

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

REGULAR MEETING OF THE BOARD OF TRUSTEES  
February 7, 2022 – 7:30 p.m.

## AGENDA

- I. Call to Order 6:30 p.m.
- A. Comments from the Public INFORMATION
1. Board Agenda Items: Any member of the audience may speak to any agenda item by submitting a “Presentation Card” (supply located on the table near double exit doors). Please hand the completed card to the secretary. When the item is considered by the Board, individuals submitting presentation cards will be called upon prior to Board action. Speakers must limit their comments to three (3) minutes. The Board shall limit the total time for public input on each item to 30 minutes. With Board consent, the president may increase or decrease the time allowed for public presentation, depending on the topic and the number of persons wishing to be heard.
  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. Public Employee Negotiations – Certificated School Employees Association (LJEA)/ Classified School Employees Association (CSEA); Agency Negotiator: Mr. Coombs
  3. Superintendent’s Evaluation (Pursuant to Government Code Section 54957)
- C. Regular Session Approximately  
7:30 p.m.

II. Preliminary Procedural – Board President

- A. Salute to the Flag
- 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 January 10, 2022, Regular Board Meeting and the January 24, 2022, Special Board Meeting

ACTION

III. Topics Not on the Agenda

IV. Reports

INFORMATION

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

Recognition of the John Greenleaf Whittier Chapter Daughters of the American Revolution Essay Contest Winners

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

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

V. General – Jim Coombs

A. Resolution 2021/22 No. 849 of the Board of Trustees of the Lowell Joint School District Adjusting Trustee Area Boundaries From Which District Governing Board Members will be Elected ACTION/  
(RESOLUTION)

B. Resolution 2021/22 No. 850, Recognizing February 7-11, 2022 as “School Counseling Week” ACTION/  
(RESOLUTION)

VI. Business Services – Andrea Reynolds

A. Resolution 2021/22 No. 851, Establishment of an Irrevocable Trust for Other Post-Employment Benefits with the California Employers' Retiree Benefit Trust through California Public Employees Retirement System ACTION/  
(RESOLUTION)

B. Approval of Professional Services Agreement, Nigro and Nigro, A Professional Accountancy Corporation, Provide a Performance Audit for State Facilities Program Expenditure Reporting ACTION

VII. Human Resources – Jim Coombs

A. Resolution 2021/22 No. 852, Adopting Staffing Flexibility Measures in Accordance with Governor Newsom’s Executive Order N-3-22 ACTION/  
(RESOLUTION)

VIII. Educational Services – Sheri McDonald

A. District Local Control Accountability Plan Mid-Year Update INFORMATION

IX. Facilities & Operations – David Bennett

No Items Except on Consent

X. Consent Calendar

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

conserve time and permit focus on other-than-routine matters.

A. General – Jim Coombs

1. Acceptance of Gift/Donations ACTION/  
(RATIFICATION)

B. Business Services – Andrea Reynolds

1. Purchase Order Listing Report/Check Register 2021/22 #7 ACTION/  
(RATIFICATION)

2. Consolidated Check Register Listing Report 2021/22 #6 ACTION/  
(RATIFICATION)

C. Human Resources – Jim Coombs

1. Employer-Employee Relations/Personnel Report 2021/22 #7  
Which Includes Hiring, Resignations, Contract Adjustments,  
and Retirements for Certificated, Classified, and  
Confidential Employees ACTION/  
RATIFICATION)

D. Educational Services – Sheri McDonald

1. Approval of Agreement #14042 with Inside the Outdoors,  
Orange County Department of Education, to Provide a  
Traveling Scientist Assembly for the TK/K and Second  
Grade Students of El Portal 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, March 7, 2022.



