CHURCH OF CHRIST  
50 DOGS FOR THE DEAF, INC.  
51 DOUGLAS ELECTRIC COOPERATIVE, INC.  
52 EAST HILL CHURCH  
53 EAST SIDE FOURSQUARE CHURCH  
54 EAST WEST MINISTRIES INTERNATIONAL  
55 EDUCATIONAL POLICY IMPROVEMENT CENTER  
56 ELMIRA CHURCH OF CHRIST  
57 EMERALD PUD  
58 EMMAUS CHRISTIAN SCHOOL  
59 EN AVANT, INC.  
60 ENTERPRISE FOR EMPLOYMENT AND EDUCATION  
61 EUGENE BALLET COMPANY  
62 EUGENE SYMPHONY ASSOCIATION, INC.  
63 EUGENE WATER & ELECTRIC BOARD  
64 EVERGREEN AVIATION MUSEUM AND CAP. MICHAEL KING.  
65 FAIR SHARE RESEARCH AND EDUCATION FUND  
66 FAITH CENTER  
67 FAITHFUL SAVIOR MINISTRIES  
68 FAMILIES FIRST OF GRANT COUNTY, INC.  
69 FANCONI ANEMIA RESEARCH FUND INC.  
70 FARMWORKER HOUSING DEV CORP  
71 FIRST CHURCH OF THE NAZARENE  
72 FIRST UNITARIAN CHURCH  
73 FORD FAMILY FOUNDATION  
74 FOUNDATIONS FOR A BETTER OREGON  
75 FRIENDS OF THE CHILDREN  
76 GATEWAY TO COLLEGE NATIONAL NETWORK  
77 GOAL ONE COALITION  
78 GOLD BEACH POLICE DEPARTMENT  
79 GOOD SHEPHERD COMMUNITIES  
80 GOODWILL INDUSTRIES OF LANE AND SOUTH COAST COUNTIES  
81 GRANT PARK CHURCH  
82 GRANTS PASS MANAGEMENT SERVICES, DBA  
83 GREATER HILLSBORO AREA CHAMBER OF COMMERCE  
84 HALFWAY HOUSE SERVICES, INC.  
85 HEARING AND SPEECH INSTITUTE INC  
86 HELP NOW! ADVOCACY CENTER  
87 HIGHLAND HAVEN

88	HIGHLAND UNITED CHURCH OF CHRIST	160	PLANNED PARENTHOOD OF SOUTHWESTERN OREGON
89	HIV ALLIANCE, INC	161	PORT CITY DEVELOPMENT CENTER
90	HOUSING AUTHORITY OF LINCOLN COUNTY	162	PORTLAND ART MUSEUM
91	HOUSING AUTHORITY OF PORTLAND	163	PORTLAND BUSINESS ALLIANCE
92	HOUSING NORTHWEST	164	PORTLAND HABILITATION CENTER, INC.
93	INDEPENDENT INSURANCE AGENTS AND BROKERS OF OREGON	165	PORTLAND SCHOOLS FOUNDATION
94	INTERNATIONAL SOCIETY FOR TECHNOLOGY IN EDUCATION	166	PORTLAND WOMENS CRISIS LINE
95	INTERNATIONAL SUSTAINABLE DEVELOPMENT FOUNDATION	167	PREGNANCY RESOUCE CENTERS OF GRETER PORTLAND
96	IRCO	168	PRINGLE CREEK SUSTAINABLE LIVING CENTER
97	JASPER MOUNTAIN	169	PUBLIC DEFENDER SERVICES OF LANE COUNTY, INC.
98	JUNIOR ACHIEVEMENT	170	QUADRIPLEGICS UNITED AGAINST DEPENDENCY, INC.
99	KLAMATH HOUSING AUTHORITY	171	REBUILDING TOGETHER - PORTLAND INC.
100	LA CLINICA DEL CARINO FAMILY HEALTH CARE CENTER	172	REGIONAL ARTS AND CULTURE COUNCIL
101	LA GRANDE UNITED METHODIST CHURCH	173	RELEVANT LIFE CHURCH
102	LANE ELECTRIC COOPERATIVE	174	RENEWABLE NORTHWEST PROJECT
103	LANE MEMORIAL BLOOD BANK	175	ROGUE FEDERAL CREDIT UNION
104	LANECO FEDERAL CREDIT UNION	176	ROSE VILLA, INC.
105	LAUREL HILL CENTER	177	SACRED HEART CATHOLIC DAUGHTERS
106	LIFEWORCS NW	178	SAIF CORPORATION
107	LIVING WAY FELLOWSHIP	179	SAINT ANDREW NATIVITY SCHOOL
108	LOAVES & FISHES CENTERS, INC.	180	SAINT CATHERINE OF SIENA CHURCH
109	LOCAL GOVERNMENT PERSONNEL INSTITUTE	181	SAINT JAMES CATHOLIC CHURCH
110	LOOKING GLASS YOUTH AND FAMILY SERVICES	182	SALEM ALLIANCE CHURCH
111	MACDONALD CENTER	183	SALEM ELECTRIC
112	MAKING MEMORIES BREAST CANCER FOUNDATION, INC.	184	SALMON-SAFE INC.
113	METRO HOME SAFETY REPAIR PROGRAM	185	SCIENCEWORKS
114	METROPOLITAN FAMILY SERVICE	186	SE WORKS
115	MID COLUMBIA COUNCIL OF GOVERNMENTS	187	SECURITY FIRST CHILD DEVELOPMENT CENTER
116	MID-COLUMBIA CENTER FOR LIVING	188	SELF ENHANCEMENT INC.
117	MID-WILLAMETTE VALLEY COMMUNITY ACTION AGENCY, INC	189	SERENITY LANE
118	MORNING STAR MISSIONARY BAPTIST CHURCH	190	SEXUAL ASSAULT RESOURCE CENTER
119	MORRISON CHILD AND FAMILY SERVICES	191	SEXUAL ASSAULT RESOURCE CENTER
120	MOSAIC CHURCH	192	SHELTERCARE
121	NATIONAL PSORIASIS FOUNDATION	193	SHERIDAN JAPANESE SCHOOL FOUNDATION
122	NATIONAL WILD TURKEY FEDERATION	194	SHERMAN DEVELOPMENT LEAGUE, INC.
123	NEW AVENUES FOR YOUTH INC	195	SILVERTON AREA COMMUNITY AID
124	NEW BEGINNINGS CHRISTIAN CENTER	196	SISKIYOU INITIATIVE
125	NEW HOPE COMMUNITY CHURCH	197	SMART
126	NEWBERG FRIENDS CHURCH	198	SOCIAL VENTURE PARTNERS PORTLAND
127	NORTH BEND CITY- COOS/URRY HOUSING AUTHORITY	199	SOUTH COAST HOSPICE, INC.
128	NORTHWEST FOOD PROCESSORS ASSOCIATION	200	SOUTH LANE FAMILY NURSERY DBA FAMILY RELIEF NURSE
129	NORTHWEST LINE JOINT APPRENTICESHIP & TRAINING COMMITTEE	201	SOUTHERN OREGON CHILD AND FAMILY COUNCIL, INC.
130	NORTHWEST REGIONAL EDUCATIONAL LABORATORY	202	SOUTHERN OREGON HUMANE SOCIETY
131	NORTHWEST YOUTH CORPS	203	SPARC ENTERPRISES
132	OCHIN	204	SPIRIT WIRELESS
133	OHSU FOUNDATION	205	SPONSORS, INC.
134	OLIVET BAPTIST CHURCH	206	SPOTLIGHT THEATRE OF PLEASANT HILL
135	OMNIMEDIX INSTITUTE	207	SPRINGFIELD UTILITY BOARD
136	OPEN MEADOW ALTERNATIVE SCHOOLS, INC.	208	ST VINCENT DE PAUL
137	OREGON BALLET THEATRE	209	ST. ANTHONY CHURCH
138	OREGON CITY CHURCH OF THE NAZARENE	210	ST. ANTHONY SCHOOL
139	OREGON COAST COMMUNITY ACTION	211	ST. MARYS OF MEDFORD, INC.
140	OREGON DEATH WITH DIGNITY	212	ST. VINCENT DEPAUL OF LANE COUNTY
141	OREGON DONOR PROGRAM	213	STAND FOR CHILDREN
142	OREGON EDUCATION ASSOCIATION	214	STAR OF HOPE ACTIVITY CENTER INC.
143	OREGON ENVIRONMENTAL COUNCIL	215	SUMMIT VIEW COVENANT CHURCH
144	OREGON MUSUEM OF SCIENCE AND INDUSTRY	216	SUNNYSIDE FOURSQUARE CHURCH
145	OREGON PROGRESS FORUM	217	SUNRISE ENTERPRISES
146	OREGON REPERTORY SINGERS	218	SUSTAINABLE NORTHWEST
147	OREGON STATE UNIVERSITY ALUMNI ASSOCIATION	219	TENAS ILLAHEE CHILDCARE CENTER
148	OREGON SUPPORTED LIVING PROGRAM	220	THE EARLY EDUCATION PROGRAM, INC.
149	OSLC COMMUNITY PROGRAMS	221	THE NATIONAL ASSOCIATION OF CREDIT MANAGEMENT-OREGON, INC.
150	OUTSIDE IN	222	THE NEXT DOOR
151	OUTSIDE IN	223	THE OREGON COMMUNITY FOUNDATION
152	PACIFIC CASCADE FEDERAL CREDIT UNION	224	THE SALVATION ARMY - CASCADE DIVISION
153	PACIFIC FISHERY MANAGEMENT COUNCIL	225	TILLAMOOK CNTY WOMENS CRISIS CENTER
154	PACIFIC INSTITUTES FOR RESEARCH	226	TILLAMOOK ESTUARIES PARTNERSHIP
155	PACIFIC STATES MARINE FISHERIES COMMISSION	227	TOUCHSTONE PARENT ORGANIZATION
156	PARALYZED VETERANS OF AMERICA	228	TRAILS CLUB
157	PARTNERSHIPS IN COMMUNITY LIVING, INC.	229	TRAINING EMPLOYMENT CONSORTIUM
158	PENDLETON ACADEMIES	230	TRI-COUNTY HEALTH CARE SAFETY NET ENTERPRISE
159	PENTAGON FEDERAL CREDIT UNION		



231 TRILLIUM FAMILY SERVICES, INC.  
 232 UMPQUA COMMUNITY DEVELOPMENT CORPORATION  
 233 UNION GOSPEL MISSION  
 234 UNITED CEREBRAL PALSY OF OR AND SW WA  
 235 UNITED WAY OF THE COLUMBIA WILLAMETTE  
 236 US CONFERENCE OF MENONNITE BRETHREN CHURCHES  
 237 US FISH AND WILDLIFE SERVICE  
 238 USAGENCIES CREDIT UNION  
 239 VERMONT HILLS FAMILY LIFE CENTER  
 240 VIRGINIA GARCIA MEMORIAL HEALTH CENTER  
 241 VOLUNTEERS OF AMERICA OREGON  
 242 WE CARE OREGON  
 243 WESTERN RIVERS CONSERVANCY  
 244 WESTERN STATES CENTER  
 245 WESTSIDE BAPTIST CHURCH  
 246 WILD SALMON CENTER  
 247 WILLAMETTE FAMILY  
 248 WILLAMETTE VIEW INC.  
 249 WOODBURN AREA CHAMBER OF COMMERCE  
 250 WORD OF LIFE COMMUNITY CHURCH  
 251 WORKSYSTEMS INC  
 252 YOUTH GUIDANCE ASSOC.  
 253 YWCA SALEM  
 1 ALOCHOLIC REHABILITATION SVS OF HI INC DBA HINA MAUKA  
 2 ALOHACARE  
 3 AMERICAN LUNG ASSOCIATION  
 4 BISHOP MUSEUM  
 5 BUILDING INDUSTRY ASSOCIATION OF HAWAII  
 6 CTR FOR CULTURAL AND TECH INTERCHNG BETW EAST AND WEST  
 7 EAH, INC.  
 8 EASTER SEALS HAWAII  
 9 GOODWILL INDUSTRIES OF HAWAII, INC.  
 10 HABITAT FOR HUMANITY MAUI  
 11 HALE MAHAOLU  
 12 HAROLD K.L. CASTLE FOUNDATION  
 13 HAWAII AGRICULTURE RESEARCH CENTER  
 14 HAWAII EMPLOYERS COUNCIL  
 15 HAWAII FAMILY LAW CLINIC DBA ALA KUOLA  
 16 HONOLULU HABITAT FOR HUMANITY  
 17 IUPAT, DISTRICT COUNCIL 50  
 18 LANAKILA REHABILITATION CENTER INC.  
 19 LEEWARD HABITAT FOR HUMANITY  
 20 MAUI COUNTY FCU  
 21 MAUI ECONOMIC DEVELOPMENT BOARD  
 22 MAUI ECONOMIC OPPORTUNITY, INC.  
 23 MAUI FAMILY YMCA  
 24 NA HALE O MAUI  
 25 NA LEI ALOHA FOUNDATION  
 26 NETWORK ENTERPRISES, INC.  
 27 ORI ANUENUE HALE, INC.  
 28 PARTNERS IN DEVELOPMENT FOUNDATION  
 29 POLYNESIAN CULTURAL CENTER  
 30 PUNAHOU SCHOOL  
 31 ST. THERESA CHURCH  
 32 WAIANAEE COMMUNITY OUTREACH  
 33 WAILUKU FEDERAL CREDIT UNION  
 34 YMCA OF HONOLULU

**No. Special/Independent Districts**

1 BAY AREA HOSPITAL DISTRICT  
 2 CENTRAL OREGON INTERGOVERNMENTAL COUNCIL  
 3 CENTRAL OREGON IRRIGATION DISTRICT  
 4 CHEHALEM PARK AND RECREATION DISTRICT  
 5 CITY COUNTY INSURANCE SERVICES  
 6 CLEAN WATER SERVICES  
 7 COLUMBIA 911 COMMUNICATIONS DISTRICT  
 8 COLUMBIA RIVER PUD

9 DESCHUTES COUNTY RFPD NO.2  
 10 DESCHUTES PUBLIC LIBRARY SYSTEM  
 11 EAST MULTNOMAH SOIL AND WATER CONSERVANCY  
 12 GASTON RURAL FIRE DEPARTMENT  
 13 GLADSTONE POLICE DEPARTMENT  
 14 GLENDALE RURAL FIRE DISTRICT  
 15 HOODLAND FIRE DISTRICT NO.74  
 16 HOODLAND FIRE DISTRICT #74  
 17 HOUSING AUTHORITY AND COMMUNITY SERVICES AGENCY  
 18 KLAMATH COUNTY 9-1-1  
 19 LANE EDUCATION SERVICE DISTRICT  
 20 LANE TRANSIT DISTRICT  
 21 MALIN COMMUNITY PARK AND RECREATION DISTRICT  
 22 MARION COUNTY FIRE DISTRICT #1  
 23 METRO  
 24 METROPOLITAN EXPOSITION-RECREATION COMMISSION  
 25 MONMOUTH - INDEPENDENCE NETWORK  
 26 MULTONAH COUNTY DRAINAGE DISTRICT #1  
 27 NEAH KAH NIE WATER DISTRICT  
 28 NW POWER POOL  
 29 OAK LODGE WATER DISTRICT  
 30 OR INT'L PORT OF COOS BAY  
 31 PORT OF ST HELENS  
 32 PORT OF UMPQUA  
 33 REGIONAL AUTOMATED INFORMATION NETWORK  
 34 RIVERGROVE WATER DISTRICT  
 35 SALEM AREA MASS TRANSIT DISTRICT  
 36 SANDY FIRE DISTRICT NO. 72  
 37 SUNSET EMPIRE PARK AND RECREATION  
 38 THE NEWPORT PARK AND RECREATION CENTER  
 39 THE PORT OF PORTLAND  
 40 TILLAMOOK PEOPLES UTILITY DISTRICT  
 41 TUALATIN HILLS PARK AND RECREATION DISTRICT  
 42 TUALATIN VALLEY FIRE & RESCUE  
 43 TUALATIN VALLEY WATER DISTRICT  
 44 UNION SOIL & WATER CONSERVATION DISTRICT  
 45 WEST MULTNOMAH SOIL AND WATER CONSERVATION DISTRICT  
 46 WEST VALLEY HOUSING AUTHORITY  
 47 WILLAMALANE PARK AND RECREATION DISTRICT  
 48 YOUNGS RIVER LEWIS AND CLARK WATER DISTRICT

**No. State Agencies**

1 BOARD OF MEDICAL EXAMINERS  
 2 OFFICE OF MEDICAL ASSISTANCE PROGRAMS  
 3 OFFICE OF THE STATE TREASURER  
 4 OREGON BOARD OF ARCHITECTS  
 5 OREGON CHILD DEVELOPMENT COALITION  
 6 OREGON DEPARTMENT OF EDUCATION  
 7 OREGON DEPARTMENT OF FORESTRY  
 8 OREGON DEPT OF TRANSPORTATION  
 9 OREGON DEPT. OF EDUCATION  
 10 OREGON LOTTERY  
 11 OREGON OFFICE OF ENERGY  
 12 OREGON STATE BOARD OF NURSING  
 13 OREGON STATE POLICE  
 14 OREGON TOURISM COMMISSION  
 15 OREGON TRAVEL INFORMATION COUNCIL  
 16 SANTIAM CANYON COMMUNICATION CENTER  
 17 SEIU LOCAL 503, OPEU  
 1 ADMIN. SERVICES OFFICE  
 2 HAWAII CHILD SUPPORT ENFORCEMENT AGENCY  
 3 HAWAII HEALTH SYSTEMS CORPORATION  
 4 SOH- JUDICIARY CONTRACTS AND PURCH  
 5 STATE DEPARTMENT OF DEFENSE  
 6 STATE OF HAWAII  
 7 STATE OF HAWAII  
 8 STATE OF HAWAII, DEPT. OF EDUCATION



## Region XIV Education Service Center

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1850 Highway 351  
Abilene, TX 79601-4750  
325-675-8600  
FAX 325-675-8659

Thursday, October 1<sup>st</sup>, 2015

Howard Technology Solutions  
ATTN: Yareasia D. Ellis  
PO Box 1590  
Laurel, MS 39441

Dear Yareasia:

Region XIV Education Service Center is happy to announce that Howard Technology Solutions has been awarded an annual contract for Technology Solutions based on the proposal submitted to Region XIV ESC.

The contract is effective immediately and will expire on October 31<sup>st</sup>, 2018. The contract can be renewed annually for an additional five years, if mutually agreed on by Region XIV ESC and Howard Technology Solutions.

We look forward to a long and successful partnership underneath this contract.

If you have any questions or concerns, feel free to contact me at 325-675-8600.

Sincerely,

A handwritten signature in black ink that reads 'Ronnie Kincaid'.

Ronnie Kincaid  
Region XIV, Executive Director



## Region XIV Education Service Center

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1850 Highway 351  
Abilene, TX 79601-4750  
325-675-8600  
FAX 325-675-8659

Wednesday, August 1<sup>st</sup>, 2018

Howard Technology Solutions  
ATTN: Yareasia D. Ellis  
PO Box 1590  
Laurel, MS 39441

Re: Annual Renewal of NCPA contract #01-15

Dear Robert:

Region XIV Education Service Center is happy to announce that Howard Technology Solutions has been awarded a three-year term contract renewal for Technology Solutions based on the proposal submitted to Region XIV ESC.

The contract will expire on October 31<sup>st</sup>, 2021, completing the sixth year of a possible eight year term. If your company is not in agreement, please contact me immediately.

If you have any questions or concerns, feel free to contact me at 325-675-8600.

Sincerely,

A handwritten signature in cursive script, appearing to read 'Ronnie Kincaid'.

Ronnie Kincaid  
Region XIV, Executive Director

LOWELL JOINT SCHOOL DISTRICT  
June 14, 2021

To: President Hinz and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Approval of Agreement with Emery Construction for  
Removal of Six (6) Portable Classroom Buildings  
from Jordan Elementary School

ACTION

Background:

On June 11, 2018, the Lowell Joint School District Board of Trustees approved Resolution 2018-19 No. 724 ordering a School Bond Election. On November 6, 2018, the voters in the Lowell Joint School District passed measure LL. A part of Measure LL includes the repairs and upgrades to District facilities. This expenditure is subject to the purview of the Citizens Bond Oversight Committee.

Current Considerations:

As part of the HVAC, Roof Replacement, Modular Building, Fire Alarm, ADA, and Related Work project at Jordan Elementary School, the existing portable buildings must be removed.

District staff obtained three estimates to demolish and/or remove the buildings and received the following quotations:

- Pro Fab Construction, Inc. \$39,000.00
- Erickson-Hall Construction Co. \$95,914.00
- Emery Construction \$6.00

The significant spread in cost is due to methods of removal. Pro Fab and Erickson Hall proposed to abate and demolish the buildings on-site and haul away while Emery proposed rolling them to their facility to refurbish.

Financial Implications:

Financial Impact: \$6.00  
Funding Source: Measure LL General Obligation Fund – Fund 21.0

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Superintendent's Comment:

APPROVAL RECOMMENDED.

Recommendation:

It is recommended that the Board of Trustees approve the agreement with Emery Construction for the removal of six (6) portable classroom buildings from Jordan Elementary School, effective June 15, 2021 through June 14, 2022 not to exceed \$6.00, (21.0-00000-0-00000-85000-6231-0040000), Measure LL Bond Fund, and that the Superintendent or designee be authorized to execute the necessary documents.

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Superintendent's Comment:

APPROVAL RECOMMENDED.

**Emery Construction**

528128  
Po Box 390131  
Anza, Ca 92539  
Phone **951-551-1996**  
Email: emery\_construction@yahoo.com

**Contract EC52521**

DATE: MAY 25, 2021

**TO:**  
Lowell Joint School District  
David Bennett  
11019 Valley Home Ave.  
Whittier, Ca 90603  
[dbennett@ljsd.org](mailto:dbennett@ljsd.org)  
562-902-4290

**FOR:**  
Removal of portable classrooms from:  
Jordon Elementary School  
10654 Jordon Rd.  
Whittier, Ca90603

DESCRIPTION	AMOUNT
Haul off of six 24x40 DSA portable classroom buildings. Includes disconnect and removal of electrical system to distribution cabinet. Excluded: wood foundations to be disposed of by district.	\$6.00

Signature  Date 5/25/21  
Emery Construction

Signature \_\_\_\_\_ Date \_\_\_\_\_  
Authorized rep of Lowell Joint School District

LOWELL JOINT SCHOOL DISTRICT  
June 14, 2021

To: President Hinz and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Approval of Professional Services Agreement, RMA Group, Geological Inspection and Testing Services, Jordan Elementary School      ACTION

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Background:

On June 11, 2018, the Lowell Joint School District Board of Trustees approved Resolution 2018-19 No. 724 ordering a School Bond Election. On November 6, 2018, the voters in the Lowell Joint School District passed measure LL. A part of Measure LL includes the repairs and upgrades to District facilities. This expenditure is subject to the purview of the Citizens Bond Oversight Committee.

Current Considerations:

Unlike the Public Works competitive bidding process, Professional Service providers can be selected on the basis of their qualifications, services they provide and their value to the District.

In October, 2018, the District issued an RFQ for Materials testing and Geotechnical firms. Based on the results of the scoring, RMA Group was one of the firms selected by the District to provide geological inspection and testing services. In August, 2020 the Board of Trustees approved an agreement with RMA District requested a proposal from RMA Group for a geotechnical engineering investigation for the Jordan Elementary School modernization and Portables to Permanent Buildings Project. Subsequently, RMA Group provided the investigation and report.

RMA Group provided a proposal for grading observation and testing, compaction testing of trench backfill and site improvements, compaction testing for asphalt concrete pavements, special inspection and testing of reinforced concrete construction, special inspection and testing of post installed anchors, structural steel shop and field welding, special inspection and testing of reinforced masonry construction services for the Jordan Elementary project.

Financial Implications

Financial Impact:	\$93,612.00
Funding Source:	Measure LL General Obligation Fund – Fund 21.0

Recommendation:

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Superintendent's Comment:

APPROVAL RECOMMENDED.

It is recommended that the Board of Trustees approve a Professional Services Agreement, RMA Group, Geotechnical Inspection and Testing Services, Jordan Elementary School, effective June 14, 2021 through June 13, 2022, not to exceed \$93,612 (21.0-00000-0-00000-85000-6282-0040000) Measure LL (21.0 Bond Fund), and that the Superintendent or designee be authorized to execute the necessary documents.

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Superintendent's Comment:

APPROVAL RECOMMENDED.





Proposal No: 21-0851-P

June 4, 2021

Lowell Joint School District  
11537 Grovedale Dr  
Whittier, CA 90604

Attention: David Bennett

Subject: Proposal to Provide Construction Inspection and Testing Services  
Jordan Elementary School 03-121043  
10654 Jordan Rd  
Whittier, CA

In response to your request, we propose to provide construction inspection and testing services for the Jordan Elementary School HVAC, Roofing, Fire Alarm & (N) Modular Buildings project.

### **PROJECT UNDERSTANDING**

We understand that the project will consist of removing and replacing existing HVAC, removing and replacing existing roofing, removing and replacing existing fire alarm & two new Modular Buildings. Based on our review of DSA 103, project drawings, and specs we understand that construction inspection and testing services will be required during the construction of Jordan Elementary School HVAC, Roofing, Fire Alarm & (N) Modular Buildings project.

Therefore we have prepared this proposal to outline the scope of work required to provide grading observation and testing, compaction testing of trench backfill and site improvements, compaction testing for asphalt concrete pavements, special inspection and testing of reinforced concrete construction, special inspection and testing of post installed anchors, structural steel shop and field welding, special inspection and testing of reinforced masonry construction services, in accordance with the project requirements.

### **SCOPE OF WORK**

Our proposed scope of work will consist of grading observation and testing, compaction testing of trench backfill and site improvements, compaction testing for asphalt concrete pavements, special inspection and testing of reinforced concrete construction, special inspection and testing of post installed anchors, structural steel shop and field welding, special inspection and testing of reinforced masonry construction services. A detailed description of the tasks required to complete this scope of work and an estimate of the costs associated with our work are detailed herein.



### **Grading Observation and Testing**

Our services will consist of observing rough grading operations, performing soil tests, and submittal of a soil grading report.

Our representative will observe rough grading operations on a contiguous basis. Water content, in place density (compaction), maximum density optimum moisture, expansion index and soluble sulfate tests will be performed at a frequency and at locations selected by the soil engineer. Our laboratory can perform other soils tests, if requested, at an additional charge. During the course of construction we will notify the owner in writing, with copy to the contractor if, at any time in our opinion, the work is not in conformity to the plans and specifications.

Upon completion of the work we will prepare a final report for the owner which will summarize our observations and the results of all tests performed. The final report will contain recommendations and opinions regarding the conformance of the completed rough grading to the intent of the plans, soil engineering reports, and specifications.

### **Compaction Testing of Trench Backfill and Site Improvements**

Our services will consist of compaction testing of the backfill of the <sewer, water, storm drain, gas and power / telephone> trenches and subgrade and aggregate base for paved areas on site and within the street right of way.

We will provide a technician to perform in place density tests (compaction tests) by either the sand cone method (ASTM D1556) or the nuclear gauge method (ASTM D6938), water content tests, and maximum density optimum moisture tests per ASTM D1557 at locations selected by <your / our> representative. Testing would be performed after compaction has been completed by the contractors and observation of compaction methods used by the contractor would not be included in the scope of our work.

Trench backfill compaction tests would be taken at locations and frequencies in accordance to guidelines provided by the governing public agency. If the governing public agency does not have established testing guidelines then the following guidelines would be used. Test locations on the main trenches would be spaced no more than 300 linear feet apart and 20% of the lateral trenches would be tested. Compaction tests would be taken at mid depth in the backfill zone and in the subgrade zone in trenches with depths of 4 feet or less. One half of the tests shall be taken from each depth. Trenches deeper than 4 feet would be tested in each 4 foot lift and the subgrade zone. No tests would be taken in the bedding or pipe zone. Excavating of test holes in excess of 1.0 feet in depth would not be included within the work scope.

Subgrade compaction tests of paved areas on site and within the street right of way would be taken at locations be selected by our technician that represent the surface appearance of the subgrade at the time of testing. Test locations would be spaced no more than 500 linear feet apart.



A written report summarizing the results of all tests performed will be prepared upon completion of the work. The report will not contain a rendering, opinion, certificate, or warranty, of the compaction of the materials tested.

### **Compaction Testing for Asphalt Concrete Pavements**

This scope of service will consist of materials testing of asphaltic concrete used in the construction of private roadway and parking area improvements. These services will include monitoring the temperature and rolling procedure and the determination of the in place density testing of asphalt concrete using the nuclear gauge (ASTM D2950). Laboratory testing will be performed to determine the laboratory test maximum density of the asphaltic concrete in accordance with ASTM D2041. A written report summarizing the results of all tests performed will be prepared upon completion of the work.

### **Special Inspection and Testing of Reinforced Concrete Construction**

This scope of services will include engineering review of concrete mix designs, inspection of concrete batch plant operations, special inspection of reinforced concrete construction and field sampling and laboratory testing of concrete and reinforcing steel used in concrete construction for the project.

Our materials engineer would review mix designs submitted by the contractor and the results of tests performed on the aggregates. A written report of our review of the concrete mix design submittal will be prepared upon the completion of the work.

This scope of work will include the inspection of concrete batch plant operations. We will provide an inspector during concrete batch plant operations to monitor the batch weights and provide periodic inspection of the aggregate stockpiles and cement bins. Written reports of all inspections will be provided on a daily basis and at the completion of the work.

We will provide an ICC certified special inspector to perform inspection of the concrete form work, reinforcing steel placement, and concrete placements. He will perform periodic inspection of the formwork for shape, location and dimensions of the concrete member being formed. He will provide periodic inspection to verify the proper size and placement of reinforcing steel and embedded anchors.

Our inspector will provide continuous inspection during the placement of structural concrete to verify proper application techniques. Our inspector will sample fresh concrete and obtain samples for strength testing, perform slump tests and monitor the temperature of the concrete. A set of test cylinders will be made from each 50 cubic yards of concrete or fraction thereof for each class of concrete placed each day. Four test cylinders will be cast for each set.



Strength test cylinders will be cured in our laboratory until they are tested in accordance to ASTM C192. Compression tests would be performed in accordance to ASTM C39 at 7 and 28 days, respectively. Copies of the results of all compression tests will be provided upon completion of the test.

Samples of the reinforcing steel to be used for production of concrete would be tested in accordance to ASTM A370 and A615 test methods. Written reports of all tests presenting applicable information would be prepared at the completion of testing.

#### **Special Inspection and Testing of Post Installed Anchors**

This scope of services will include performing special inspection and testing as required of post installed anchors for compliance with the approved plans, job specifications, ICC-ES reports, and building codes.

We will provide an inspector certified by ICC to perform inspection of the installation of post installed anchors. These inspections typically consist of epoxy dowel, wedge anchor, and hold downs. He shall make a list of defective work and a manner of correction of defects.

This scope of work may also include pull or torque testing of installed anchors as required by the project plans or job specifications. We will provide a technician to perform the required testing on a randomly selected number of anchors based on the frequency of testing specified.

The results of all tests and inspections will be provided to the designated representative in written daily reports of inspection and testing.

#### **Structural Steel Shop and Field Welding**

This scope of services will consist of inspection of structural steel shop fabrication and shop and field welding procedures and completed welds for conformance to approved plans, specifications, and building codes.

We will provide an inspector that has been certified by AWS as a special inspector for welding. His work would consist of inspection of all welds made in the shop and / or field for compliance of the approved plans and job specifications. He shall make a systematic record of all welds, including a list of defective welds and a manner of correction of defects. The inspector will check the material, equipment, details of construction and procedures, as well as the welds. He would also check the ability of the welder. He would also check the ability of the welder. Our inspector will perform periodic inspection during fit up and fabrication of structural steel to verify the materials utilized are properly marked and traceable. He will collect mill certifications for the materials and inspect joint details to verify conformance at each connection.

Non Destructive testing of the completed welds will be performed as required. The inspector may use Ultra Sonic, Magnetic Particle or Dye Penetrants as appropriate to inspect completed welds and assure the adequacy of the welding.



### **Special Inspection and Testing of Reinforced Masonry Construction**

This scope of services will include engineering review of grout mix designs, inspection of grout batch plant operations, special inspection of reinforced masonry construction and field sampling and laboratory testing of mortar, grout and masonry used for the project.

Our materials engineer would review mix designs submitted by the contractor and the results of tests performed on the aggregates. A written report of our review of the grout mix design submittal will be prepared upon the completion of the work.

This scope of work will include the inspection of grout batch plant operations. We will provide an inspector during grout batch plant operations to monitor the batch weights and provide periodic inspection of the aggregate stockpiles and cement bins. Written reports of all inspections will be provided on a daily basis and at the completion of the work.

We will provide an ICC certified special inspector to perform inspection of the masonry work, reinforcing steel placement, and grout placements. He will perform periodic inspection of the masonry work for fit up, jointing and the general details of the work being constructed. He will provide periodic inspection to verify the proper size and placement of reinforcing steel and embedded anchors.

Our inspector will provide continuous inspection during the placement of grout and mortar to verify proper application techniques. Our inspector will sample fresh grout and mortar to obtain samples for strength testing.

Strength test cylinders will be obtained for grout and mortar. The strength test samples will be cured in our laboratory until they are tested in accordance to ASTM C192. Compression tests would be performed on grout samples in accordance to ASTM C1019, and mortar samples will be tested in accordance with ASTM C780. Samples will be tested at 7 and 28 day ages

Samples of the masonry units delivered to the project will be sampled and tested to verify conformance with the project requirements in accordance with ASTM C90. Written reports of all tests presenting applicable information would be prepared at the completion of testing.

### **Project Administration, Engineering Oversight, and Reporting**

This scope of work will include all administrative, project management, engineering oversight, and reporting and DSA close-out. This may include, but is not limited to, ensuring RMA Group has all necessary documents and information needed to complete the requested work, reviewing plans and specifications, dispatching services, reviewing both lab and daily reports, distribution, DSA Close-out verification reporting, and invoicing time.



**TERMS**

We propose to perform the previously described services on an hourly or test rate basis in accordance to the attached fee schedule. Our estimate is based on information given to RMA Group by David Bennet and the following assumed construction durations. Our estimate of charges for the proposed services is as follows:

<b>Construction Activity</b>	<b>Estimated Costs</b>
Grading Observation and Testing	\$14,330.00
Compaction Testing of Trench Backfill and Street Improvements	\$8,360.00
Compaction Testing for Asphalt Concrete Pavements	\$1,512.00
Special Inspection and Testing of Reinforced Concrete Construction	\$18,640.00
Special Inspection and Testing of Post Installed Anchors	\$8,316.00
Structural Steel Shop and Field Welding	\$26,302.00
Special Inspection and Testing of Reinforced Masonry Construction	\$5,072.00
Project Administration, Engineering Oversight, and Reporting	\$11,080.00
<b>TOTAL</b>	<b>\$93,612.00</b>

Our estimate may vary due to circumstances that may develop during the course of the work or due to extended construction duration. If a change in the scope of work becomes necessary due to unforeseen conditions, which will increase the charges, we will obtain your authorization before proceeding.

Invoices for our services will be rendered at the completion of the work and upon completion of the report. Invoices are due and payable upon presentation. Should the duration of the job exceed one month, monthly invoices will be presented for services performed.

Any amount not paid within 30 days of the date due will bear interest at a rate of 18% per annum. In the event legal action is instituted to enforce this agreement, the prevailing party will be entitled to reasonable attorney fees.

**PROFESSIONAL INSURANCE**

We maintain the following insurance coverage. Certificates of insurance will be provided upon request. However, our professional liability insurance carrier (errors and omissions) will not name any additional insured.

General liability	\$1,000,000.00 limit
Professional Liability	\$1,000,000.00 limit
Workmen's Compensation	\$1,000,000.00 limit



**CLOSURE**

RMA Group does not guarantee the performance of the contractor(s) by performing these services. RMA Group's performance of these services shall not relieve the contractor(s) of his obligation to perform the work in conformity with the drawings and specifications and in a workmanlike manner; shall not make RMA Group an insurer of the contractor's performance; and shall not impose on RMA Group any obligation to see that the work is performed in a safe manner.

Thank you for the opportunity to submit this proposal. We look forward to working with you on this project and can begin our work upon receipt of your notice to proceed and receipt of a signed copy of this proposal authorizing us to perform these professional services. If you have any questions regarding this proposal please contact the undersigned Project Manager.