LOWELL JOINT SCHOOL DISTRICT – Rancho Starbuck Intermediate School  
16430 Woodbrier Drive, Whittier, CA 90604

MINUTES OF THE BOARD MEETING OF THE BOARD OF TRUSTEES

January 10, 2022

Call to Order	President Salinas called the meeting to order at 6:01 p.m. at Rancho Starbuck Intermediate School, 16430 Woodbrier Drive, Whittier, CA 90604
Topics Not on the Agenda	None.
Closed Meeting	President Salinas declared the meeting recessed to closed session at 6:02 p.m.
Call to Order	President Salinas reconvened the meeting to order at 7:30 p.m.  The flag salute was led by William Hinz, Board of Trustees Board Member.
	Trustees Present: Melissa A. Salinas, Karen L. Shaw, Anastasia M. Shackelford, William A. Hinz, Anthony A. Zegarra
	Trustees Absent: None
	Staff Present: Jim Coombs, Superintendent of Schools, Andrea Reynolds, Assistant Superintendent of Administrative Services; Sheri McDonald, Assistant Superintendent of Educational Services; and David Bennett, Assistant Superintendent of Facilities and Operations
	Staff Absent: None.
Reporting Out Action (if any) Taken in Closed Session	None.
Introduction / Welcome	President Salinas welcomed the many guests in attendance, staff members present, guests, Leslie Mangold, LJEAs lead negotiator and CSEA President, Darleene Pullen.
Acknowledgement of Correspondence	None.
Approval of Agenda	It was moved, seconded, and carried by unanimous vote, (5-0) to approve the January 10, 2022, Board agenda.
Approval of Minutes	It was moved, seconded, and carried by unanimous vote, (5-0) to approve the minutes from the December 13, 2021, Reorganizational Board Meeting.

Topics Not on the Agenda	Nena Lopez, parent, brought up concerns regarding hearing about the wearing of masks while the children are playing outside at school.
Timely Information from the Board and Superintendent	None.
School Reports	Each Board member shared highlights of their respective schools.
Submission of Williams Litigation Settlement – Quarterly Uniform Complaint Report for Quarter October 1, 2021 – December 31, 2021	It was moved, seconded, and carried by unanimous vote (5– 0) to accept the submission of the Williams Litigation Settlement – Quarterly Uniform Complaint Report for Quarter October 1, 2021 – December 31, 2021, with one complaint, and that the Superintendent or designee be authorized to execute the necessary documents.
Approval of Updated First Interim Financial Reporting Forms supporting a Positive Certification approved at the December 13, 2021 Board of Trustees Meeting.	<p>In accordance with Education Code Sections 35035(g), 42130, and 42131, on December 13, 2021, the Board approved a positive certification as to whether or not the District will maintain positive cash and fund balances for the current and subsequent two fiscal years. Andrea Reynolds, Assistant Superintendent of Administrative Services, presented the interim report.</p> <p>Due to the financial and human resources systems conversion with the district’s move to the Orange County Department of Education effective July 1, 2021, there was a delay in producing an updated First Interim Budget file for Board review. The updated file is produced, along with the multi-year projections, and is presented to the board for review and submitted to OCDE for review and response. Their review is due to the California Department of Education by January 31, 2022, which allows sufficient time to review our district.</p> <p>Mr. Hinz stated that Lowell Joint is the only district in the state of California to move from one county oversight to another.</p> <p>It was moved, seconded, and carried by unanimous vote (5-0) to approve an Updated First Interim Financial Reporting Forms supporting a Positive Certification approved at the December 13, 2021 Board of Trustees Meeting, and that the Superintendent or designee be authorized to execute the necessary documents.</p>
Acceptance of General Obligation Bond Measure LL, Citizens’ Bond Oversight Committee, 2020-21 Annual Report	<p>David Bennett, Assistant Superintendent of Facilities and Operations, presented the CBOC annual 2021-2022 annual report.</p> <p>Ms. Shaw inquired about the impact of the recent rain on the schools that are not under construction as of yet. Mr. Bennett said they have been able to address those items.</p> <p>It was moved, seconded, and carried by unanimous vote (5-0) accept the Citizens’ Bond Oversight Committee’s 2020-21 Annual Report, and that</p>

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

Ratification of Additional Professional Services Agreement with A-Tech Consulting for Limited Asbestos Assessment and Monitoring, at Jordan Elementary School

It was moved, seconded, and carried by unanimous vote (5 – 0), to ratify an additional Professional Services Agreement with A-Tech Consulting for Limited Asbestos Assessment and Monitoring, at Jordan Elementary School, effective December 14, 2021 through December 13, 2022, not to exceed \$2,347.00 (2121-0000-0-6282-8500-004-00000000) Measure LL (21.0 Bond Fund), and that the Superintendent or designee be authorized to execute the necessary documents.