Authorized By:

Submitted By:  
RMA Group

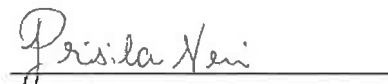
\_\_\_\_\_  
(Signature)

  
Raymond Roblero  
Operations Manager

\_\_\_\_\_  
(Print or Type Name)

\_\_\_\_\_  
(Title)

\_\_\_\_\_  
(Date)

  
Prisila Neri  
Project Manager



**ESTIMATE WORKSHEET**  
**Compaction Testing of Trench Backfill and Street Improvements**

Item	Quantity	Unit	Unit Price	Total
Pick-up and Delivery of Test Specimens	4	HR	\$55.00	\$220.00
Soils Engineering Technician	80	HR	\$94.50	\$7,560.00
ASTM D1557 Max Density Optimum Moisture	2	EA	\$290.00	\$580.00
<b>Subtotal:</b>				<b>\$8,360.00</b>





**ESTIMATE WORKSHEET**  
**Grading Observation and Testing**

Item	Quantity	Unit	Unit Price	Total
Pick-up and Delivery of Test Specimens	4	HR	\$55.00	\$220.00
Drafting	4	HR	\$90.00	\$360.00
ASTM D4829 Expansion Index of Soils	2	EA	\$240.00	\$480.00
ASTM D1557 Max Density Optimum Moisture	4	EA	\$290.00	\$1,160.00
CT417 Soluble Sulfates	2	EA	\$135.00	\$270.00
CT422 Chloride Content	2	EA	\$115.00	\$230.00
CT643 Resistivity and pH	2	EA	\$135.00	\$270.00
Soils Engineering Technician	40	HR	\$94.50	\$3,780.00
Soils Technician Rough Grading	80	HR	\$94.50	\$7,560.00
<b>Subtotal:</b>				<b>\$14,330.00</b>



**ESTIMATE WORKSHEET**  
**Special Inspection and Testing of Reinforced Concrete Construction**

Item	Quantity	Unit	Unit Price	Total
Pick-up and Delivery of Test Specimens	10	HR	\$55.00	\$550.00
ID Reinforcing or Structural Steel	20	HR	\$94.50	\$1,890.00
Special Inspector Concrete Batch Plant	40	HR	\$94.50	\$3,780.00
ACI Concrete Technician	80	HR	\$94.50	\$7,560.00
ASTM C39 Concrete Cyl Cured or Tested	72	EA	\$40.00	\$2,880.00
ASTM A370 Rebar Tension up to #8	18	EA	\$60.00	\$1,080.00
ASTM A370 Bend Test Rebar up to #8	18	EA	\$50.00	\$900.00
<b>Subtotal:</b>				<b>\$18,640.00</b>



**ESTIMATE WORKSHEET**  
**Special Inspection and Testing of Post Installed Anchors**

Item	Quantity	Unit	Unit Price	Total
Special Inspector Post Installed Anchors	56	HR	\$94.50	\$5,292.00
Pull   Torque Testing Technician	32	HR	\$94.50	\$3,024.00
<b>Subtotal:</b>				<b>\$8,316.00</b>



**ESTIMATE WORKSHEET**  
**Structural Steel Shop and Field Welding**

Item	Quantity	Unit	Unit Price	Total
AWS Certified Welding Inspector- Field	180	HR	\$94.50	\$17,010.00
AWS Certified Welding Inspector- Shop	40	HR	\$94.50	\$3,780.00
Non Destructive Testing ASNT Level II	40	HR	\$94.50	\$3,780.00
ID Reinforcing or Structural Steel	16	HR	\$94.50	\$1,512.00
Pick-up and Delivery of Test Specimens	4	HR	\$55.00	\$220.00
<b>Subtotal:</b>				<b>\$26,302.00</b>



**ESTIMATE WORKSHEET**  
**Project Administration, Engineering Oversight, and Reporting**

Item	Quantity	Unit	Unit Price	Total
Project Manager - Office	16	HR	\$155.00	\$2,480.00
Project Engineer - Office	18	HR	\$170.00	\$3,060.00
Project Geologist - Office	10	HR	\$170.00	\$1,700.00
Administrative	20	HR	\$60.00	\$1,200.00
Staff Engineer - Office	12	HR	\$135.00	\$1,620.00
Project Geologist - Field	6	HR	\$170.00	\$1,020.00
<b>Subtotal:</b>				<b>\$11,080.00</b>



**ESTIMATE WORKSHEET**  
**Special Inspection and Testing of Reinforced Masonry Construction**

Item	Quantity	Unit	Unit Price	Total
ID Reinforcing or Structural Steel	8	HR	\$94.50	\$756.00
Special Inspector Concrete Batch Plant	4	HR	\$94.50	\$378.00
Special Inspector Masonry	24	HR	\$94.50	\$2,268.00
ASTM C90 Masonry Block Conformance	1	SET	\$740.00	\$740.00
ASTM C1019 Grout Prism Compression	12	EA	\$50.00	\$600.00
ASTM A370 Rebar Tension up to #8	2	EA	\$60.00	\$120.00
ASTM A370 Bend Test Rebar up to #8	2	EA	\$50.00	\$100.00
Pick-up and Delivery of Test Specimens	2	HR	\$55.00	\$110.00
	<b>Subtotal:</b>			<b>\$5,072.00</b>



**ESTIMATE WORKSHEET**  
**Compaction Testing for Asphalt Concrete Pavements**

Item	Quantity	Unit	Unit Price	Total
Public Works Inspector - Asphalt Paving	16	HR	\$94.50	\$1,512.00
	<b>Subtotal:</b>			<b>\$1,512.00</b>



## 2020 Schedule of Fees and General Terms

### Personnel Charges - Professional Staff

Product Name	Units	Rate (\$)
Project Engineer - Laboratory	HR	\$170.00
Administrative	HR	\$60.00
Principal Engineer - Office	HR	\$190.00
Principal Engineer - Field	HR	\$190.00
Principal Engineer - Consultation	HR	\$190.00
Principal Engineer - Job Conference	HR	\$190.00
Principal Engineer - Expert Witness	HR	\$400.00
Principal Engineer - Court Appearance	HR	\$450.00
Project Engineer - Office	HR	\$170.00
Project Engineer - Field	HR	\$170.00
Project Engineer - Consultation	HR	\$170.00
Project Engineer - Job Conference	HR	\$170.00
Staff Engineer - Office	HR	\$135.00
Staff Engineer - Field	HR	\$135.00
Drafting	HR	\$90.00
Project Manager - Office	HR	\$155.00
Project Manager - Field	HR	\$155.00
Project Manager - Job Conference	HR	\$155.00
Principal Geologist - Office	HR	\$190.00
Principal Geologist - Field	HR	\$190.00
Principal Geologist - Consultation	HR	\$190.00
Principal Geologist - Job Conference	HR	\$190.00
Principal Geologist - Expert Witness	HR	\$400.00
Principal Geologist - Court Appearance	HR	\$450.00
Project Geologist - Office	HR	\$170.00
Project Geologist - Field	HR	\$170.00
Project Geologist - Consultation	HR	\$170.00
Project Geologist - Job Conference	HR	\$170.00
Qualified SWPPP Developer QSD	HR	\$150.00
Staff Geologist - Office	HR	\$135.00
Staff Geologist - Field	HR	\$135.00
Qualified SWPPP Practitioner QSP	HR	\$140.00

### Personnel Charges - Field Staff

Product Name	Units	Rate (\$)
Soils Engineering Technician	HR	\$94.50
Soils Technician Compaction Testing	HR	\$94.50
Soils Technician Rough Grading	HR	\$94.50
Soils Technician Retesting	HR	\$94.50
Public Works Inspector	HR	\$94.50
Public Works Technician	HR	\$94.50
Public Works Inspector - Asphalt Paving	HR	\$94.50
Public Works Inspector - Asphalt Plant	HR	\$94.50
Public Works Inspector - Concrete Paving	HR	\$94.50
Public Works Inspector - Concrete Plant	HR	\$94.50
Public Works Technician - Asphalt	HR	\$94.50
Public Works Technician - Concrete	HR	\$94.50
Laboratory Technician - Field Lab	HR	\$95.00
Lead Road and Structures Inspector	HR	\$120.00
Structures Inspector	HR	\$94.50

Lowell Joint School District  
 Jordan Elementary School HVAC, Roofing, Fire Alarm  
 & (N) Modular Buildings  
 Whittier, CA

RMA Proposal No.21-0851-P  
 June 4, 2021





## 2020 Schedule of Fees and General Terms

Roadway Inspector	HR	\$94.50
Civil Inspector	HR	\$94.50
Building Inspector	HR	\$94.40
Special Inspector (ICC)	HR	\$94.50
Mechanical   Electrical Inspector	HR	\$94.50
Special Inspector Reinforced Concrete	HR	\$94.50
Special Inspector Prestressed Concrete	HR	\$94.50
Special Inspector Concrete Batch Plant	HR	\$94.50
ACI Concrete Technician	HR	\$94.50
Pick-up and Delivery of Test Specimens	HR	\$55.00
ID Reinforcing or Structural Steel	HR	\$94.50
Special Inspector Fire Proofing	HR	\$94.50
Special Inspector Post Installed Anchors	HR	\$94.50
Special Inspector Roofing/Waterproofing	HR	\$94.50
Special Inspector Masonry	HR	\$94.50
Special Inspector Masonry (DSA)	HR	\$94.50
Special Inspector Shotcrete	HR	\$94.50
Special Inspector Post Tensioned Conc.	HR	\$94.50
Special Inspector Fire Stopping	HR	\$94.50
AWS Certified Welding Inspector- Field	HR	\$94.50
AWS Certified Welding Inspector- Shop	HR	\$94.50
Special Inspector Structural Steel	HR	\$94.50
Special Inspector High Strength Bolting	HR	\$94.50
Special Inspector Wood Construction	HR	\$120.00
Non Destructive Testing ASNT Level II	HR	\$94.50
Non Destructive Testing ASNT Level III	HR	\$200.00
Special Inspector Coatings	HR	\$94.50
Special Inspector Fiber Wrap	HR	\$94.50
Radiographic Testing Crew	HR	\$400.00
Project Inspector (IOR)	HR	\$94.50
Pull   Torque Testing Technician	HR	\$94.50
Asphalt Coring	HR	\$94.50
Concrete Coring	HR	\$94.50
Supervising Soil Technician	HR	\$125.00
Supervising Public Works Inspector	HR	\$125.00
Supervising Special Inspector	HR	\$125.00
Quality Control Manager	HR	\$145.00

### Laboratory Tests - Steel

Product Name	Units	Rate (\$)
ASTM E605 Spray Applied Fireproofing Den	EA	\$135.00
ASTM A370 Rebar Tension up to #8	EA	\$60.00
ASTM A370 Rebar Tension #9 to #11	EA	\$75.00
ASTM A370 Rebar Tension #14	EA	\$115.00
ASTM A370 Rebar Tension #18	EA	\$170.00
ASTM A370 Bend Test Rebar up to #8	EA	\$50.00
ASTM A370 Bend Test Rebar #9 to #11	EA	\$60.00
ASTM A370 Bend Test Rebar #14	EA	\$115.00
ASTM A370 Bend Test Rebar # 18	EA	\$170.00
ASTM A370 Headed Bar Prod. Lot #9 to #11	LOT	\$335.00
ASTM A370 Headed Bar Prod. Lot up to #8	LOT	\$275.00
ASTM A370 Headed Bar Prod. Lot #14	LOT	\$515.00

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ASTM A370 Headed Bar Prod. Lot #18	LOT	\$670.00
ASTM A416 Stress-Strain Analysis	EA	\$240.00
ASTM A416 Tensile Test Only	EA	\$175.00
ASTM A370 Tensile Up to 100K lbs (Each)	EA	\$75.00
ASTM A370 Tensile Up to 200K lbs (Each)	EA	\$90.00
ASTM A370 Tensile Up to 300K lbs (Each)	EA	\$100.00
ASTM A370 Tensile Up to 400K lbs (Each)	EA	\$160.00
ASTM A370 Tensile 400K - 500K lbs (Each)	EA	\$365.00
ASTM A370 Tensile Stress-Strain Percent	EA	\$205.00
AWS Weld: Macroetch	EA	\$110.00
AWS Weld: Fracture	EA	\$75.00
AWS Bend Test	EA	\$75.00
ASTM A370 Rockwell Hardness (Each)	EA	\$110.00
Steel Chemical Analysis	EA	\$205.00
ASTM F606 Bolt Axial Tensile to 7/8"	EA	\$60.00
ASTM F606 Bolt Wedge Tensile to 7/8"	EA	\$90.00
ASTM F606 Bolt: Axial 7/8" - 1 1/2"	EA	\$95.00
ASTM F606 Bolt Wedge Tens 7/8" to 1 1/2"	EA	\$110.00
ASTM F606 Bolt: Proof Load up to 7/8"	EA	\$100.00
ASTM F606 Bolt: Proof Load up to 1 1/2"	EA	\$125.00
ASTM F606 Nut: Proof Load up to 7/8"	EA	\$65.00
ASTM F606 Nut: Proof Load up to 1 1/2"	EA	\$100.00

### Laboratory Tests - Soil

Product Name	Units	Rate (\$)
ASTM D4318 Plasticity Index of Soils	EA	\$335.00
ASTM D1883 California Bearing Ratio	EA	\$605.00
ASTM D2435 Consolidation	EA	\$275.00
ASTM D2435 Consolidation with Time Rate	EA	\$335.00
ASTM D3080 Direct Shear, Consol&Drained	EA	\$375.00
ASTM D4829 Expansion Index of Soils	EA	\$240.00
ASTM D2166 Unconfined Comp Strength	EA	\$335.00
ASTM D5333 Hydro Collapse Potential	EA	\$240.00
ASTM D2050 Tri-Axial Shear Strength	EA	\$470.00
ASTM D2937 In-Place Density, Drive Cyl	EA	\$65.00
ASTM D2216 Soil Moisture Content by Mass	EA	\$45.00
ASTM D698 Maximum Density Std Effort	EA	\$290.00
ASTM D1557 Max Density Optimum Moisture	EA	\$290.00
ASTM D2974 Moisture, Ash, Organic Matter	EA	\$110.00
ASTM D4972 pH of Soils	EA	\$115.00
ASTM D2844 R-Value & Expansive Pressures	EA	\$440.00
ASTM D2419 Sand Equivalent	EA	\$170.00
ASTM D2434 Const Head Permeability Test	EA	\$470.00
ASTM D422 Sieve Analysis of Soil	EA	\$240.00
ASTM D1140 Materials Finer than #200	EA	\$140.00
ASTM D854 Specific Gravity of Soils	EA	\$265.00
ASTM D422 Hydrometer Anaylsis	EA	\$335.00
ASTM D4546 Swell Potential	EA	\$240.00
ASTM D4943 Shrinkage Factor by Resin	EA	\$260.00
ASTM D559 Soil Cement Sample Preparation	EA	\$140.00
ASTM D558 Soil-Cement Maximum Density	EA	\$375.00
ASTM D1633 Compression Test Soil Cement	EA	\$110.00

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AASHTO T100 Specific Gravity of Soils	EA	\$275.00
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### Laboratory Tests - Masonry

Product Name	Units	Rate (\$)
ASTM C140 Block Compressive Strength	SET	\$100.00
ASTM C140 Block Moisture & Absorption	SET	\$110.00
ASTM C426 Block Linear Shrinkage	SET	\$375.00
ASTM C140 Block Unit Wt & Dimensions	SET	\$265.00
ASTM C90 Masonry Block Conformance	SET	\$740.00
ASTM C67 Brick Compressive Strength	SET	\$125.00
ASTM C67 Brick Moisture & Absorption	SET	\$110.00
ASTM C67 Brick 5 Hour Boil	EA	\$135.00
ASTM C67 Brick Modulus of Rupture	EA	\$135.00
ASTM C780 Mortar Cylinder Compression	EA	\$40.00
ASTM C1019 Grout Prism Compression	EA	\$50.00
ASTM C1314 Masonry Core Comp Str 8" Max	EA	\$100.00
ASTM C1314 Masonry Core Shear Str 8" Max	EA	\$110.00
ASTM E519 Assemblage Comp Str 8" Block	EA	\$125.00
ASTM E519 Assemblage Comp Str 12" Block	EA	\$140.00
ASTM E519 Assemblage Comp Str 16" Block	EA	\$175.00
ASTM C109 Compressive Strength 2" Cube	EA	\$50.00

### Laboratory Tests - Environmental

Product Name	Units	Rate (\$)
EPA 8081 Organo-Chlorine Pesticides	EA	Quote
EPA 8141 Organo-Phosphorous Pesticides	EA	Quote
EPA 8151 Chlorinated Herbicides	EA	Quote
EPA 6010 & 7471 TTLC 17 Metals	EA	Quote
EPA 6010 & 7471 TTLC Lead	EA	Quote
EPA 8015 Total Petroleum Hydrocarbons	EA	Quote
EPA 8082 PCB's	EA	Quote
EPA 8021 or 8260 Volatile Organic Compounds	EA	Quote
EPA 8270 Semi-Volatile Organic Compounds	EA	Quote
EPA 8310 Polynuclear Aromatic Hydrocarbons	EA	Quote
EPA 9040 pH of Soil	EA	Quote
OSHA ID-191 Asbestos	EA	Quote

### Laboratory Tests - Concrete

Product Name	Units	Rate (\$)
ASTM C39 Concrete Cyl Cured or Tested	EA	\$40.00
ASTM C42 Compressive Strength, Core	EA	\$100.00
ASTM C39 Cyl Tested out of Sequence	EA	\$50.00
ASTM C495 Lightweight Concrete Strength	EA	\$65.00
ASTM C78 Flexural Strength, Beam	EA	\$125.00
ASTM C1140 Shotcrete Panel Test	SET	\$335.00
ASTM C138 Unit Weight of Concrete	EA	\$90.00
ASTM C649 Concrete Modulus of Elasticity	EA	\$205.00
ASTM C157 Concrete Shrinkage (Set of 3)	SET	\$600.00
ASTM C496 Splitting Tensile Test	EA	\$125.00
ASTM C495 Density - Lightweight Concrete	EA	\$240.00
AASHTO T336 Coefficient of Thermal Exp	EA	\$670.00

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### Laboratory Tests - Caltrans

Product Name	Units	Rate (\$)
CT202 Sieve Analysis, Combined Agg	EA	\$245.00
CT202 Sieve Analysis, Fine Agg	EA	\$190.00
CT202 Sieve Analysis, Coarse Agg	EA	\$185.00
CT235 Flat and Elongated Particles	EA	\$390.00
CT205 Percentage Crushed Particles	EA	\$205.00
CT206 Specific Gravity, Coarse Aggregate	EA	\$185.00
CT207 Specific Gravity, Fine Aggregate	EA	\$225.00
CT208 Apparent Specific Gravity of Fines	EA	\$275.00
CT229 Durability Index	EA	\$405.00
CT234 Angularity & Voids, Fine Agg	EA	\$265.00
CT211 Abrasion, Los Angeles Rattler	EA	\$335.00
CT213 Organic Impurities in Sand	EA	\$135.00
CT227 Cleanness Value	EA	\$390.00
CT214 Soundness by Sodium Sulfate	EA	\$510.00
CT226 Moisture Content by Oven Drying	EA	\$45.00
CT217 Sand Equivalent	EA	\$170.00
CT308(A) Core Density Paraffin Coated	EA	\$75.00
CT308(C) Core Density SSD	EA	\$65.00
CT303 Approximate Bitumen Ratio	EA	\$335.00
CT304/308(A) LTMD Kneading Compactor	EA	\$440.00
CT305 Swell of Bituminous Mixtures	EA	\$470.00
CT366 Stabilometer Value	EA	\$365.00
CT308(A)/366 Stability and Density	EA	\$440.00
CT308(C)/366 Stability and Density	EA	\$440.00
CT309 Maximum Theoretical Density	EA	\$275.00
CT370 Moisture Content by Microwave	EA	\$110.00
CT379 Asphalt Content Nuclear Gauge	EA	\$275.00
CT382 Ignition Oven Correction Factor	EA	\$405.00
CT382 Asphalt Content by Ignition	EA	\$255.00
CT371 Tensile Strength Ratio	EA	\$1,470.00
CT302 Film Stripping	EA	\$335.00
CT521 Concrete Cyl Compressive Strength	EA	\$40.00
CT523 Concrete Flexural Strength, Beam	EA	\$125.00
CT531 Length of Drilled Concrete Cores	EA	\$65.00
CT550 Surface Abrasion of Concrete	EA	\$535.00
CT534 Water Retention, Liq Curing Cmpnd	EA	\$570.00
CT521 Compressive Strength LCB	EA	\$40.00
CT524 RSC Flexural Strength, Beam	EA	\$125.00
CT515 Relative Mortar Strength, PCC Sand	EA	\$800.00
CT670 Tensile Strength up to #8	EA	\$75.00
CT670 Tensile Strength #8 - #11	EA	\$110.00
CT670 Tensile Strength #14	EA	\$140.00
CT670 Tensile Strength #18	EA	\$205.00
CT 52-1-08C Slip Test	EA	\$205.00
CT670 Operator Qualification up to #8	LOT	\$470.00
CT670 Operator Qualification #9 - #11	LOT	\$535.00
CT670 Operator Qualification #14	LOT	\$800.00
CT670 Operator Qualification #18	LOT	\$1,135.00
CT670 Operator Qualification up to #8	EA	\$470.00
CT670 Operator Qualification #9 - #11	EA	\$535.00

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CT670 Operator Qualification #14	EA	\$800.00
CT670 Operator Qualification #18	EA	\$1,135.00
CT670 Production Lot up to #8 (Service)	LOT	\$335.00
CT670 Production Lot #9 to #11 (Service)	LOT	\$405.00
CT670 Production Lot #14 (Service)	LOT	\$535.00
CT670 Production Lot #18 (Service)	LOT	\$725.00
CT670 Production Lot up to #8 (Ultimate)	LOT	\$405.00
CT670 Production Lot #9 to #11(Ultimate)	LOT	\$470.00
CT670 Production Lot #14 (Ultimate)	LOT	\$740.00
CT670 Production Lot #18 (Ultimate)	LOT	\$1,005.00
CT204 Plasticity Index, Atterberg	EA	\$305.00
CT209 Specific Gravity of Soil	EA	\$275.00
CT216 CA Impact Max Density	EA	\$265.00
CT216 CA Impact, Rock Correction	EA	\$65.00
CT301 Resistance R-Value Stabilometer	EA	\$390.00
CT417 Soluble Sulfates	EA	\$135.00
CT422 Chloride Content	EA	\$115.00
CT643 Resistivity and pH	EA	\$135.00

### Laboratory Tests - Asphalt

Product Name	Units	Rate (\$)
ASTM D2726 Core Density (SSD)	EA	\$65.00
ASTM D1188 Core Density Parafilm Coated	EA	\$75.00
ASTM D6926 Lab Max Density Marshall	EA	\$335.00
ASTM D6927 Marshal Stability and Flow	EA	\$440.00
ASTM D1561 LTMD Kneading Compactor	EA	\$335.00
ASTM D1560 Hveem Stability and Density	EA	\$440.00
ASTM D1560 Hveem Stability	EA	\$305.00
ASTM D2041 Maximum Theoretical Density	EA	\$265.00
ASTM D6307 Ignition Oven Calibration	EA	\$405.00
ASTM D6307 Asphalt Content by Ignition	EA	\$255.00
ASTM D2172 Asphalt Content by Solvents	EA	\$375.00
ASTM D4125 Asphalt Content Nuclear Gauge	EA	\$335.00
ASTM D5444 Gradation of Extracted Agg	EA	\$275.00
ASTM D244 Emulsion Residue Evaporation	EA	\$240.00
ASTM D244 Emulsion Sieve Analysis	EA	\$165.00
ASTM D3910 Wet Track Abrasion	EA	\$205.00
AASHTO T324 Hamburg Wheel Tracking Test	EA	\$1,100.00
AASHTO T275 Core Density Paraffin Coated	EA	\$75.00
AASHTO T283 Tensile Strength Ratio	EA	\$1,050.00
AASHTO T312/T275 LTMD Gyratory Compactor	EA	\$440.00
AASHTO T308 Asphalt Content by Ignition	EA	\$255.00
AASHTO T209 Theoretical Maximum Density	EA	\$265.00
AASHTO T308A AC Correction Factor	EA	\$470.00
AASHTO T329 Moisture Content by Oven	EA	\$110.00
AASHTO T324 Hamburg Wheel Tracking RHMA	EA	\$1,320.00
AASHTO T283 Tensile Strength Ratio RHMA	EA	\$1,260.00
AASHTO T312/T275 LTMD Gyratory Comp RHMA	EA	\$528.00

### Laboratory Tests - Aggregates

Product Name	Units	Rate (\$)
ASTM C127 Specific Gravity, Coarse Agg	EA	\$205.00

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ASTM C131 Abrasion, Los Angeles Rattler	EA	\$335.00
ASTM C40 Organic Impurities in Fine Agg	EA	\$135.00
ASTM C128 Specific Gravity, Fine Agg	EA	\$240.00
ASTM C1252 Angularity & Voids, Fine Agg	EA	\$225.00
ASTM C566 Moisture Content by Drying	EA	\$35.00
ASTM C117 Materials Finer than No. 200	EA	\$140.00
ASTM D2419 Sand Equivalent	EA	\$170.00
ASTM C289 Alkali-Silica Reactivity	EA	\$670.00
ASTM D4791 Flat & Elongated Particles	EA	\$375.00
ASTM D5821 Percent Fractured Particles	EA	\$205.00
ASTM C123 Percent Lightweight Particles	EA	\$275.00
ASTM C88 Soundness by Sodium Sulfate	EA	\$535.00
ASTM C136 Sieve Analysis, Combined Agg	EA	\$240.00
ASTM C136 Sieve Analysis, Fine Agg	EA	\$205.00
ASTM C136 Sieve Analysis, Coarse Agg	EA	\$205.00
ASTM C142 Clay Lumps & Friable Particles	EA	\$260.00
ASTM C535, Abrasion Large Aggregate	EA	\$335.00
AASHTO T304 Angularity & Voids in Fines	EA	\$225.00
AASHTO T84 Specific Gravity, Fine Agg	EA	\$240.00
AASHTO T85 Specific Gravity, Coarse Agg	EA	\$205.00
AASHTO T96 Abrasion, Los Angeles Rattler	EA	\$335.00
AASHTO T27 Sieve Analysis, Combined Agg	EA	\$240.00
AASHTO T27 Sieve Analysis, Fine Agg	EA	\$205.00
AASHTO T27 Sieve Analysis, Coarse Agg	EA	\$185.00
AASHTO T335 Crushed Particles	EA	\$205.00
AASHTO T176 Sand Equivalent	EA	\$170.00

### Equipment Charges

Product Name	Units	Rate (\$)
Portable Drilling Equipment w/ Operator	HR	\$450.00
Mobile Laboratory Trailer Mobilization	EA	\$500.00
Mobile Laboratory Trailer & Testing Equipment	DAY	\$500.00
Stationary Laboratory Trailer & Testing Equipment	MO	\$500.00
Mileage	MILE	Quote
Diamond Bit Core Rig and Generator	DAY	\$500.00
Nuclear Density Test Gauge	DAY	\$25.00
Skidmore	DAY	\$50.00
Magnetic Particle Test Unit	DAY	\$50.00
Hand Held Turbidity Meter	DAY	\$20.00
Ultrasonic Test Unit and Consumables	DAY	\$50.00
Schmidt Hammer	DAY	\$50.00
Torque Wrench	DAY	\$50.00
Proof Load Testing Equipment	DAY	\$100.00
Drilling Equip Mobilization / De-Mob	EA	\$600.00
ASTM C1028 Coefficient of Friction	DAY	\$400.00
Mini Environmental Quality Meter	DAY	\$300.00
Inertial Profiler	DAY	\$1,800.00
Materials / Supplies	LS	Quote
Holiday Tester	DAY	\$100.00
VOC Meter	DAY	\$100.00
Misc Permits	LS	Quote
Misc Fees	HR	Quote

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Misc Subconsultant	LS	Quote
Set of Aerial Photographs	EA	Quote
Blueprinting	EA	Quote
Dutch Cone Penetrometer with Operator	HR	\$275.00
Air Rotary Drill Rig with Operator	HR	\$550.00
Hollow Stem Auger Drill Rig w/ Operator	HR	\$375.00
Portable Drilling Equipment w/ Operator	HR	\$450.00
Bucket Auger Drill Rig with Operator	HR	\$475.00
Rotary Wash Drill Rig with Operator	HR	\$550.00
Per Diem	DAY	\$100.00

**TERMS AND CONDITIONS**

**GENERAL CHARGES**

- RMA Group requires twenty-four (24) hour prior notification for scheduling inspectors and/or technicians.
- Inspection charges start at the scheduled show up time at the job site. All inspection hours will be billed in the following increments:
  - There will be a minimum two (2) hour charge for any RMA Group employee presence on site.
  - Any time less than four (4) hours of work will be billed as four (4) hours.
  - Four (4) to eight (8) hours will be billed as eight (8) hours.
- When personnel are required to work in excess of 5 hours without an uninterrupted meal period of 30 minutes, due to project constraints, ½ hour will be charged at double time rates in addition to any applicable hours worked.
- Rates are valid through June 30, 2022. Rates for personnel will increase by 3% per year on July 1st of each subsequent year.
- Certified Payroll Reports will be prepared upon request. There will be a \$75.00 charge for each certified payroll report.
- Outside services will be billed at cost plus 15% unless billed directly to and paid for by Client.
- Requests made by client for management attendance at meetings at the project site will be charged at standard rate.

**OVERTIME CHARGES**

- Work performed in excess of 8 hours per day and / or up to eight (8) hours on Saturdays will be billed at 1.5 times the unit rate.
- Work performed on Sunday, recognized holidays, or in excess of eight (8) hours on Saturdays will be billed at 2.0 times the unit rate.
- A 20% surcharge will be applied for laboratory tests performed on a Saturday or Sunday.

**NIGHT WORK**

- A \$5.00 per hour surcharge will be added to all personnel rates for work performed during night shifts.



LOWELL JOINT SCHOOL DISTRICT  
June 14, 2021

To: President Hinz and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Award Exterior Paint Projects at the District Office,  
Macy Elementary, El Portal Elementary, and Olita  
Elementary to Various Contractors (CUPCCAA Bid  
#2021-01)

ACTION

In May, 2021, District staff members solicited bids for exterior painting projects, during the summer, at several District sites. A job-walk was conducted on May 26, 2021 and thirteen (13) contractors participated.

Sealed bids were due on June 8, 2021 and the District received bids from eleven (11) contractors as shown below:

CONTRACTOR	DISTRICT OFFICE	MACY ES	EL PORTAL ES	OLITA ES
Cali Painting	\$ 78,400	N/A	N/A	\$ 248,400
U.S. National Corp	\$ 26,200	\$ 61,150*	\$ 113,800	\$ 73,800
GDL Best Contractors	\$ 32,000	\$ 194,000	\$ 208,000	\$ 163,000
Tony Painting	\$ 19,850	N/A	N/A	\$ 83,400
Cramer Painting	\$ 35,200	\$ 172,000	N/A	\$ 169,000
CTG Construction	\$ 35,000	\$ 120,000	\$ 120,000	\$ 110,000
Pacific Contractors	\$ 46,000	\$ 111,000	\$ 162,000	\$ 144,000
VLA Construction	\$ 72,000	\$ 172,000	\$ 193,000	\$ 172,000
Stolie Painting	\$ 48,990	N/A	N/A	N/A
Color New	\$ 91,000	\$ 181,000	\$ 191,000	\$ 155,000
Prime Painting Contractors	\$ 46,000	\$ 185,000	\$ 188,000	\$ 150,000

\*U.S. National Corp withdrew their bid for Macy Elementary due to a clerical error

After review and reference checks, it was determined that the following contractors submitted the lowest responsive and responsible bids. The District will use Fund 14.0 Deferred Maintenance for these expenditures.

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Superintendent's Comment:

APPROVAL RECOMMENDED.

<b>CONTRACTOR</b>	<b>SITE</b>	<b>BID AMOUNT</b>
Tony Painting	District Office	\$19,850
Pacific Construction	Macy Elementary	\$111,000
U.S. National Corp.	El Portal Elementary	\$113,800
U.S. National Corp.	Olita Elementary	\$73,800

It is recommended that the Board of Trustees approve agreements with Tony Painting, Pacific Construction, and U.S. National Corp, in the amounts of \$19,850, \$111,000, \$113,800, and \$73,800, respectively, and that the Superintendent or designee be authorized to execute the necessary documents.

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Superintendent's Comment:

APPROVAL RECOMMENDED.

LOWELL JOINT SCHOOL DISTRICT  
June 14, 2021

To: President Hinz and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Approval of Agreement with Adams Silva & McNally  
LLP to provide legal services as required for the  
2021/2022 school year.

ACTION/  
RATIFICATION

The District is entering into an agreement with Adams Silva & McNally LLP to provide legal services as required for the 2021/2022 school year.

The rates for this agreement are as follows:

Partner / Senior Counsel / Of Counsel	\$265.00 – \$295.00 per hour
Associate	\$240.00 - \$255.00 per hour
Paralegal / Law Clerk	\$145.00 - \$170.00 per hour

It is recommended that the agreement with Adams Silva & McNally LLP for legal services from July 1, 2021, through June 30, 2022, be approved, and that the Superintendent or designee be authorized to execute the necessary documents.

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Superintendent's Comment:

APPROVAL RECOMMENDED.

LOWELL JOINT SCHOOL DISTRICT  
June 14, 2021

To: President Hinz and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Approval of Agreement with Behavior and Education Inc., a Nonpublic Nonsectarian Agency, to Provide additional direct Behavioral Intervention Services for select district students for the 2021/2022 School Year.

ACTION/  
RATIFICATION

In accordance with Education Code Sections 56365 and 56366, a school district is required to enter into separate agreements with nonpublic nonsectarian schools/agencies to provide the services included in a pupil's Individualized Education Program (IEP) when such services cannot be provided by the district. Staffs at these agencies are fully qualified, meet State and Federal guidelines and are available to provide services for District students immediately.

Arrangements have been made with Behavior and Education Inc., a nonpublic nonsectarian agency, to provide direct Behavioral Intervention Services for the 2021/2022 school year for select District students.

It is recommended that the Agreement with Behavior and Education Inc., a nonpublic nonsectarian agency, to provide additional direct Behavioral Intervention Services for a select District Students for the 2021/2022 school year be approved, at the rate of \$52.25.00 per hour, not to exceed **\$93,225.00** and that the Superintendent or designee be authorized to execute the agreement.

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Superintendent's Comment:

APPROVAL RECOMMENDED.

LOWELL JOINT SCHOOL DISTRICT  
June 14, 2021

To: President Hinz and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Approval of Independent Contractor Agreement with  
D & D Consultants, to provide Training for the  
Speech/Language Pathologists, for the 2021-2022  
School Year

ACTION/  
RATIFICATION

Arrangements have been made with D & D Consultants, during the 2021/2022 school year, to provide Training for the Speech/Language Pathologists.

The contract would cover the period of July1, 2021 through June 30, 2022. Services are to be rendered at the rate of \$125.00 per hour. The total fee is not to exceed Ten Thousand Dollars (\$10,000.00), to be **paid for with Medi-Cal Funds.**

It is recommended that the Independent Contractor Agreement with D & D Consultants to provide Training for the Speech/Language Pathologists, for the 2021/2022 School Year be approved, at the rate of \$125.00 per hour, an estimated cost not to exceed \$10,000.00, to be paid for with Medi-Cal Funds and that the Superintendent or designee be authorized to execute the agreement.

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Superintendent's Comment:

APPROVAL RECOMMENDED.

LOWELL JOINT SCHOOL DISTRICT  
June 14, 2021

To: President Hinz and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Approval of Agreement with *Albert J. Melaragno MD*, to provide signed authorizations for students who receive Occupational Therapy, Physical Therapy and Speech and Language services for the 2021/2022 school year.

ACTION/  
RATIFICATION

In order for school districts to file Medi-Cal Claims for reimbursement, a Medical Doctor with a valid National Provider Number (NPI) needs to authorize services for students who receive speech and language, occupational therapy, and physical therapy services.

Arrangements have been made with *Albert J. Melaragno MD*, to provide signed authorizations for students who receive Occupational Therapy, Physical Therapy and Speech and Language services for the 2021/2022 school year. Services are to be provided at the rate of \$175.00 per hour, not to exceed (Five Hundred Dollars) \$500.00.

It is recommended that the agreement with *Albert J. Melaragno MD*, to provide signed authorizations for students who receive Occupational Therapy, Physical Therapy and Speech and Language services for the 2021/2022 school year be approved, at the rate of \$175.00 per hour, not to exceed (Five Hundred Dollars) \$500.00, and the Superintendent or designee be authorized to execute the agreement.

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Superintendent's Comment:

APPROVAL RECOMMENDED.

LOWELL JOINT SCHOOL DISTRICT  
June 14, 2021

To: President Hinz and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Approval of Agreement with *Mary Kay Gallagher, Gallagher Pediatric Therapy*, a Nonpublic Nonsectarian Agency, to Provide Occupational Therapy Services for a district student placed at WACSEP/Dexter Middle School for the 2021/2022 School Year

ACTION/  
RATIFICATION

In accordance with Education Code Section 56365 and 56366, a school district is required to enter into separate agreements with agencies to provide the services included in a student's Individualized Education Program (IEP) when such services cannot be provided by the District. The Gallagher Pediatric Therapy staff is fully qualified and meets State and Federal guidelines.

Arrangements have been made with *Mary Kay Gallagher, Gallagher Pediatric Therapy*, a nonpublic nonsectarian agency, to provide direct occupational therapy services for a District student who is attending at WACSEP/Dexter Middle School for the 2021/2022 school year. Services are to be provided at the rate of \$89.31 per hour, not to exceed \$5,000.00.

It is recommended that the agreement with *Mary Kay Gallagher, Gallagher Pediatric Therapy*, a nonpublic nonsectarian agency, to provide Occupational Therapy Services for a district student placed at WACSEP/Dexter Middle School for the 2021/2022 school year be approved, at the rate of \$89.31 per hour, not to exceed \$5,000.00 and the Superintendent or designee be authorized to execute the agreement.

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Superintendent's Comment:

APPROVAL RECOMMENDED.

LOWELL JOINT SCHOOL DISTRICT  
June 14, 2021

To: President Hinz and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Approval of Agreement with *Mary Kay Gallagher, Gallagher Pediatric Therapy*, a Nonpublic Nonsectarian Agency, to provide direct physical therapy services and physical therapy evaluative services for assessments for the 2021/2022 School Year

ACTION/  
RATIFICATION

In accordance with Education Code Section 56365 and 56366, a school district is required to enter into separate agreements with agencies to provide the services included in a student's Individualized Education Program (IEP) when such services cannot be provided by the District. The Gallagher Pediatric Therapy staff is fully qualified and meets State and Federal guidelines.

Arrangements have been made with *Mary Kay Gallagher, Gallagher Pediatric Therapy*, a nonpublic nonsectarian agency, to provide direct physical therapy services and physical therapy evaluative services for assessments for the 2021/2022 School Year. Services are to be provided at the rate of \$89.31 per hour, not to exceed \$20,000.00.

It is recommended that the agreement with *Mary Kay Gallagher, Gallagher Pediatric Therapy*, a nonpublic nonsectarian agency, to provide direct physical therapy services and physical therapy evaluative services for assessments for the 2021/2022 School Year be approved, at the rate of \$89.31 per hour, not to exceed \$20,000.00 and that the Superintendent or designee be authorized to execute the agreement.

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Superintendent's Comment:

APPROVAL RECOMMENDED.



LOWELL JOINT SCHOOL DISTRICT  
June 14, 2021

To: President Hinz and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Approval of Agreement with Leader Services, Inc.  
for Medi-Cal LEA Billing Option Claiming Services  
for the 2021/2022 School Year.

ACTION/  
RATIFICATION

Arrangements have been made with Leader Services, Inc. to provide services for the 2021/2022 school year for the Medi-Cal LEA Billing Option Claiming Services Program. Services are provided at a rate not to exceed 10% of funds reimbursed to the District under the U.S. Medicaid and California Medi-Cal programs and will be budgeted utilizing funds generated by District participation in this program. This agreement will automatically renew for additional periods of twelve (12) months up to a maximum of five (5) years as authorized by Education Code Section 17596 unless one party has provided written notice of cancellation to the other party not less than ninety (90) days prior to the renewal date.

A district contracts with an outside agency or firm when it does not have staff available to meet the data and claims submission requirements documented in U.S. Medicaid and California Medi-Cal program procedures. Leader Services, Inc. will provide all related services, including data collection, training, data storage, claims processing, Quality Assurance Reviews and quarterly Reports as requested by the District and/or required by governmental agencies. The Medi-Cal LEA Billing Program provides reimbursement for services provided by District staff for District students.

It is recommended that the agreement with Leader Services, Inc. to provide services related to the District's claiming for reimbursement for the Medi-Cal LEA Billing Program be approved for the 2021/2022 school year at a rate not to exceed 10% of funds generated, and that the Superintendent or designee be authorized to execute the agreement.

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Superintendent's Comment:

APPROVAL RECOMMENDED.

LOWELL JOINT SCHOOL DISTRICT  
June 14, 2021

To: President Hinz and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Approval of Memorandum of Understanding Between  
Whittier City Area Cooperative Special Education  
Program (“WACSEP”) and Lowell Joint School  
District for the school year 2021/2022

ACTION/  
RATIFICATION

Whittier City Area Cooperative Special Education Program (“WACSEP”) provides special education programs and services for students with moderate to severe disabilities residing in Lowell Joint School District through an agreement between Whittier City Area Cooperative Special Education Program (“WACSEP”) and Lowell Joint School District. The District seeks placements outside of the District when it does not have an appropriate program and services to address a student’s significant needs.