Approval of Change Order No. 4 with Silver Creek Industries for Material and Labor for Bottle Filling Station on the Modular Building Project at Jordan Elementary School

It was moved, seconded, and carried by unanimous vote (5 – 0), ratify Change Order No. 4 with Silver Creek Industries for the Modular Building Project at Jordan Elementary School, effective January 11, 2022, through January 10, 2023, not to exceed \$2,433.85, (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

Adopt Resolution #848 Awarding Preconstruction and Lease-Leaseback Services, Preconstruction Services Agreement, Lease-Leaseback Agreements, and Delegation of Authority for the Meadow Green and Rancho Starbuck Projects to Erickson Hall Construction (RFP# 202122-01)

It was moved, seconded, and carried by unanimous roll call vote (5 – 0), to adopt Resolution #848 awarding Preconstruction and Lease-Leaseback Services, Preconstruction Services Agreement, Lease-Leaseback Agreements, and Delegation of Authority for the Meadow Green and Rancho Starbuck Projects, to Erickson Hall Construction, and that the Superintendent or designee be authorized to execute the necessary documents

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 at Jordan Elementary School

It was moved, seconded, and carried by unanimous vote (5 – 0), 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 at Jordan Elementary School, and that the Superintendent or designee be authorized to execute the necessary documents

Ratification of Additional Professional Services Agreement with A-Tech Consulting for On-Site Project Monitoring of

It was moved, seconded, and carried by unanimous vote (5 – 0), to ratify an additional Professional Services Agreement with A-Tech Consulting for On-Site Project Monitoring of Lead Abatement, at Jordan Elementary School, effective January 11, 2022 through January 10, 2023, not to exceed \$1,200.00 (21.0-00000-0-00000-85000-6282-00430000) Measure LL (21.0 Bond Fund),

Lead Abatement 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 Independent Contract Marshall B. Ketchum University – Ketchum Health for a Vision Therapy Assessment for the 2021-2022 School Year	Approved the independent consultant agreement with Marshall B. Ketchum University – Ketchum Health for a Vision Therapy Assessment for the 2021-2022 School Year, for an estimated cost not to exceed \$500.00, and that the Superintendent or designee be authorized to execute the agreement.
Approval of Independent Contract with Hear Now dba Abramson Audiology to provide a Central Auditory Processing Disorder Evaluation for the 2021-2022 School Year	Approved the independent consultant agreement with Hear Now dba Abramson Audiology to provide a Central Auditory Processing Disorder Evaluation for the 2021/2022 School Year, for an estimated cost not to exceed \$1,900.00, and that the Superintendent or designee be authorized to execute the agreement.
Purchase Order Report 2021/22 #6	Approved Purchase Order Report 2021-22 #6, as attached, which lists all warrants issued November 1, 2021, through November 30, 2021.
Consolidated Check Register Listing Report 2021/22 #5	Approved Consolidated Check Register Listing Report 2021/22 #5, as attached, which lists all warrants issued November 1, 2021, through November 30, 2021.
Approval of Agreement with Colleen Patterson for Specialized Consulting Services	Approved that the agreement with Colleen Patterson, hourly rate will be \$125, One hundred (100) hours are allotted, term of this agreement will be January 11, 2022, through December 31, 2022, not to exceed one hundred (100) hours (\$12,500), and that the Superintendent or designee be authorized to execute the necessary documents.
Approval of Agreement with All American Sports to Provide Referee Services for After School Sports Programs	Approved the agreement with All American Sports for Referee Services, at the rate not to exceed \$4,200, and that the Superintendent or designee be authorized to execute the necessary documents.
Employer-Employee Relations/Personnel Report 2021/22 #6 Which Includes Hiring, Resignations, Contract Adjustments and Retirements for Certificated, Classified, and Confidential Employees	Ratified Employer-Employee Relations/Personnel Report 2021/22 #6, as attached, which includes hiring, resignations, contract adjustments, and retirements for certificated, classified, and confidential employees.