The purpose of this Memorandum of Understanding is to address the enrollment, funding, costs, billing, and implementation of student Individual Education Plans (IEPs) of special education programs and services for District students with moderate to severe disabilities and/or special needs who are served in the Whittier City Area Cooperative Special Education Program (“WACSEP”).

It is recommended the Memorandum of Understanding between Whittier City Area Cooperative Special Education Program (“WACSEP”) and Lowell Joint School District for the period of July 1, 2021 through June 30, 2022 be approved, and that the Superintendent or designee be authorized to execute the necessary documents.

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Superintendent’s Comment:

APPROVAL RECOMMENDED.

LOWELL JOINT SCHOOL DISTRICT  
June 14, 2021

To: President Hinz and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Approval of Independent Contractor Agreement with  
Purchin Consulting Inc., to provide Consultative  
Services for the Special Education Department for the  
2021/2022 School Year

ACTION/  
RATIFICATION

Arrangements have been made with Purchin Consulting Inc., during the 2021/2022 school year, to provide Consultative Services for the Special Education Department.

The contract would cover the period of July 1, 2021 through June 30, 2022. Services will be rendered at a total fee not to exceed Three Thousand Dollars (\$3,000.00), to be **paid for with Medi-Cal Funds**.

It is recommended that the Independent Contractor Agreement with Purchin Consulting Inc. to provide Consultative Services, for the 2021/2022 School Year be approved, for an estimated cost not to exceed \$3,000.00, to be paid for with **Medi-Cal Funds** and that the Superintendent or designee be authorized to execute the agreement.

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Superintendent's Comment:

APPROVAL RECOMMENDED.

LOWELL JOINT SCHOOL DISTRICT  
June 14, 2021

To: President Hinz and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Approval of Memorandum of Understanding (MOU)                      ACTION/  
Between Lowell Joint School District and *Orange County*                      RATIFICATION  
*Superintendent of Schools* for the 2021/2022 School Year

The Orange County Department of Education (OCDE) provides special education schools for severely disabled students through an agreement between the Orange County Superintendent of Schools and Lowell Joint School District. The District seeks placements outside of the District when it does not have an appropriate program and services to address a student's significant needs.

The purpose of the Memorandum of Understanding (MOU) is to address enrollment, funding, costs, billing, implementation of Student individual Education Plans (IEPs), transfers, and transportation of special education programs and services for District students with moderate to severe disabilities and/or special needs who are served in the Orange County Department of Education Special Schools Program. This agreement is effective for the period beginning July 1, 2021 and ending June 30, 2022.

It is recommended that the MOU with *Orange County Superintendent of Schools* and Lowell Joint School District for the 2021/2022 school year be approved, and that the Superintendent or designee be authorized to execute the necessary documents.

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Superintendent's Comment:

APPROVAL RECOMMENDED.

LOWELL JOINT SCHOOL DISTRICT  
June 14, 2021

To: President Hinz and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Approval to Pay the Orange County School Boards  
Association Annual Membership for the 2021/2022  
School Year

ACTION

There is a need to approve the Orange County School Boards Association (OCSBA) annual membership dues for the 2021/2022 school year in the amount of \$250.00.

OCSBA is an organization of school boards that promotes cooperation among the different school boards, provides an exchange of information on current school issues, and hosts programs, workshops, and seminars for its members.

It is recommended that the invoice for membership dues totaling \$250.00 be paid to the Orange County School Boards Association for the 2021/2022 school year be approved, and that the Superintendent or designee be authorized to execute the necessary documents.

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Superintendent's Comment:

APPROVAL RECOMMENDED.

LOWELL JOINT SCHOOL DISTRICT  
June 14, 2021

To: President Hinz and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Approval to Pay the Whittier Area Chamber of Commerce Annual Membership for the 2021/2022 School Year ACTION

There is a need to approve the Whittier Area Chamber of Commerce Annual Membership dues for the 2021/2022 school year in the amount of \$450.00.

The Whittier Area Chamber of Commerce promotes and develops the economic, cultural, and civic welfare of Whittier.

It is recommended that the invoice for membership dues totaling \$450.00 for the 2021/2022 school year for the Whittier Area Chamber of Commerce be approved, and that the Superintendent or designee be authorized to execute the necessary documents.

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Superintendent's Comment:

APPROVAL RECOMMENDED.

LOWELL JOINT SCHOOL DISTRICT  
June 14, 2021

To: President Hinz and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Approval to Pay the La Habra Chamber of Commerce                      ACTION  
Annual Membership for the 2021-2022 School Year

There is a need to approve the La Habra Chamber of Commerce Annual Membership dues for the 2021/22 school year in the amount of \$350.00.

The La Habra Chamber of Commerce promotes and develops the economic, cultural, and civic welfare of La Habra.

It is recommended that the invoice for membership dues totaling \$350.00 for the 2021/2022 school year for the La Habra Chamber of Commerce be approved, and that the Superintendent or designee be authorized to execute the necessary documents.

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Superintendent's Comment:

APPROVAL RECOMMENDED.

LOWELL JOINT SCHOOL DISTRICT  
June 14, 2021

To: President Hinz and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Acceptance of Gift/Donations

ACTION/  
RATIFICATION

The following individuals/businesses provided gifts/donations to the District:

Steve Johnson

726 containers of disinfectant wipes and 120 cans  
of disinfectant spray.

Schools First

\$1,500.00

Lowe's – La Habra Store 1562

Assortment of Vegetable seeds for Olita Elementary Garden

It is recommended that the gifts/donations mentioned above, which have been donated to the District, be accepted and letters of appreciation be written to the donors.

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Superintendent's Comment:

APPROVAL RECOMMENDED.

X-A14-1



LOWELL JOINT SCHOOL DISTRICT  
June 14, 2021

To: President Hinz and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Approval of Educational Fieldwork Agreement with  
University of Redlands, Effective July1, 2021, through  
June 30, 2023.

ACTION

University of Redlands is requesting Lowell Joint School District to enter into an education fieldwork agreement, effective July 1, 2021, and shall remain in effect until terminated earlier by either party or through June 30, 2023, to provide educational fieldwork experiences to students enrolled in the Professional Educational curriculum and/or the Communicative Disorders curriculum of the University.

It is recommended that the Educational Fieldwork agreement with University of Redlands effective July 1, 2021, through June 30, 2023, be approved, and that the Superintendent or designee be authorized to execute the necessary documents.

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Superintendent's Comment:

APPROVAL RECOMMENDED.

X-A15-1

LOWELL JOINT SCHOOL DISTRICT  
June 14, 2021

To: President Hinz and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Approval of Memorandum of Understanding Internship Program with University of Redlands ACTION

An Internship Credential authorizes the same service at the same level as the Preliminary Credential with some exceptions, is only valid in one school district or consortium under the preconditions established by State law, and provides educational field work experience to students enrolled in programs.

The purpose of this agreement is that interns must have a contract before a credential can be issued. Each intern candidate is to work under the direct and continuing supervision of a University of Redlands Supervisor and District On-Site Teacher who provides general support at the classroom level of the cooperating school, the Internship Credential shall be issued initially for a two-year period and may be renewed by the Commission.

This MOU will be effective July 1, 2021, unless terminated upon mutual consent of both parties, or through June 30, 2023, at no cost to the district.

It is recommended the Memorandum of Understanding with University of Redlands Internship Program, effective July 1, 2021 through June 30, 2023 be approved, and that the Superintendent or designee be authorized to execute the necessary documents.

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Superintendent's Comment:

APPROVAL RECOMMENDED.

LOWELL JOINT SCHOOL DISTRICT  
June 14, 2021

To: President Hinz and Members, Board of Trustees  
From: Jim Coombs, Superintendent of Schools  
Subject: Purchase Order Report 2020/21 #11

ACTION/  
RATIFICATION

In accordance with the law, Purchase Order Report 2020/21 #11 is recommended for approval. The report lists all purchase orders issued April 24, 2021, through June 3, 2021.

AR:md

Attachment

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Superintendent's Comment:

APPROVAL RECOMMENDED.

X-B1-1

**PURCHASE ORDERS FOR BOARD APPROVAL  
June 14, 2021**

<b>NO#</b>	<b>VENDOR</b>	<b>DESCRIPTION</b>	<b>AMOUNT</b>
86450	COMPLETE BUSINESS SYSTEMS	4 CASES BLACK INK & 5 CASES MASTERS	\$ 3,163.03
86451	WTI GENERAL SERVICES	LEAK REPAIR-MG PORTABLE	\$ 2,965.00
86452	WPS	KIT-PSYCHOLOGIST ASSESSMENT FORMS	\$ 706.13
86453	ROCHESTER, INC.	NICKY'S FOLDERS -KINDER FOLDERS	\$ 270.00
86454	SILVER CREEK INDUSTRIES	BOND-PURCHASE AND INSTALLATION OF BUILDINGS	\$ 3,680,506.94
86455	SUPER DUPER PUBLICATIONS	FORMS-STUTTERING TESTS	\$ 341.00
86456	CRISIS PREVENTION INSTITUTE	INSTRUCTOR CERTIFICATION PROGRAM-IGARTA	\$ 319.00
86457	LAKESHORE LEARNING	OPEN PURCHASING-MATERIALS FOR MAYBROOK PRESCHOOL	\$ 92,000.00
86458	SWEETMAN SYSTEMS	MONITOR, ZIP BATTERY CASE	\$ 3,563.00
86459	ERICKSON HALL CONSTRUCTION COMPANY	BOND MEASURE LL: JORDAN LEASE/LEASEBACK MODERNIZATION	\$ 8,520,692.00
86460	CATAPULT K12	CMS WEBSITE-3 YEARS LICENSES	\$ 69,885.39
86461	STUDIES WEEKLY	K-6 SCIENCE STUDIES	\$ 29,464.26
86462	PARENT POWERED PBC	READY4K TEXT SERVICE	\$ 1,915.50
86463	NO EXCUSES UNIVERSITY	EP-STUDENT PLANNERS/ BUILDER BOOKLETS	\$ 2,122.01
86464	NO EXCUSES UNIVERSITY	EP-BRIDGE BUILDER BOOKLETS	\$ 510.40
86465	HAULAWAY STORAGE CONTAINERS	LEASE OF STORAGE CONTAINERS AT JORDAN	\$ 7,520.00
86466	SUBURBAN WATER SYSTEMS	AID IN ENGINEERING DEPOSIT WARRANT	\$ 28,324.37
86467	ATKINSON, ANDELSON, LOYA, RUUD AND ROMO	WEBINAR-COVID LEAVES & VACCINES-EVANOFF 3/18/2021	\$ 59.00
86468	COYOTE FFA ALUMNI & SUPPORTERS	FLOWERS-TEACHERS & CLASSIFIED EMPLOYEE OF THE YR	\$ 130.00
86469	BEST LAWNMOWERS	2020/21 OPEN PURCHASE ORDER-Maintenance	\$ 2,000.00
86470	IMPERIAL SPRINKLER SUPPLY	2020/21 OPEN PURCHASE ORDER-Maintenance	\$ 5,000.00
86471	SOUTHWEST SCHOOL SUPPLY	2021 SUMMER SCHOOL ALLOCATION -SUPPLIES PURCHASE	\$ 6,000.00
86472	DÉCOR BY NAPOLES	RANCHO-GRADUATION BALLOONS ARRANGEMENT	\$ 243.56
86473	ACTION TROPHY	TROPHIES FOR BAND STUDENTS	\$ 232.38
86474	SENTRY SIGNS AND PRINTING	AWARDS	\$ 2,743.18
86475	CHAMPION TROPHY	AWARDS	\$ 166.22
86476	GARDENA VALLEY NEWS	SCHOOL NEWSPAPER	\$ 272.92
<b>Respectfully Submitted,</b>			<b>\$ 12,461,115.29</b>

*Jim Coombs*

Superintendent of Schools

LOWELL JOINT SCHOOL DISTRICT  
June 14, 2021

To: President Hinz and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Warrant Listing Report 2020/21 #11

ACTION/  
RATIFICATION

The Warrant Listing Report 2020/21 #11 is recommended for approval. The report lists all warrants issued April 29, 2021, through May 25, 2021.

AR:md

Attachment

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Superintendent's Comment:

APPROVAL RECOMMENDED.

X-B2-1

"B" WARRANTS FOR BOARD APPROVAL ON:  
**June 14, 2021**

"B" WARRANT DOCUMENTS : 1584 - 1748, 3082 - 3101

<b>452,987.70</b>
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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.	VENDOR	AMOUNT
1584	CITY OF LA HABRA - SERVICES	1,968.12
1556	LEARNING A-Z - AGREEMENT/ SERVICES	432.00
1559	MJ'S ART STAMPS - SUPPLIES	27.96
1585	SOUTHERN CALIFORNIA GAS - UTILITIES/ SERVICE	182.84
1586	VERIZON WIRELESS - UTILITIES/ SERVICE	5,074.44
1588	CREDIT UNION OF SO CAL-VOLUNTARY DEDUCTIONS	2,887.80
1589	SCHOOLS FIRST CREDIT UNION-VOLUNTARY DEDUCTIONS	21,675.00
	EARLY RETIREE REIMBURSEMENTS	
1590	DAWN AANDAHL	526.84
1591	BRENT ALLSMAN	526.77
1592	ELIZABETH KANESHIRO	990.16
1593	SHELLEY MARKER	526.84
1594	PENNY MAYERCHECK	1,196.69
1595	BRUCE PATTILLO	526.77
1596	RONALD RANDOLPH	619.50
1597	GAYLE ROGERS	238.25
1598	CLAUDIA SCHALCHLIN	526.84
1599	EMILY WAKEFIELD	526.84
1600	NANCY WHITE	1,196.69
1601	HOLLY WOLFE	526.84
1602	MONOPRICE, INC. - TECHNOLOGY SUPPLIES	254.75
1603	GALLAGHER PEDIATRIC-SPEC ED, CONTRACT SVCS	1,080.16
1604	PRO-ED - SPECIAL ED. SUPPLIES	39.68
1605	OAK HALL INDUSTRIES - SUPPLIES	7,669.42
1606	PAPE MATERIAL HANDLING - SERVICES	478.00
1607	NASSP - MEMBERSHIP DUES	385.00
1616	BREANNE PAGANO-PAYROLL REISSUED WARRANT	4,673.89
1618	KATIE ATKINSON- PURCHASE REIMBURSEMENT	160.00
1619	STEPHANIE BARBER-PURCHASE REIMBURSEMENT	32.75
1620	SELAH BAUTISTA-PURCHASE REIMBURSEMENT	51.63
1621	BUENA PARK PLAQUE/TROPHY-SUPT. OFFC, SUPPLIES	95.90
1622	BULKBOOK STORE-OLITA, BOOK ORDER	183.55
1623	CA LEAGUE OF SCHOOLS-RS, CONF REGISTRATION	537.00
1624	CDW GOVT.-TECH, MATERIALS, SUPPLIES	13.88
1625	CENGAGE LEARNING-RS, SUPPLIES	8,770.47
1626	SUPT. COOMBS-SUPPLIES, PURCHASE REIMBURSEMENT	337.53
1627	CRISIS PREVENTION INSTITUTE-CONFERENCE REGISTRATION	319.00
1628	DANGELO CO. -EP, SUPPLIES	178.61

1629	DATA RECOGNITION CO.-RS, LICENSES	3,302.00
1630	FLAGHOUSE INC. - SPECIAL ED. SUPPLIES	31.38
1631	FM THOMAS AIR CONDITIONING-SERVICE, SUPPLIES	2,322.00
1632	GHATAODE BANNON ARCHITECTS-EP, CONTRACT SVCS	2,658.51
1633	GHATAODE BANNON ARCHITECTS-CONTRACT SVCS	24,940.26
1634	GHATAODE BANNON ARCHITECTS-JOR, CONTRACT SVCS	13,380.68
1635	GHATAODE BANNON ARCHITECTS-JOR, CONTRACT SVCS	13,533.00
1636	HOUGHTON MIFFLIN-RS, SUPPLIES	813.37
1637	CTA-MONTHLY VOLUNTARY DEDUCTIONS	14,839.63
1639	CA ASSOC OF SCHOOL PSYCHOLOGY-MEMBERSHIP	15.50
1640	UNITED WAY GREATER LA-VOLUNTARY DEDUCTIONS	10.00
1641	PACIFIC EDUCATORS-VOLUNTARY DEDUCTIONS	77.00
1642	BUG FLIP-RS, SERVICE CALLS	220.00
1643	PLUMBING WHOLESALE OUTLET-MAYBROOK, SUPPLIES	115.34
1644	SO CAL GAS-MAINT, MACY-UTILITIES	97.32
1645	SO CAL EDISON-RS, UTILITIES	4,338.42
1646	SUBURBAN WATER-MG,RS, MAYBROOK-UTILITIES	10,689.81
1647	T-MOBILE-RS, UTILITIES	182.24
1648	T-MOBILE-RS, UTILITIES	990.00
1649	UNITED REFRIGERATION-MAINT, SUPPLIES	267.00
1650	WALTERS WHOLESALE ELECTRIC-MAINT, SUPPLIES	832.07
1651	SO CAL EDISON-RS, UTILITIES	1,681.22
1652	DELTA DENTAL-MO. PREMIUMS	1,951.21
1655	ANDREA DESMOND-JORDAN, PURCHASE REIMBURSEMENT	100.00
1656	APPLIED BEST PRACTICES - BOND/ BUILDING IMPROVEMENT	2,400.00
1657	HANCOCK PARK & DELONG, INC. - CONTRACT/ SERVICE	3,500.00
1658	THE HARTFORD-QUARTERLY PREMIUMS	142.32
1659	RJN INVESTIGATIONS-BUS SERVICES	1,997.25
1661	SHAW HR CONSULTING-BUS SVCS, CONTRACT SVCS	4,665.00
1663	QUADIENT FINANCE-DISTRICT, POSTAGE	2,000.00
1664	LAURA REMME-EP, PURCHASE REIMBURSEMENT	48.00
1665	SCHOLASTIC INC-JORDAN, BOOK ORDERS	1,209.98
1666	VEX ROBOTICS-RS, SUPPLIES	1,731.88
1667	WESTONE-SPEC ED, SUPPLIES	95.50
1668	YORKTOWN-MG, SUPPLIES	127.02
1671	MYSTERY SCIENCE-MEADOW GREEN-LICENSES	799.00
1672	NCS PEARSON-SPEC ED, SUPPLIES	1,151.84
1673	MAKE MUSIC, INC.-RS, SUPPLIES	1,440.00
1674	LEADER SERVICES-SPEC ED, SERVICES	159.94
1675	MAYA MONTOYA-TSA REFUND	400.00
1676	RCF JIM COOMBS - REIMBURSEMENT	2,960.00
1678	SMART WHALE CONTROL - EQUIPMENT	24,090.00
1679	SOUTHWEST SCHOOL SUPPLY - SUPPLIES	395.15
1680	SOUTHWEST SCHOOL SUPPLY - SUPPLIES	(12,102.68)
1681	AMERICAN EXPRESS - CREDIT PURCHASES	13,615.17
1681	SOUTHWEST SCHOOL SUPPLY - SUPPLIES	3,011.25
1684	AAA ELECTRIC MOTOR SALES - SUPPLIES	79.67
1684	APPLE, INC. - EQUIPMENT/ SUPPLIES	1,325.90