Approval of Agreement #12769 with Thinking Maps Inc. to Provide Professional Development During the 2021-22 School Year

Approved the agreement with Thinking Maps Inc. to provide on-site Professional Development during the 2021-22 school year at a cost of \$7,200 for Agreement #12769, and that the Superintendent or designee be authorized to execute the necessary documents.

Board Member/  
Superintendent Comments

Mr. Coombs reminded the Board of Trustees that they are in the process of review their CVRA trustee area maps. At the January 24 special board meeting, they will review the proposed trustee area maps. Every ten years there is a census and the trustee area maps need to be reviewed to be kept up to date and in compliance.

Mr. Coombs thanked Andrea Reynolds and Chelle Price for the giant accomplishment of completing the first interim budget with the transfer of the county oversight from Los Angeles County to Orange County.

Mr. Coombs mentioned that Diana Jacobs, Jordan first grade teacher, received a grant from the Schools First Foundation.

Mr. Coombs mentioned that before the Christmas break, the El Portal team, lead by Mary Brimmage, and spoke in San Diego about El Portal's Quest program. They have now been invited by ASCA to speak at the CSBA conference.

Mr. Coombs spoke of Rancho Starbuck staff, Jennifer Jackson and Whitney Takacs, being invited to speak at the upcoming I-Ready conference.

Mr. Coombs announced that Lowell Joint is being recognized as a grand prize winner for a NSBA Magna award. Lowell is one of four districts in the United States to receive this award. This award is for the music program, Arts for All – Let the Music Play. Crediting Jeremy Fletcher and Cameron Miller for the amazing program.

Mr. Hinz mentioned that he was a product of the Chicago education system from grades K – 11. He mentioned a positive effect of the recent events, that parents have become interested in children's education.

Mr. Zegarra acknowledged and thanked all of the teacher for their service and all that they are doing for the children and their classes.

Adjournment

President Salinas declared the meeting adjourned at 8:37 in accordance with 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



Orange County Department of Education  
Educational Services Division

**Williams Settlement Legislation  
Quarterly Report of Uniform Complaints  
2021-22**

District: Lowell Joint School District

District Contact: MJ Evanoff

Title: Executive Assistant to the Superintendent / Certificated Personnel

- Quarter #1 July 1 – September 30, 2021 Report due by **October 29, 2021**
- Quarter #2 October 1 – December 31, 2021 Report due by **January 28, 2022**
- Quarter #3 January 1 – March 31, 2022 Report due by **April 29, 2022**
- Quarter #4 April 1 – June 30, 2022 Report due by **July 29, 2022**

**Check the box that applies:**

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

Type of Complaint	Total # of Complaints	# Resolved	# Unresolved
Textbooks and Instructional Materials			
Teacher Vacancies or Missassignments			
Facility Conditions	1	1	
TOTALS	1	1	

Name of Superintendent: Jim Coombs

Signature of Superintendent: \_\_\_\_\_

Date: January 10, 2022

**Please submit to:**

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

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



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

## Williams Lawsuit Settlement Quarterly Report on Uniform Complaints 2021-2022

District Name: Lowell Joint School District

Date: January 10, 2022

Person completing this form: MJ Evanoff

Title: Exec Asst to Supt/Cert Personnel

Quarter covered by this report (Check One Below):

- |   |                          |                  |
|---|--------------------------|------------------|
| <input type="checkbox"/> 1st QTR            | July 1 to September 30   | Due 15-Oct 2021  |
| <input checked="" type="checkbox"/> 2nd QTR | October 1 to December 31 | Due 14- Jan 2022 |
| <input type="checkbox"/> 3rd QTR            | January 1 to March 31    | Due 15-Apr 2022  |
| <input type="checkbox"/> 4th QTR            | April 1 to June 30       | Due 15-Jul 2022  |

Date for information to be reported publicly at governing board meeting: January 10, 2022

Please check the box that applies:

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

	Number of Complaints Received in Quarter	Number of Complaints Resolved	Number of Complaints Unresolved
Instructional Materials			
Facilities	1	1	0
Teacher Vacancy and Misassignment			
TOTAL	1	1	0

Print Name of District Superintendent Jim Coombs

Signature of District Superintendent 

Date January 10, 2022

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

Telephone: (562) 803-8382  
FAX: (562) 803-8325  
E-Mail: [Chauhan\\_Kirit@lacoed.edu](mailto:Chauhan_Kirit@lacoed.edu)

**Measure LL**  
**Citizens' Bond Oversight Committee**



**Lowell Joint  
School District**

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*A Tradition of Excellence Since 1906*

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**Annual Report**  
**July 1, 2020 – June 30, 2021**

**December 14, 2021**



# Table of Contents

1.0	Overview.....	3
2.0	Purpose.....	3
3.0	Membership.....	3
4.0	Committee Activities.....	4
5.0	District Support.....	4
6.0	Meeting Dates.....	5
7.0	Project Updates.....	5
8.0	Audit Findings.....	8
9.0	Conclusion.....	9
10.0	Additional Information.....	9

## 1.0 Overview

Lowell Joint School District (“District”) General Obligation Bond Measure LL (“Measure LL”) was approved by the voters on November 6, 2018. Approval of Measure LL authorized the District to issue up to an aggregate principal amount of \$48,000,000 in General Obligation Bonds.

The Measure LL election was conducted under Proposition 39, being chaptered as the Strict Accountability in Local School Construction Bonds Act of 2000 and was approved and authorized subject to provisions of Section 1 of Article XIII A of the California Constitution which established California Education Code Section 15278. California Education Code Section 15278 requires the establishment of an Independent Citizens’ Bond Oversight Committee (“Committee”) in order to satisfy the accountability requirements of Proposition 39.

The Board of Education of the Lowell Joint School District established the Independent Citizens’ Bond Oversight Committee on October 28, 2019. The Committee maintains the duties and rights set forth in the Bylaws. The Committee does not have legal capacity independent from the District. Moreover, the Committee is charged with responsibility for overseeing the expenditure of Measure LL projects and bond proceeds only.

## 2.0 Purpose

The purposes of the Committee are set forth in Proposition 39, and the Committee Bylaws were developed and approved subject to the applicable provisions of Proposition 39. The Committee is subject to the Ralph M. Brown Public Meetings Act (“Brown Act”) of the State of California and meetings are conducted in accordance with the provisions thereof. The District provides necessary administrative support to the Committee consistent with the Committee’s purposes, as set forth in Proposition 39.

## 3.0 Membership

The current Committee consists of seven members and includes representatives from the organizations required under Proposition 39:

- 1) Parent or guardian of a child enrolled in the District (one representatives)
- 2) Both parent or guardian of a child enrolled in the District and active in a parent-teacher organization, such as the Parent Teacher Association or a school site council (one representatives)
- 3) Active in a business organization representing the business community located in the District (one representative)

- 4) Active in a senior citizen's organization (one representative)
- 5) Active in a bona-fide taxpayers association (one representative)
- 6) Members of the community at-large (two representatives).

The following table lists the members, group representing, and current terms.

Member	Representative Group	Current Term
Jan Averil	Tax Payer Organization	Dec. 2019 – Dec. 2021
Stuart Gothold	Active Senior Citizens Group	Dec. 2020 – Dec. 2021
Taffi Graham	At-Large Community	Dec. 2019 – Dec. 2021
Kim Johnson	Active PTA/Site Community Member	Dec. 2019 – Dec. 2021
Richard Jones	At-Large Community	Dec. 2020 – Dec. 2021
Casey Powers	Business Representative	Dec. 2020 – Dec. 2021
Martin Tourville	Parent/Guardian Enrolled Student	Dec. 2019 – Dec. 2021

#### 4.0 Community Activities

In order to perform the duties as set forth within the Bylaws, the Committee engaged in the following authorized activities (where applicable):