1685	ATKINSON, ANDELSON, LOYA - CONTRACT SERVICES	59.00
1685	FRONTIER - TECHNOLOGY/ UTILITIES	62.91
1686	BREAKOUT, INC. - CONTRACT SERVICES	99.00
1686	JAMES HARDWARE CO. - SUPPLIES	184.21
1687	COYOTE FFA ALUMNI & SUPPORTERS -SUPPLIES	130.00
1687	LOWE'S - MAINTENANCE/ SUPPLIES	131.63
1688	DATA IMPRESSIONS - SUPPLIES	423.88
1688	SOUTHEAST CONSTRUCTION - SUPPLIES	146.80
1689	HOUGHTON MIFFLIN HARCOURT - SUPPLIES	89,881.54
1689	SOUTHERN CALIFORNIA EDISON - UTILITIES	5,981.96
1690	SUBURBAN WATER SYSTEMS - UTILITIES	4,288.05
1691	DAVID BENNETT - SUPPLIES REIMBURSEMENT	54.11
1691	T-MOBILE - UTILITIES	808.00
1692	CRISTIAN BOGDAN - MILEAGE REIMBURSEMENT	46.05
1692	PARENT POWERED - MEMBERSHIP	1,915.50
1693	ERIC CHITTUM - SUPPLIES REIMBURSEMENT	537.91
1695	SANDRA JAN - SUPPLIES REIMBURSEMENT	23.70
1697	JOHN ZAPPULLA - MILEAGE REIMBURSEMENT	41.05
1698	CALIF. SCHOOL EMPLOYEES ASSOC.- EMPLOYEE DEDUCTIONS	3,387.48
1699	THE STANDARD INSURANCE- VOLUNTARY DEDUCTIONS	5,106.95
1700	ASSOCIATION OF CA SCHOOL- VOLUTARY DEDUCTIONS	399.89
1701	AMERICAN FIDELITY ASSURANCE -VOLUNTARY DEDUCTIONS	18,927.60
1702	LINDA TAKACS - SUPPLIES REIMBURSEMENT	326.78
1703	JIM COOMBS - SUPPLIES REIMBURSEMENT	335.52
1704	STEPHANIE BARBER - SUPPLIES REIMBURSEMENT	120.24
1705	AMERICAN FIDELITY ASSURANCE -VOLUNTARY DEDUCTIONS	18,891.51
1706	LASER PLUS IMAGING - SUPPLIES	203.87
1707	LASER PLUS IMAGING - SUPPLIES	6,447.07
1708	THE SHERWIN-WILLIAMS CO. - SUPPLIES	6.71
1709	SOUTHERN CALIFORNIA GAS - UTILITIES	2,161.25
1710	SOUTHERN CALIFORNIA EDISON - UTILITIES	2,161.85
1711	THE HOME DEPOT PRO INSTITUTION - SUPPLIES	1,252.11
1712	ATKINSON, ANDELSON, LOYA - CONTRACT SERVICES	89.00
1713	STEPHANIE BARBER - SUPPLIES REIMBURSEMENT	147.01
1715	CENGAGE LEARNING - SUPPLIES	6,328.35
1716	HOWARD TECHNOLOGY SOLUTIONS - SUPPLIES	749.19
1718	GINA TRINIDAD - CONTRACT SERVICES	1,138.34
1719	THE HARTFORD - PREMIUM	142.32
1720	READY REFRESH BY NESTLE - WATER/ DISTRICT OFFICE	71.64
1721	SPARKLETTS - WATER/ RANCHO STARBUCK	90.32
1722	SCHOOL SERVICES OF CALIFORNIA - MEMBERSHIP	320.00
1723	SOUTHWEST SCHOOL SUPPLY - SUPPLIES	274.37
1726	BEST LAWNMOWER - SUPPLIES	375.76
1727	BUG FLIP - MAINTENANCE SERVICE	165.00
1728	FRONTIER - TECHNOLOGY/ UTILITIES	1,123.70
1729	MCI A VERIZON CO. - TECHNOLOGY/ UTILITIES	13.94
1730	SOUTHERN CALIFORNIA GAS - UTILITIES	189.60
1731	SOUTHERN CALIFORNIA EDISON - UTILITIES	2,466.49





LOWELL JOINT SCHOOL DISTRICT  
June 14, 2021

To: President Hinz and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Resolution 2020/21 No. 831 Authorizing Temporary  
Cash Borrowing Between Funds

ACTION/  
RESOLUTION

There is a need to authorize the Assistant Superintendent of Administrative Services to make temporary cash loans between District funds whenever such transfers are needed to cover cash flow problems and to permit payment of obligations for fiscal years 2021/22. Individual transfers for temporary borrowing between funds shall not exceed \$6,000,000. Such transfers will be temporary in nature, to be accounted for as loans between funds, and are not to be treated as income or as a contribution from one fund to another fund.

It is recommended that the Board approve Resolution 2020/21 No.831, Authorizing Temporary Cash Borrowing Between Funds be approved, and that the Superintendent or designee be authorized to execute the resolution.

AR/md

Attachment

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Superintendent's Comment:

APPROVAL RECOMMENDED.

**LOWELL JOINT SCHOOL DISTRICT**

**RESOLUTION 2020/21 No. 831**

**RESOLUTION OF THE BOARD OF TRUSTEES OF THE  
LOWELL JOINT SCHOOL DISTRICT OF LOS ANGELES AND  
ORANGE COUNTIES, CALIFORNIA, FOR  
TEMPORARY CASH BORROWING BETWEEN FUNDS**

**WHEREAS**, the Governing Board of the Lowell Joint School District authorizes the Assistant Superintendent of Administrative Services to make temporary cash loans between District funds whenever such transfers are needed to cover cash flow problems and to permit payment of obligations.

**WHEREAS**, temporary transfer of cash between district funds is permitted by Education Code Section 42603, and;

**WHEREAS**, the following restrictions apply to this authorization:

1. Maximum amount of authorization borrowing: \$6,000,000.
2. For fiscal year 2021/22.
3. Amount shall not exceed 85 percent of any moneys held in any fund.
4. Funds borrowed shall not be available for appropriation or considered income to the borrowing fund.
5. Borrowing shall occur only when the fund receiving the money will earn sufficient income during the current fiscal year. The amounts borrowed shall be repaid either in the same fiscal year or in the following fiscal year if the borrowing takes place within the final 120 calendar days of a fiscal year.

**NOW, THEREFORE BE IT RESOLVED**, that this action and written authorization by the persons herein designated may be used by the County Office of Education to permit transfers and repayments.

**APPROVED AND ADOPTED** this 14<sup>th</sup> day of June 2021, by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

I, Jim Coombs, Secretary to the Board of Trustees of the Lowell Joint School District of Los Angeles and Orange Counties, California, hereby certify that the above and foregoing resolution was duly and regularly adopted by the said Board at a regular meeting thereof held on this 14<sup>th</sup> day of June 2021, and passed by a unanimous vote of those present.

**IN WITNESS WHEREOF**, I have hereunto set my hand and seal this 14<sup>th</sup> day of June 2021.

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Jim Coombs  
Secretary to the Board of Trustees

LOWELL JOINT SCHOOL DISTRICT  
June 14, 2021

To: President Hinz and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Authorization to Make Appropriation Transfers

ACTION

Education Code Section 42601 states: *“At the close of any school year a school district may, with the approval of the governing board, identify and request the county superintendent of schools to make the transfers between the designated fund balance or the unappropriated fund balance and any expenditure classification or classifications, or balance any expenditure classifications of the budget of the district for that school year as necessary to permit the payment of obligations of the district incurred during the school year. For each elementary, high school, and unified school district that, during the preceding school year, had an average daily attendance less than the level, as appropriate, specified in subdivision (a) of EC 41301, the county superintendent of schools, with the consent of the governing board of the school district, may identify and make the transfers, and shall so notify the districts.”*

It is recommended that the Board, in accordance with the provisions of Education Code 42601, authorize the County Superintendent of Schools to make appropriation transfers necessary at the close of the school year 2020/21 to permit payment of obligations of the District incurred during such school year, and that the Superintendent or designee be authorized to execute the necessary documents.

AR/md

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Superintendent’s Comment:

APPROVAL RECOMMENDED.

LOWELL JOINT SCHOOL DISTRICT  
June 14, 2021

To: President Hinz and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Approval of Amended Agreement with ACTION  
Administrative Services Cooperative, Inc. for  
Student Transportation Services for the 2021/22  
School Year

The Board of Trustees approved an agreement with Administrative Services Cooperative, Inc. for Student Transportation Services at the August 13, 2019, Board meeting. The term of this agreement was for one year, with the mutually agreed option to renew annually for up to four additional years. There is no increase in cost for the 2021/22 school year.

It is recommended that the Amended Agreement with Administrative Services Cooperative, Inc. for Student Transportation Services for the 2021/22 School Year be approved, and that the Superintendent or designee be authorized to execute the necessary documents.

AR/md

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Superintendent's Comment:

APPROVAL RECOMMENDED.

LOWELL JOINT SCHOOL DISTRICT  
June 14, 2021

To: President Hinz and Members, Board of Trustees

From: Jim Coombs, Superintendent of School

Subject: Approval of Agreement with Terry Tao, Attorney at Law, to Provide Legal Services ACTION

The District has utilized Mr. Tao's services extensively in the area of facilities for the past thirteen years. A new three year retainer agreement for the period of July 1, 2021, through June 30, 2024, will allow the District to maintain continuity of these legal services. The rates are \$360 per hour for Senior Partners, \$310 per hour for Partners/Senior Counsel, \$280 per hour for Senior Associates, \$265 per hour for Associates, \$225 per hour for Electronic Technology Litigation Specialist, \$200 per hour for non-legal consultants, and \$200 per hour for Senior Paralegals/Law Clerks, and \$200 per hour for Paralegals and Legal Assistants.

It is recommended that the agreement with Terry Tao, Attorney at Law, to Provide Legal Services from July 1, 2021, through June 30, 2024, be approved, and that the Superintendent or designee be authorized to execute the necessary documents.

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Superintendent's Comment:

APPROVAL RECOMMENDED.

LOWELL JOINT SCHOOL DISTRICT  
June 14, 2021

To: President Hinz and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

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

ACTION

The Cooperative Organization for the Development of Employee Selection Procedures (CODESP) provides interview questions and testing materials relevant to common skills, knowledge, and abilities related to jobs in government agencies. The District has been using CODESP services since 2014.

The cost of this service is \$2,200 per year.

It is recommended that the agreement with the Cooperative Organization for the Development of Employee Selection Procedures (CODESP) for candidate testing materials be approved, and that the Superintendent or designee be authorized to execute the necessary documents.

AR/md

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Superintendent's Comment:

APPROVAL RECOMMENDED.

LOWELL JOINT SCHOOL DISTRICT

June 14, 2021

To: President Hinz and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Employer-Employee Relations/Personnel Report 2020/21 #11  
Which Includes Hiring, Resignations, Contract Adjustments,  
and Retirements for Certificated, Classified, and Confidential  
Employees

ACTION/  
RATIFICATION

The attached Employer-Employee Relations/Personnel Report 2020/21 #11, which includes hiring, resignations, contract adjustments, and retirements for certificated, classified, and confidential employees has been completed without irregularities and in compliance with the law, District policy, administrative regulations, rules, procedures, and direction of the supervisor and all information has been fully disclosed.

It is recommended that Employer-Employee Relations/Personnel Report 2020/21 #11, which includes hiring, resignations, contract adjustments, and retirements for certificated, classified, and confidential employees, be ratified.

Attachment

JC/me

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Superintendent's Comment:

APPROVAL RECOMMENDED.



LOWELL JOINT SCHOOL DISTRICT  
EMPLOYER-EMPLOYEE RELATIONS/PERSONNEL REPORT 2020/21 #11

June 14, 2021

I. CERTIFICATED EMPLOYEES

A. EXTRA DUTY PAY/STIPENDS

NAME	<u>EFFECTIVE</u> DATE	<u>END</u> DATE	SITE	COMMENTS
Coleman, Rachel	06/01/2021	06/25/2021	MG	Extended School Year Site Supervisor- at a rate of \$282.74 per day for 19 days. Correction of EER #10 2020-2021
Crabtree, Gail	06/01/2021	06/25/2021	MG	Extended School Year Teacher - at a rate of \$282.74 per day for 19 days. Correction of EER #10 2020-2021
Galang, Bianca	06/01/2021	06/25/2021	MG	Extended School Year Teacher - at a rate of \$282.74 per day for 19 days. Correction of EER #10 2020-2021
Russell, Annie	06/01/2021	06/25/2021	MG	Extended School Year Teacher - at a rate of \$282.74 per day for 19 days. Correction of EER #10 2020-2021
VanVliet, Ronita	06/01/2021	06/25/2021	MG	Extended School Year Teacher - at a rate of \$282.74 per day for 19 days. Correction of EER #10 2020-2021
Brimmage, Mary	06/01/2021	06/24/2021	MG	Summer School Teacher at a rate of \$358.13 per day for 15 days Mondays – Thursdays. To be paid from ELO.
Carrillo, Valerie	06/01/2021	06/24/2021	MG	Summer School Teacher at a rate of \$358.13 per day for 15 days Mondays – Thursdays. To be paid from ELO.
Casey, Kaleen	06/01/2021	06/24/2021	MG	Summer School Teacher at a rate of \$358.13 per day for 15 days Mondays – Thursdays. To be paid from ELO.
Champion, Rebecca	06/01/2021	06/24/2021	MG	Summer School Teacher at a rate of \$358.13 per day for 15 days Mondays – Thursdays. To be paid from ELO.
Fonti, Allison	06/01/2021	06/24/2021	MG	Summer School Teacher at a rate of \$358.13 per day for 15 days Mondays – Thursdays. To be paid from ELO.
Haworth, Gracia	06/01/2021	06/24/2021	MG	Summer School Teacher at a rate of \$358.13 per day for 15 days Mondays – Thursdays. To be paid from ELO.
Jacobsen, Patty	06/01/2021	06/24/2021	MG	Summer School Teacher at a rate of \$358.13 per day for 15 days Mondays – Thursdays. To be paid from ELO.
Lee, Sylvia	06/01/2021	06/24/2021	MG	Summer School Teacher at a rate of \$358.13 per day for 15 days Mondays – Thursdays. To be paid from ELO.
Malm, Amanda	06/01/2021	06/24/2021	MG	Summer School Teacher at a rate of \$358.13 per day for 15 days Mondays – Thursdays. To be paid from ELO.
Mangold, Christian	06/01/2021	06/24/2021	MG	Summer School Teacher at a rate of \$358.13 per day for 15 days Mondays – Thursdays. To be paid from ELO.
Mangold, Leslie	06/01/2021	06/24/2021	MG	Summer School Teacher at a rate of \$358.13 per day for 15 days Mondays – Thursdays. To be paid from ELO.
McNeff, Michelle	06/01/2021	06/24/2021	MG	Summer School Teacher at a rate of \$358.13 per day for 15 days Mondays – Thursdays. To be paid from ELO.
Morrison, Deanna	06/01/2021	06/24/2021	MG	Summer School Teacher at a rate of \$358.13 per day for 15 days Mondays – Thursdays. To be paid from ELO.
Naples, Deborah	06/01/2021	06/24/2021	MG	Summer School Teacher at a rate of \$358.13 per day for 15 days Mondays – Thursdays. To be paid from ELO.
Peloquin, Kari	06/01/2021	06/24/2021	MG	Summer School Teacher at a rate of \$358.13 per day for 15 days Mondays – Thursdays. To be paid from ELO.

Shun-Hernandez, Tiffany	06/01/2021	06/24/2021	MG	Summer School Teacher at a rate of \$358.13 per day for 15 days Mondays – Thursdays. To be paid from ELO.
Tolmasoff, Susan	06/01/2021	06/24/2021	MG	Summer School Teacher at a rate of \$358.13 per day for 15 days Mondays – Thursdays. To be paid from ELO.
Van der Lee, Michelle	06/01/2021	06/24/2021	MG	Summer School Teacher at a rate of \$358.13 per day for 15 days Mondays – Thursdays. To be paid from ELO.
Cukro, Matt	06/01/2021	06/24/2021	MG	Summer School Supervisor – at a rate of \$533.33 per day NTE 15 days –Mondays – Thursdays. To be paid from ELO.
Van Hoogmoed, Krista	06/01/2021	06/24/2021	MG	Summer School Supervisor – at a rate of \$533.33 per day NTE 15 days –Mondays – Thursdays. To be paid from ELO.
Takacs, Linda	06/01/2021	06/24/2021	RS	Summer School Supervisor – at a rate of \$533.33 per day NTE 15 days –Mondays – Thursdays. To be paid from ELO.
Takacs, Whitney	06/01/2021	06/24/2021	RS	Summer School Supervisor – at a rate of \$533.33 per day NTE 15 days –Mondays – Thursdays. To be paid from ELO.
Aguilar, Barbara	06/01/2021	06/24/2021	RS	Summer School Teacher at a rate of \$358.13 per day for 15 days Mondays – Thursdays. To be paid from ELO.
Anderson, Ryan	06/01/2021	06/24/2021	RS	Summer School Teacher at a rate of \$358.13 per day for 15 days Mondays – Thursdays. To be paid from ELO.
Goss, Brittany	06/01/2021	06/24/2021	RS	Summer School Teacher at a rate of \$358.13 per day for 15 days Mondays – Thursdays. To be paid from ELO.
Huff, Kenny	06/01/2021	06/24/2021	RS	Summer School Teacher at a rate of \$358.13 per day for 15 days Mondays – Thursdays. To be paid from ELO.
Irving, Tamara	06/01/2021	06/24/2021	RS	Summer School Teacher at a rate of \$358.13 per day for 15 days Mondays – Thursdays. To be paid from ELO.
Miller, Cameron	06/01/2021	06/24/2021	RS	Summer School Teacher at a rate of \$358.13 per day for 15 days Mondays – Thursdays. To be paid from ELO.
Montes, Emily	06/01/2021	06/24/2021	RS	Summer School Teacher at a rate of \$358.13 per day for 15 days Mondays – Thursdays. To be paid from ELO.
Oke, Melissa	06/01/2021	06/24/2021	RS	Summer School Teacher at a rate of \$358.13 per day for 15 days Mondays – Thursdays. To be paid from ELO.
Pagano, Annie	06/01/2021	06/24/2021	RS	Summer School Teacher at a rate of \$358.13 per day for 15 days Mondays – Thursdays. To be paid from ELO.
Sachs, Teddy	06/01/2021	06/24/2021	RS	Summer School Teacher at a rate of \$358.13 per day for 15 days Mondays – Thursdays. To be paid from ELO.
Van Diest, Scott	06/01/2021	06/24/2021	RS	Summer School Teacher at a rate of \$358.13 per day for 15 days Mondays – Thursdays. To be paid from ELO.
Yi, Cara	06/01/2021	06/24/2021	RS	Summer School Teacher at a rate of \$358.13 per day for 15 days Mondays – Thursdays. To be paid from ELO.
Gonzalez, Trisha	06/01/2021	06/24/2021	RS	Summer School Nurse at a rate of \$179.07 per day (½ daily rate for 15 days Mondays – Thursdays. To be paid from ELO.
Chittum, Eric	06/01/2021	06/24/2021	RS	Summer School Substitute Teacher at a rate of \$358.13 per day for 15 days Mondays – Thursdays. To be paid from ELO.
Brander, Holly	06/01/2021	06/30/2021	DO	Stipend not to exceed \$3,750 for Professional Development and Planning. To be paid from ELO - 01.0-74250.0-11100-10010-1130-0001910.
Champion Becky	06/01/2021	06/30/2021	DO	Stipend not to exceed \$3,750 for Professional Development and Planning. To be paid from ELO - 01.0-74250.0-11100-10010-1130-0001910.
Malm, Amanda	06/01/2021	06/30/2021	DO	Stipend not to exceed \$3,750 for Professional Development and Planning. To be paid from ELO - 01.0-74250.0-11100-10010-1130-0001910.

Aguilar, Barara	06/30/2021	RS	To be paid a total of \$75.00 for being a Master Teacher to BIOLA University. To be paid from BIOLA Check # 00632938.
Brimmage, Mary	06/30/2021	EP	To be paid a total of \$150.00 for being a Master Teacher to BIOLA University. To be paid from BIOLA Check # 00632938.
Daniel, Kari	06/30/2021	EP	To be paid a total of \$150.00 for being a Master Teacher to BIOLA University. To be paid from BIOLA Check # 00632938.
Daniel, Kari	06/30/2021	EP	To be paid a total of \$150.00 for being a Master Teacher to BIOLA University. To be paid from BIOLA Check # 00632938.
Ghabour, Kylee	06/30/2021	MG	To be paid a total of \$125.00 for being a Master Teacher to Cal State Fullerton University. To be paid from CSUF Check # 604372.
Higgins, Kelly	06/30/2021	MA	To be paid a total of \$300.00 for being a Master Teacher to BIOLA University. To be paid from BIOLA Check # 00632938.
Ilinsky, Chrissy	06/30/2021	EP	To be paid a total of \$150.00 for being a Master Teacher to BIOLA University. To be paid from BIOLA Check # 00632938.
Jeffrey, Kim	06/30/2021	EP	To be paid a total of \$150.00 for being a Master Teacher to BIOLA University. To be paid from BIOLA Check # 00632938.
Kudler, Laurie	06/30/2021	MA	To be paid a total of \$150.00 for being a Master Teacher to BIOLA University. To be paid from BIOLA Check # 00632938.
Palmer, Margaret	06/30/2021	OL	To be paid a total of \$125.00 for being a Master Teacher to Cal State Fullerton University. To be paid from CSUF Check # 604372.
Sandoval, Cheri	06/30/2021	OL	To be paid a total of \$125.00 for being a Master Teacher to Cal State Fullerton University. To be paid from CSUF Check # 604372.

**B.**

**RETIREMENT**

NAME	EFFECTIVE DATE	SITE	COMMENT
Kane, Carolyn	05/28/2021	EP	Retirement Option II
Roth, Julie	07/07/2021	MA	Retirement Option I
Van Vliet, Ronita	06/26/2021	MG	Retirement Option I

**C.**

**RESIGNATION**

NAME	EFFECTIVE DATE	SITE	COMMENT
Hammond, Madison	06/30/2021	OL	Special Education Teacher. Resignation
Moreno, Rebecca	06/30/2021	OL	Resource Specialist Teacher. Resignation
Palmas, Victoria	06/30/2021	JO	Dual Language Teacher. Resignation

\*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 2020-2021 is 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 individuals listed in Certificated Salaries for 2020-2021 serve as home school teachers, if needed, for the 2020-2021 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 2020-2021 school year.

**D.**

**SUBSTITUTE CHANGE OF PAY**

NAME	EFFECTIVE DATE	END DATE	SITE	COMMENT
Vega, Sandra	06/01/2021	06/25/21	MG	To be paid rate of \$65.50 for ESY Substitute Teacher (Mondays – Fridays - 1/2 days)

deBruijn, Lisa	06/01/2021	06/25/21	MG	To be paid rate of \$65.50 for ESY & Summer School Substitute Teacher (Mondays – Fridays – ½ days)
Scariotti, Alyssa	06/01/2021	06/24/21	RS/MG	To be paid rate of \$65.50 for Summer School Substitute Teacher (Mondays – Thursdays – ½ days)
Bishop, Davette	06/01/2021	06/24/21	MG	To be paid rate of \$65.50 for Summer School Substitute Teacher (Mondays – Thursdays – ½ days)

\*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 2020/21 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 2020/21 school year.

\*Employment of substitutes effective 08/12/2020 for the 2020-2021 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.

E.

2021/2022 CONTRACTS\*\*

<u>NAME</u>	<u>EFFECTIVE DATE</u>	<u>CLASS/COL/STEP</u>	<u>SITE</u>	<u>COMMENTS</u>
Andres, Paolo	08/16/21	C5/S3	RS	7/8 grade science teacher. Temporary Contract.
Benton, Nataly	08/16/21	C3/S1	JO	2 <sup>nd</sup> grade Dual Language Teacher Temporary Contract
Bolanos, Jocelyn	08/16/21	C5/S6	MG	Preschool Teacher Temporary Contract
Carty, Lyn	08/16/21	C5/S2	EP	4/5 combo grade teacher Probationary year 1
Cheng, Allison	08/16/21	C5/S2	DO	Choral Teacher. Probationary year 2.
Cheng, Katlyn	08/16/21	C3/S2	JO	First Grade Teacher. Temporary Contract
Davila, Alexandra	08/16/21	C5/S2	MA	2 <sup>nd</sup> grade teacher. Probationary Year 1
Garduno, Adam	08/16/21	C4/S3	RS	7/8 grade math teacher. Probationary Year 1
Gatto, Nancy	08/16/21	C5/S5	JO	3 <sup>rd</sup> Grade Dual Language Teacher Temporary Contract
Goss, Brittany	08/16/21	C3/S3	RS	7/8 grade English Teacher. Temporary contract.
Jacobs, Diana	08/16/21	C4/S5	JO	1 <sup>st</sup> grade teacher. Probationary Year 1
Jan, Sarah	08/16/21	C4/S2	OL	SDC Teacher Probationary Year 1
Jauregui, Kristen Joy	08/16/21	C4/S6	JO	1 <sup>st</sup> Grade Dual Language Teacher Temporary Contract
Kuitems, Naomi	08/16/21	C3/S3	MG	1 <sup>st</sup> grade teacher Temporary Contract
Langer, Garrick	08/16/21	C4/S4	RS	7/8 grade science teacher. Temporary Contract.
Long, Katelyn	08/16/21	C5/S5	OL	RSP Teacher Probationary Year 1
Lower, Corissa	08/16/21	C3/S1	JO	20% third grade teacher. Temporary Contract
Miller, Cameron	08/16/21	C3/S5	RS	Band Teacher. 100%. Probationary Year 2.
Montiel, Shaina	08/16/21	C4/S3	JO	Resource Specialist Teacher. Probationary Year 1.
Montoya, Maya	08/16/21	C5/S4	OL	4 <sup>th</sup> grade teacher. Temporary Contract.
Morrison, Dana	08/16/21	C4/S1	EP	5 <sup>th</sup> grade teacher. Temporary Contract
Pagano, Breanne	08/16/21	C5/S7	RS	7/8 grade English/ Drama Teacher. Probationary Year 2
Pfaff, Heather	08/16/21	C4/S6	JO	2 <sup>nd</sup> grade teacher. Probationary Year 1
Rivera, Yovanna	08/16/21	C1/S2	JO	TK Dual Language Teacher Temporary Contract
Rodriguez, Brenda	08/16/21	C4/S3	JO	Kindergarten Dual Immersion Teacher. Probationary year 1.
Ruddock, Andrew	08/16/21	C4/S1	RS	7/8 grade science teacher. Temporary contract.
Shun-Hernandez, Tiffany	08/16/21	C3/S3	JO	2 <sup>nd</sup> grade teacher. Probationary Year 2
Solis, Ashley	08/16/21	C5/S1	MA	6 <sup>th</sup> grade teacher. Temporary Contract
Stephenson, Rebecca	08/16/21	C5/S19	EP	20% 6 <sup>th</sup> grade teacher. Temporary contract.
Stevens, Amanda	08/16/21	C1/S1	OL	20 % 4 <sup>th</sup> grade teacher. Temporary Contract
Yi, Min Ji (Cara)	08/16/21	C5/S3	RS	7/8 grade Math Teacher. Probationary Year 1

F.

MANAGEMENT 2021-2022\*\*

Coombs, Jim	07/01/21		DO	Contract June 2019- through June 2022
Cukro, Matthew	07/01/21	Column 7	MG	Principal
Igarta, Kaleo	07/01/21	Column 7	DO	Director of Special Education, Longevity, \$4000.00
Jacobsen, Patricia	07/01/21	Column 3	MA	Principal

Linda Takacs	07/01/21	Column 7	RS	Principal. Longevity, \$7,000.00
McDonald, Sheri	07/01/21	Column 3	DO	Contract June 2019-June 2022, Longevity, \$4,000.00
Overby, Rhonda	07/01/21	Column 6	DO	Director of Education Services, Longevity, \$4,000.00
Sermeno, David	07/01/21	Column 7	EP	Principal. Probationary Year 2.
Takacs, Whitney	07/01/21	Column 1	DO	Intermediate Assistant Principal. Probationary Year 1
Van Hoogmoed, Krista	07/01/21	Column 7	OL	Principal, Longevity, \$5,000.00
Elmquist, Marikatherine	07/01/21	Column 7	JO	Principal, Longevity, \$4,000.00

G. DISTRICT OFFICE 2021-2022\*\*

Johnson, Kelly	08/01/21	Column 7	DO	Psychologist, Longevity, \$2,500.00
Gardner, Allison	08/03/21	C3/S1	RS	School Counselor. Temporary Contract
Gonzalez, Trisha	08/16/21	C1/C7	DO	School Nurse. Probationary Year 2
Heinrich, Kari	08/01/21	Column 7	DO	Program Specialist, Longevity, \$3,500.00
Luna, Adam	08/01/21	Column 6	DO	Psychologist, Longevity, \$2,500.00
Mack, Christopher	08/01/21	Column 3	DO	Psychologist
Mendoza, Jasmine	08/01/21	Column 3	DO	Psychologist, Probationary Year 2

H. CHANGE OF STATUS 2021-2022\*\*

NAME	<u>EFFECTIVE</u> DATE	<u>END</u> DATE	SITE	COMMENTS
Dinnen, Dyanna	08/16/21	06/03/22	OL	Leave of Absence 40% tenured
Hultberg, Darcie	08/16/21	06/03/22	DO	Leave of Absence 80% tenured

I. CERTIFICATED SALARIES FOR 2021-2022\*\*

<u>NAME</u>	<u>SITE</u>	<u>CLASS</u>	<u>STEP</u>	<u>COMMENTS</u>
Abell, Amy	El Portal	5	21	
Aguilar, Barbara	Rancho Starbuck	5	15	
Aldecoa, Kelly	Macy	5	25	
Allsman, Kathryn Iiams	Olita	5	26	
Anderson, Ryan	Rancho Starbuck	5	21	
Andres, Paolo	Rancho Starbuck	5	3	
Arreguin, Barbara	Rancho Starbuck	5	15	
Austin, Stephanie	Rancho Starbuck	5	15	
Ayers, La Reina Weaver	Olita	5	26	
Ballard, Nicole	Macy	5	15	
Behura, Sylvia Lucia	Rancho Starbuck	5	25	
Bernhard, Carol	Macy	5	25	
Blackler, Samantha	District Office	5	11	
Borsari, Julie	Olita	5	14	
Brander, Holly	District Office	4	8	
Brimmage, Mary	El Portal	5	16	
Brooks, Kimberly	El Portal	5	22	
Campbell, Kaitlyn	El Portal	5	10	50% (50% Tenured, 50% Leave of Absence – Tenured at 100%).
Carrillo, Valerie	Jordan	2	5	
Carty, Lyn	El Portal	5	2	
Casey, Kaleen	Macy	4	4	
Castillo, Barbara	El Portal	4	17	

Cazares, Ariana	Rancho Starbuck	5	9	
Cdebaca, Denise	District Office	5	8	
Champion ,Rebecca	District Office	5	19	
Chavez, Karen	Olita	5	25	
Cheng, Allison	District Office	5	2	
Cheng, Katlyn	Jordan	3	2	
Chittum, Eric	Rancho Starbuck	5	26	
Christerson ,Carin	Rancho Starbuck	4	9	60% (30% tenured / 30% temporary)
Coleman, Deborah	Olita	5	21	
Coleman, Rachel	Macy	5	17	
Cooke, Kristen	Jordan	5	15	
Crabtree, Gail	Meadow Green	5	17	
Daniel, Kari	El Portal	5	26	
Davila, Alexandra	Macy	5	2	
De La Haye, Melissa	El Portal	5	10	
Desmond ,Andrea	Jordan	5	26	
Dinnen, Dyanna	Olita	5	10	40% (40% Tenured, 60% Leave of Absence – Tenured at 100%).
Evenson, Amanda	Meadow Green	3	4	
Farrens, Sylvia	District Office	5	15	
Felton, Leslie	Jordan	5	26	
Fonti, Allison	Macy	5	26	
Galang, Bianca	El Portal	5	5	
Galli, David	Rancho Starbuck	5	9	
Galli, Jessica	Rancho Starbuck	5	5	
Garduno, Adam	Rancho Starbuck	4	3	
Ghabour, Kylee	Meadow Green	3	11	
Gober, Kristen	Meadow Green	5	24	
Gonzalez, Tricia	District Office	1	7	Nurse salary schedule
Goss ,Brittany	Rancho Starbuck	3	3	
Guerrero, Rachel	El Portal	5	15	
Gunsalus, Lecia	Jordan	5	11	
Haworth, Gracia Marie	Olita	5	26	
Herman, Teresa	El Portal	5	21	
Hernandez, Javier	Jordan	4	13	
Higgins, Kelly	Macy	5	17	
Huff, Kenneth	Rancho Starbuck	5	18	
Hultberg, Darcie	District Office	5	14	80% (80% Tenured, 20% Leave of Absence – Tenured at 100%).
Ilinsky, Christina	El Portal	5	19	
Irving, Tamara	Rancho Starbuck	5	23	
Jacobs, Diana	Jordan	4	5	
Jeffrey, Kimberlee	El Portal	5	21	
Karr, Krista	Meadow Green	5	26	
Kosareff, Breana	Jordan	3	4	
Kudler, Laurie	Macy	5	26	
Kuitems, Naomi	Meadow Green	3	3	
Langer, Garrick	Rancho Starbuck	4	4	
Lauprecht, Robert	Jordan	5	13	
Lavin, Lindsey	Rancho Starbuck	5	10	
Lee, Sylvia	Macy	4	7	

Lickfelt, Robert	Olita	4	13
Liles, Amy	Jordan	5	22
Lisowski Martinez, Paula	Meadow Green	5	26
Malm, Amanda	District	4	9
Mangold ,Leslie	Meadow Green	5	26
Mangold, Christian	Macy	5	26
Mayhew, Julie	Rancho Starbuck	5	26
McNeff, Michelle	El Portal	5	4
McTeggart, Amy	Macy	4	26
Michael-Bohen, Michelle	Olita	5	23
Milazzo, Angela	Macy	5	20
Miller, Cameron	Rancho Starbuck	3	5
Miller, Stefanie	Meadow Green	5	13
Montes, Emily	Rancho Starbuck	5	9
Montiel, Shaina	Jordan	4	3
Montoya, Maya	Olita	5	4
Morrison, Deanna	Meadow Green	5	26
Naples, Deborah	Olita	5	14
Navarro-Diaz, Yolanda	Meadow Green	5	23
Needham, Deborah	Macy	5	26
Nichols, Jean	El Portal	4	21
Nunez, Sarah	Rancho Starbuck	5	12
Oke, Melissa A	Rancho Starbuck	4	10
Ospital, Jeffrey	Rancho Starbuck	5	11
Pagano, Breanne	Rancho Starbuck	5	7
Paine, Jennifer	Olita	5	19
Palmer, Margaret	Olita	5	26
Peloquin, Karen	Olita	5	23
Perez, Susannah M	Meadow Green	4	15
Perumean, Stacy D	Meadow Green	5	12
Petrakis, Kerri Lynn	Macy	5	20
Pfaff, Heather	Jordan	4	6
Pimper, Shelly	Macy	5	25
Pinney, Marci	El Portal	5	23
Remme, Laura	El Portal	5	24
Rivera, Yovanna	Jordan	1	2
Robertson, Vicki	Meadow Green	5	25
Rodriguez, Brenda	Jordan	4	3
Rodriguez, Mayra	Meadow Green	5	15
Roshan, Rita Kathleen	Rancho Starbuck	5	25
Russell, Anne E	Olita	5	15
Rutledge,Stephanie Martin	Macy	5	26
Ryan, Tara	Rancho Starbuck	5	26
Sachs, Theadora	Rancho Starbuck	5	24
Saieva, Alyson	Olita	5	24
Sandoval, Cheri	Olita	5	22
Shaw, Mary Elizabeth	Macy	4	26
Shun-Hernandez, Tiffany	Jordan	3	3
Simons, Rebecca	Meadow Green	5	15

80% (80% Tenured, 20% Leave of Absence – Tenured at 100%).

Smith, Rebecca Lynn	El Portal	5	26	
Stark Padilla, Brooke	Olita	5	20	
Suzuki, Angela Kim	El Portal	5	16	80% (80% Tenured, 20% Leave of Absence – Tenured at 100%).
Telarico, Valerie Susan	El Portal	5	24	
Toice, Susan	Meadow Green	5	24	
Tolmasoff, Susan F	Meadow Green	4	7	
Ubeda-Kim, Maria L	District Office	5	11	
Ulloa, Nicole M	Jordan	4	13	
Valdez, Michelle	Macy	4	8	
Van Diest, Scott	Rancho Starbuck	5	23	
Vanderlee, Michelle J	Meadow Green	5	7	
Wartian, Lillian Elaine	Meadow Green	5	26	
Wilkens, Melissa	Meadow Green	4	6	
Wood, Carrie	El Portal	5	17	50% (50% Tenured, 50% Leave of Absence – Tenured at 100%).
Yi, Cara	Rancho Starbuck	5	3	

J. EXTRA DUTY PAY/STIPENDS 2021-2022\*\*

<u>NAME/ EMPLOYEE ID</u>	<u>EFFECTIVE DATE</u>	<u>END DATE</u>	<u>SITE</u>	<u>COMMENTS</u>
Anderson, Ryan	08/16/21	06/03/22	RS	To be paid \$450.00 per month, not to exceed \$4500.00 for assisting the Technology Director as a Technology Lead to Administer and Support District-wide Educational Technology. To Be Paid From General Fund Technology Budget.
Brander, Holly	08/16/21	06/03/22	DO	To be paid \$30.00 per month, not to exceed \$300.00, for mileage stipend. To be paid from General Fund
Champion, Rebecca	08/16/21	06/03/22	DO	To be paid \$30.00 per month, not to exceed \$300.00, for mileage stipend. To be paid from General Fund.
Cheng, Allison	08/16/21	06/03/22	DO	To be paid \$30.00 per month, not to exceed \$300.00, for mileage stipend for Elementary School Choral Program. To be paid from General Fund.
Takacs, Whitney	08/16/21	06/03/22	RS	To be paid a total of \$200.00 monthly, not to exceed \$2,000.00, for supervision of intern counselors. To be paid from Mental Health and out of Home Care funds.
Gonzalez, Tricia	08/16/21	06/03/22	DO	To be paid \$55.00 per month, not to exceed \$550.00, for mileage stipend. To be paid from General Fund.
Heinrich, Kari	08/01/21	06/30/21	DO	To be paid \$30.00 per month, not to exceed \$300.00, for mileage stipend. To be paid from General Fund.
Hess, Alyssa	08/16/21	06/03/22	DO	To be paid \$30.00 per month, not to exceed \$300.00, for mileage stipend. To be paid from General Fund.
Igarta, Kaleo	08/01/21	06/30/22	DO	To be paid \$30.00 per month, not to exceed \$300.00, for mileage stipend. To be paid from General Fund.
Irving, Tamara	08/16/21	06/03/22	RS	To be paid \$500.00 per month, not to exceed \$5,000, for serving as ASB Coordinator. To be paid from the Rancho-Starbuck General Site Account.
Mayhew, Julie	08/16/21	06/03/22	RS	To be paid \$150.00 per month, not to exceed \$1,500.00 for serving as an Intervention Coordinator. To be paid from Supplemental Funds.