- 1) District staff presented financial reports and regular updates on past, current, and future projects
- 2) Posted copies of the 2019-20 annual Lowell Joint School District Building Fund (Measure LL) Financial and Performance Audits ("Audits") required by Prop 39 (Article XIII A of the California Constitution)
- 3) Inspected District facilities and grounds for which bond proceeds have been or will be expended
- 4) Reviewed efforts by the District to maximize bond proceeds by implementing various cost saving measures

## 5.0 District Support

The District provided the Committee with the following technical and administrative assistance:

- 1) Prepared and posted public notices, as required by the Brown Act. Ensured that all notices to the public were provided in the same manner as notices regarding meetings of the District Board
- 2) Provided meeting rooms with audio/visual equipment
- 3) Prepared and distributed copies of meeting materials, such as agendas and reports
- 4) Retained all Committee records and provided public access to the District website
- 5) Attended Committee proceedings and reported on the status of projects and expenditures of Bond proceeds. The following District staff provided administrative support:
  - David Bennett, Assistant Superintendent, Facilities & Operations
  - Andrea Reynolds, Assistant Superintendent, Administrative Services
  - Cathy Weissman, Bond Contracts & Accounting Compliance Manager
  - Denise Soto, Secretary Technician, Facilities & Operations

## 6.0 Meeting Dates

During the 2020-21 year, the Committee met four (4) times. Meetings were held at the District Office as well as through Zoom during the pandemic.

### 2020/2021 Meetings

- September 8, 2020 (Location: Virtual through Zoom)
- December 8, 2020 (Location: Virtual through Zoom)
- March 9, 2021 (Location: Virtual through Zoom)
- June 8, 2021 (Location: Rancho Starbuck Intermediate School)

### 2021/2022 Meetings

- September 14, 2021 (Location: District Office)
- December 14, 2021 (Location: District Office)
- March 8, 2022 (Location: District Office)
- June 7, 2022 (Location: District Office)

## 7.0 Project Updates

Listed below are six (6) of the seven (7) school sites within Measure LL. These projects will be

### 2020-21 Completed Projects

completed with Measure LL funds.



El Portal ES: Roofing and Fire Alarm



Olita ES: Roofing, HVAC, and Fire Alarm

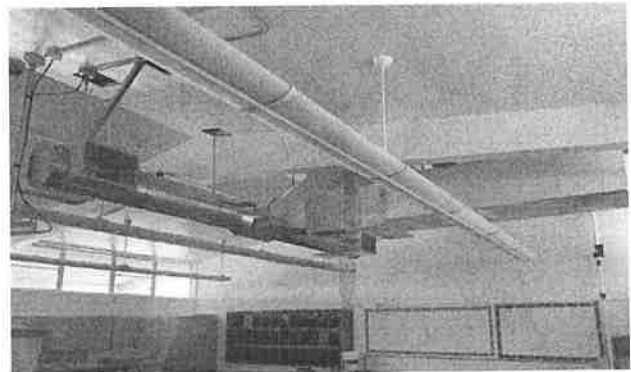
### Projects in Progress

Macy ES: Roofing, HVAC, Fire Alarm, Sewer, Storm Drain



**Projects in Progress**

Jordan ES: Roofing, HVAC, Fire Alarm, Sewer, Portable to Permanent



**Upcoming Projects**

Meadow Green ES: Roofing, HVAC, Fire Alarm, Sewer



Rancho Starbuck IS: Roofing, HVAC, Fire Alarm, Sewer



**8.0 Audit Findings**

The 2019-20 annual Lowell Joint School District Building Fund (Measure LL) Financial and Performance Audits had no findings.

## **9.0 Conclusion**

Based upon the listed activities, the Committee advises the public that the District is in compliance with Article XIII A, Section 1(b)(3) of the California Constitution: Bond proceeds have been expended on projects set forth in the ballot measure. No bond proceeds have been used for teacher or administrative salaries or other school operating expenditures; and audits have been performed as prescribed bylaw.

## **10.0 Additional Information**

Meeting minutes, audits, and various other documents are available on the District website: <https://www.ljsd.org/Departments/Citizens-Bond-Oversight-Committee/CBOC-Board-Agendas-and-Minutes/index.html>.