Luna, Adam	08/16/21	06/03/22	DO	To be paid a total of \$200.00 monthly, not to exceed \$2,000.00, for supervision of intern psychologists. To be paid from Mental Health and out of Home Care funds.
Malm, Amanda	08/16/21	06/03/22	DO	To be paid \$30.00 per month, not to exceed \$300.00, for mileage stipend. To be paid from General Fund.
Miller, Cameron	08/16/21	06/03/22	RS	To be paid \$30.00 per month, not to exceed \$300.00, for mileage stipend for Elementary School Band Program. To be paid from General Fund.
Miller, Camerson	08/16/21	06/03/22	RS	To be paid \$200.00 monthly, not to exceed \$2,000.00 for serving as Yearbook Coordinator. To be paid from the Rancho-Starbuck Yearbook Account
Pagano, Breanna	08/16/21	06/03/22	DO	To be paid \$30.00 per month, not to exceed \$300.00, for mileage stipend. To be paid from General Fund.
Ubeda-Kim, Maria	08/16/21	06/03/22	DO	To be paid \$30.00 per month, not to exceed \$300.00, for mileage stipend. To be paid from General Fund.
Van Diest, Scott	08/16/21	06/03/22	RS	To be paid \$200.00 monthly, not to exceed \$2,000.00 for serving as Yearbook Coordinator. To be paid from the Rancho-Starbuck Yearbook Account
Montes, Emily	08/16/21	06/03/22	RS	To be paid \$150.00 monthly, not to exceed \$1,500.00 for serving as CoFA Academy Coordinator. To be paid from the Rancho-Starbuck Site Funds.
Anderson, Ryan	08/16/21	06/03/22	RS	Share Athletic Director responsibilities for Rancho-Starbuck Junior High School After-School Sports Program. To be paid a total of \$225.00 monthly, not to exceed \$2,250.00. Funds to be paid from District General Fund and will be reimbursed by Lowell Joint Education Foundation.
Chittum, Eric	08/16/21	06/03/22	RS	Share Athletic Director responsibilities for Rancho-Starbuck Junior High School After-School Sports Program. To be paid a total of \$225.00 monthly, not to exceed \$2,250.00. Funds to be paid from District General Fund and will be reimbursed by Lowell Joint Education Foundation.

\*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 2021-2022 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 2021-2022 serve as home school teachers, if needed, for the 2021-2022 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 2021-2022 school year.

## II. CLASSIFIED EMPLOYEES 6-14-2021

### A. MONTHLY – GENERAL FUND

<u>EFFECTIVE</u>	<u>END</u>	<u>RANGE/</u>
		X-C1-10

<u>NAME/ EMPLOYEE ID#</u>	<u>DATE</u>	<u>DATE</u>	<u>STEP</u>	<u>SITE</u>	<u>COMMENTS</u>
Bogdan, Cristian	05/01/21		R28/S8	DO	Systems Analyst/Performance Recognition Increase
Rapp, Wendi	04/03/21		R29/S7	DO	Information Systems Specialist/ Performance Recognition Increase
Sanchez, Marcela	05/03/21		R17/S7	DO	Bilingual Clerk Typist/Performance Recognition Increase
Villapania, Thomas	06/01/21		R28/S6	MNT	Maintenance General/Performance Recognition Increase

### III. 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>
EID# KM5748146	04/29/21	08/31/21			Paid Administrative Leave
Allen, Pauline	06/07/21	07/30/21	R17/S1	DO	Systems Aide/Temporary Summer Assignment
Aragon, Yvonne	06/01/21	06/24/21	R14/S5	MG	Special Education Support Aide/Summer School
Ayers, Becca	06/01/21	06/25/21	R14/S2	MG	Instructional Assistant/Extended School Year
Belk, Juliette	06/07/21	07/30/21	R17/S1	DO	Systems Aide/Temporary Summer Assignment
Bonilla, Carmen	06/01/21	06/25/21	R16/S2	MG	Instructional Assistant/Extended School Year
Castro, Jenny	06/01/21	06/25/21	R16/S2	MG	Instructional Assistant-ABA/Extended School Year
Christina Davis	06/08/21	06/30/21	R28/S1	RS	Maintenance General/Temporary Locker Maintenance Assignment
Estrada, Elizabeth	06/01/21	06/25/21	R14/S5	MG	Instructional Assistant/Extended School Year Substitute
Fiscus, Regina	06/08/21	06/30/21	R28/S1	RS	Maintenance General/Temporary Locker Maintenance Assignment
Flores, Maria	06/01/21	06/25/21	R15/S8	MG	Instructional Assistant/Extended School Year
Francis, Annalisa	06/21/21	06/22/21	R20/S7	DO	Nurse's Assistant/Temporary Assignment
Garcia, Lisa	06/07/21	07/30/21	R17/S1	DO	Systems Aide/Temporary Summer Assignment
Gonzalez, Angelica	06/01/21	06/24/21	\$14.00/hr	MG	Noon Duty Assistant/Summer School
Gonzalez, Maria	06/01/21	06/25/21	R14/S3	MG	Instructional Assistant/Extended School Year Substitute
Hanenberg, Cindy	06/01/21	06/25/21	R15/S8 +5%	MG	Instructional Assistant/Extended School Year
Hendrickson, Jill	06/01/21	06/25/21	R15/S8 +7.5%	MG	Instructional Assistant/ Extended School Year
Heysham, Nancy	06/01/21	06/25/21	R15/S8 +7.5%	MG	Instructional Assistant/Extended School Year
Hutcherson, Janel	06/07/21	07/30/21	R17/S1	DO	Systems Aide/Temporary Summer Assignment
LeonGuerrero, Robyn	06/07/21	07/30/21	R17/S1	DO	Systems Aide/Temporary Summer Assignment
Lepe, Caroline	06/01/21	06/25/21	R14/S	MG	Instructional Assistant/Extended School Year Substitute
Lickfelt, Rebecca	06/07/21	07/30/21	R17/S1	DO	Systems Aide/Temporary Summer Assignment
Lopez, Donna	06/01/21	06/25/21	R15/S8 +7.5%	MG	Instructional Assistant/Extended School Year
Lord, Dixie	06/08/21	06/30/21	R28/S1	RS	Maintenance General/Temporary Locker Maintenance Assignment

Meza Soto, Katie	06/01/21	06/25/21	R15/S2	MG	Instructional Assistant/Extended School Year
Montanez, Laurie	06/07/21	06/23/21	R15/S3	MG	Instructional Assistant/Extended School Year
Morgan, Diane	06/01/21	06/25/21	R15/S8 +2.5%	MG	Instructional Assistant/ Extended School Year Substitute
Nunez, Marie	06/01/21	06/24/21	\$14.00/hr	RS	Noon Duty Assistant/Summer School
Perez, Shari	06/01/21	06/24/21	\$14.00/hr	MG	Noon Duty Assistant/Summer School
Pullen, Darleene	06/07/21	07/30/21	R17/S1	DO	Systems Aide/Temporary Summer Assignment
Rickenbacker, Kim	06/07/21	07/30/21	R17/S1	DO	Systems Aide/Temporary Summer Assignment
Russell, Lisa	06/07/21	07/30/21	R17/S1	DO	Systems Aide/Temporary Summer Assignment
Sanford-Williams, Carol	06/01/21	06/25/21	R15/S8 +5%	MG	Instructional Assistant/Extended School Year
Schaap, Audra	06/01/21	06/24/21	R23/S8 +7.5%	MG	Office Manager/Summer School
Serrano, Tena	06/07/21	07/30/21	R17/S1	DO	Systems Aide/Temporary Summer Assignment
Straffon, Santy	06/01/21	06/24/21	R15/S6	MG	Special Education Support Aide/Summer School
Valdez, Veronica	06/01/21	06/25/21	R15/S	MG	Instructional Assistant/Extended School Year
Vazquez, Maricela	06/01/21	06/25/21	R15/S5	MG	Special Education Support Aide/Summer School
Villarino, Kathleen Pilar	06/01/21	06/24/21	R14/S	MG	Instructional Assistant/Extended School Year
Watson, Jill	06/01/21	06/25/21	R14/S3	MG	Instructional Assistant/Extended School Year Substitute
Weimholt, Lina	06/01/21	06/25/21	R16/S6	MG	Instructional Assistant-ABA/Extended School Year
Wendler, Lucille	06/01/21	06/24/21	\$14.00/hr	MG	Noon Duty Assistant/Summer School

#### IV. 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	06/01/21	08/13/21	R7/S4	MG	Cafeteria Worker/Temporary Summer Assignment
Alarid, Emily	06/01/21	08/13/21	R7/S4	EP	Cafeteria Worker/ Temporary Summer Assignment
Bargas, Kerri	06/01/21	08/13/21	R7/S7	RS	Cafeteria Worker/ Temporary Summer Assignment
Costello, Jennifer	06/01/21	08/13/21	R7/S6	MG	Cafeteria Worker/ Temporary Summer Assignment
Delorbe, Ruth	06/01/21	08/13/21	R7/S6	RS	Cafeteria Worker/ Temporary Summer Assignment
Espinoza, Sergio	06/01/21	08/13/21	R22/S8	RS	Nutrition Services Warehouse Delivery Worker/ Temporary Summer Assignment
Goodenow, Arlene	06/01/21	08/13/21	R7/S4	EP	Cafeteria Worker/ Temporary Summer Assignment
Lawson, Jennifer	06/01/21	08/13/21	R7/S2	RS	Cafeteria Worker/ Temporary Summer Assignment
Martinez, Veronica	06/01/21	08/13/21	R18/S5	MG	Cafeteria Manager/ Temporary Summer Assignment
Muravez, Alicia	06/01/21	08/13/21	R14/S8 +2.5%	EP	Satellite Cafeteria Worker/ Temporary Summer Assignment

Ornelas, Ivonne	06/01/21	08/13/21	R14/S8	MG	Satellite Cafeteria Worker/ Temporary Summer Assignment
Rubio, Sandra	06/01/21	08/13/21	R14/S7 +5%	RS	Satellite Cafeteria Worker/ Temporary Summer Assignment
Talley Ludd, Angela	06/01/21	08/13/21	R14/S5	RS	Satellite Cafeteria Worker/ Temporary Summer Assignment

LOWELL JOINT SCHOOL DISTRICT  
June 14, 2021

To: President Hinz and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Approval of the Ratified Confidential Salary Schedule                    ACTION/  
Adding the Assistant to the Superintendent's Office                    RATIFICATION

The 2020/21 Ratified Confidential Salary Schedule effective March 11, 2021, is submitted for Board approval. The salary schedule includes the addition of the Assistant to the Superintendent's Office.

It is recommended that the Ratified Confidential Salary Schedule adding the Assistant to the Superintendent's office, March 11, 2021, be approved, and that the Superintendent or designee be authorized to execute the necessary documents.

AR/md

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Superintendent's Comment:

APPROVAL RECOMMENDED.

**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**

**RANGE**

**LONGEVITY**

Executive Assistant and Secretary to Superintendent  
 Administrative Assistant - Business Svcs/Classified Personnel  
 Assistant to the Superintendent's Office

N  
I  
F

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%

*adh  
6/15/21*

LOWELL JOINT SCHOOL DISTRICT  
June 14, 2021

To: President Hinz and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Approval of the Certificated Management and  
Supervisory Salary Schedule

ACTION/  
RATIFICATION

The 2021-2022 Certificated Management and Supervisory Salary Schedule effective July 1, 2020, is submitted for Board approval. The salary schedule includes an increase to the number of day worked to the Assistant Principal Position.

It is recommended that the Certificated Management and Supervisory Salary Schedule be approved, and that the Superintendent or designee be authorized to execute the necessary documents.

AR/md

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Superintendent's Comment:

APPROVAL RECOMMENDED.

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

**Effective July 1, 2020**

*Effective July 1, 2020, employees shall receive a 2% increase to base base salary earnings (excluding stipends and other remuneration).*

MANAGEMENT POSITIONS	DAYS	COLUMN 1	COLUMN 2	COLUMN 3	COLUMN 4	COLUMN 5	COLUMN 6	COLUMN 7
Assistant Superintendent of Educational Services	248	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	204	107,712	109,752	111,588	113,424	115,464	117,300	119,340
Director of Special Education	217	136,484	138,601	140,712	142,824	144,939	147,045	149,163
Director of Curriculum and Instruction	217	136,484	138,601	140,712	142,824	144,939	147,045	149,163
<b>SUPERVISORY POSITIONS</b>								
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

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

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:

*AD 5/26/21*



LOWELL JOINT SCHOOL DISTRICT  
June 14, 2021

To: President Hinz and Members, Board of Trustees  
From: Jim Coombs, Superintendent of Schools  
Subject: Approval of the New Nurse Salary Schedule

ACTION/  
RATIFICATION

A new 2021-2022 Nurse Salary Schedule effective July 1, 2021, adding 16 work days, removing it from the Management and Supervisory salary schedule (was based on the teacher salary schedule) and remains a certificated non-union position is submitted for Board approval.

It is recommended that the new Nurse Salary Schedule be approved, and that the Superintendent or designee be authorized to execute the necessary documents.

AR/md

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Superintendent's Comment:

APPROVAL RECOMMENDED.

## 2021/22 NURSE SALARY SCHEDULE

200 Days

*New Nurse Management Salary Schedule effective July 1, 2021*

	COLUMN	COLUMN	COLUMN	COLUMN	COLUMN
STEP	1	2	3	4	5
1	51,937	55,644	59,356	63,066	66,774
2	55,644	59,356	63,066	66,774	70,484
3	59,356	63,066	66,774	70,484	74,196
4	63,066	66,774	70,484	74,196	77,904
5	66,774	70,484	74,196	77,904	81,613
6	70,484	74,196	77,904	81,613	85,325
7	73,840	77,904	81,613	85,325	89,035
8	77,198	81,291	85,325	89,035	92,744
9	77,198	84,677	85,325	92,744	96,454
10	77,198	84,677	85,325	92,744	100,164
11	77,198	84,677	85,325	92,744	103,874
12	77,198	84,677	85,325	92,744	103,874
13	80,972	88,840	89,496	97,304	108,976
14	80,972	88,840	89,496	97,304	108,976
15	80,972	88,840	89,496	97,304	108,976
16	81,628	89,583	90,221	98,118	109,880
17	81,628	89,583	90,221	98,118	109,880
18	81,628	89,583	90,221	98,118	109,880
19	82,939	91,068	91,670	99,745	111,688
20	82,939	91,068	91,670	99,745	111,688
21	84,245	92,556	93,113	101,375	113,496
22	84,245	92,556	93,113	101,375	113,496
23	85,555	94,042	94,561	103,003	115,303
24	85,555	94,042	94,561	103,003	115,303
25	85,555	94,042	94,561	103,003	115,303
26	86,863	95,526	96,007	104,628	117,114

### COLUMN 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.

*AR*  
6/2/21

LOWELL JOINT SCHOOL DISTRICT  
June 14, 2021

To: President Hinz and Members, Board of Trustees  
From: Jim Coombs, Superintendent of Schools  
Subject: Approval of the New Counselor Salary Schedule

ACTION/  
RATIFICATION

A new 2021-2022 Counselor Salary Schedule effective July 1, 2021, adding 20 work days, removing it from the Management and Supervisory salary schedule (was based on the teacher salary schedule) and remains a certificated non-union position is submitted for Board approval.

It is recommended that the new Counselor Salary Schedule be approved, and that the Superintendent or designee be authorized to execute the necessary documents.

AR/md

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Superintendent's Comment:

APPROVAL RECOMMENDED.

## 2021/22 COUNSELOR SALARY SCHEDULE

204 DAYS

*New Counselor Management Schedule Effective July 1, 2021*

STEP	COLUMN 1	COLUMN 2	COLUMN 3
1	81,757	83,853	86,003
2	83,425	85,564	87,758
3	85,128	87,310	89,549
4	86,865	89,093	91,377
5	88,638	90,911	93,242
6	90,447	92,766	95,145
7			97,087
8			99,068
9			101,090
10			103,153
11			105,258
12			107,406

### COLUMN REQUIREMENTS

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

- CLASS 1 Bachelor's degree and appropriate California Credential, plus 30 approved units obtained after Bachelor's degree.
- CLASS 2 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 3 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.

*Ann 6/21/21*

LOWELL JOINT SCHOOL DISTRICT  
June 14, 2021

To: President Hinz and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Approval of Agreement with Orange County Department of Education for GATE Certification Training during the 2021-22 School Year ACTION

Arrangements have been made with Orange County Department of Education to provide GATE Certification Trainings with 50 teachers. There will be 2 asynchronous trainings and one face-to-face training during the 2021-22 school year. This training is to certify teachers in gifted instruction using the CA GATE Standards and high yield GATE Strategies. Teachers will learn about the academic, behavioral and social emotional needs of students who are gifted. The cost of the training will not exceed \$22,050.00. Funding will be through Expanded Learning Opportunities Grant which includes a focus on differentiated instruction and teacher development.

It is recommended that the Agreement with Orange County Department of Education for GATE Certification during the 2021-22 school year for a total not to exceed \$22,050.00 be approved and that the Superintendent or designee be authorized to execute the necessary documents.

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Superintendent's Comment:

APPROVAL RECOMMENDED.

LOWELL JOINT SCHOOL DISTRICT  
June 14, 2021

To: President Hinz and Members, Board of Trustees  
From: Jim Coombs, Superintendent of Schools  
Subject: Approval of Agreement with Danielle Froelich to  
Provide GLAD Training on June 3, 2021

ACTION/  
RATIFICATION

An Agreement with Danielle Froelich is submitted for Approval for GLAD Training on June 3, 2021. This Training will be provided at a cost NTE \$1,000.00. The cost will be covered by Title III Funding.

It is recommended that the contract with Danielle Froelich be approved, and the Superintendent or designee be authorized to execute the necessary documents.

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Superintendent's Comment:

APPROVAL RECOMMENDED.

X-D2-1

LOWELL JOINT SCHOOL DISTRICT  
June 14, 2021

To: President Hinz and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Acceptance of Notice of Completion, Erickson-Hall Construction                    ACTION  
Company for HVAC, Roof Replacement, and Associated Work  
at Olita Elementary School

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Background:

Public Contract Code Section 7107 defines the District's obligation for final payment on a public improvement project. The District must pay to a contractor all undisputed amounts within 60 days of completion of a project. A Notice of Completion is not mandatory, nor does the date of its filing define the completion of a project. Once a District does file the Notice of Completion with the County Recorder's Office, however, subcontractors and suppliers are allowed 30 days to file a valid stop notice against any funds held by the District for final payment to the general contractor. Not filing the Notice of Completion allows the 30-day window to extend to 90 days or more. If a valid stop notice is filed, the District must withhold 125% to 150% of the value of the stop notice until a release is filed or other legal resolution is reached.

Current Considerations:

On November 4, 2019, the Board of Trustees took action to approve the award of Pre-Construction and Lease-Leaseback (LLB) Services for Olita Elementary and two schools to be named later. The contract was awarded to Erickson Hall Construction Company. On April 6, 2020, the Board of Trustees approved the Guaranteed Maximum Price (GMP) for the LLB contract with Erickson-Hall Construction Company specifically for the Olita Elementary HVAC, Roof Replacement, and Associated Work. This work is completed at Olita Elementary School and has been accepted by the District.

Financial Implications:

Financial Impact:                    \$4,526,349  
Funding Source:                    Measure LL General Obligation Fund – Fund 21.0

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Superintendent's Comment:

APPROVAL RECOMMENDED.

Recommendation:

It is recommended that the Board of Trustees accept a Notice of Completion, Erickson-Hall Construction Company, Olita Elementary School, \$4,526,349, Measure LL Bond Fund, and that the Superintendent or designee be authorized to execute the necessary documents.

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Superintendent's Comment:

APPROVAL RECOMMENDED.