# A-Tech Consulting, Inc.

December 13, 2021

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

Attn: Mr. David Bennett

Re: Jordan Elementary  
10654 Jordan Road, Exterior  
Whittier, California 90603

Dear Mr. Bennett,

Thank you for allowing A-Tech Consulting, Inc. (*A-Tech*) the opportunity to provide you with a cost proposal. This proposal is in response to your request that *A-Tech* conducts the Limited Asbestos Assessment at the above referenced site.

The professional services provided by *A-Tech* will consist of the following:

## **LIMITED ASBESTOS ASSESSMENT**

- This assessment will satisfy all the requirements of a pre-renovation assessment, in accordance with Cal-OSHA Rule Title 8 CCR 1529 and NESHAP/SCAQMD Rule 1403, as it pertains to this project only.
- Inspection of Exterior and bulk sampling of suspect asbestos-containing materials (ACM) by a state certified asbestos consultant or certified site surveillance technician (CAC or CSST), utilizing AHERA sampling protocols. We will need access to all locations.
- Analysis of suspect ACM samples by a NVLAP accredited laboratory, utilizing Polarized Light Microscopy (PLM) with dispersion staining, in accordance with current regulatory requirements. Sample analysis is based on 3 Hour Rush laboratory analysis.
- Review of any proposed renovation plans, if available
- Report preparation including sample locations, friability evaluations and remedial recommendations.

## **ASBESTOS PROJECT MONITORING**

- Full-time, on-site project observation of the project by a Cal-OSHA certified asbestos CSST or CAC, as required by law.
- Provide on-site air analysis (set up microscope on-site) per regulated area upon completion of removal and ensure that no fibers migrate from regulated areas.
- Air sample analysis to be performed by a NIOSH 582 Equivalency certified microscopist.
- Background, General and Clearance air sampling, in accordance with EPA protocols and analyzed by Phase Contrast Microscopy (PCM) using NIOSH 7400 "A" counting rules.
- Review and verification of asbestos abatement contractor's pre-project submittals (e.g. certifications, medical surveillance, SDS, respiratory protection plan, safety minutes, etc.) and act as a liaison between regulatory agencies, contractors and client.
- Clearance documentation including a clearance letter and air sampling logs.



**PRICING**

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

**LIMITED ASBESTOS ASSESSMENT AND ASBESTOS PROJECT MONITORING**

Item	Price		Qty	Line Total
Principal Hygienist	\$155.00/Hour	X	1	\$155.00
Environmental Project Manager	\$120.00/Hour	X	1	\$120.00
Certified Site Surveillance Technician (CSST)	\$95.00/Hour	X	4	\$380.00
Asbestos Bulk Samples (PLM) – 3 Hr Laboratory Analysis	\$32.00/Sample	X	6	\$192.00
Asbestos Project Monitoring (8-Hour Shift) *	\$1,150/Shift	X	1	\$1,150.00
Report Preparation and Administrative	\$70.00/Hour	X	5	\$350.00
<b>Total</b>				<b>\$2,347.00</b>

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

Sincerely,

A-Tech Consulting, Inc.

Joseph A. Williams, CAC, DPH  
CAC #14-5269 DPH #19524 LRC-00001390  
[joew@atechinc.net](mailto:joew@atechinc.net)

To proceed with scheduling, kindly reply to [PM@atechinc.net](mailto:PM@atechinc.net) and [accounting@atechinc.net](mailto:accounting@atechinc.net).

## Change Order 4

Owner Change Order

x

In House Change Order

Date: Monday, December 20, 2021  
 Project Name: 11361 - Jordan ES  
 Owner: Lowell Joint School District

Silver Creek Industries Inc. proposes to furnish all material and labor to perform the following at the above stated site for the sum of: \$ 2,433.85

Description Of Work: Furnish and install Haws Bottle Filler 1920

Total of all Sub Contractor Work:		\$	2,295.00	
Sub Contractor Markup:	5%	\$	114.75	
Sub Total:		\$	2,409.75	

Total Work by General		\$	-	
General Contractor Markup:	15%	\$	-	
Sub Total:		\$	-	See Page 2

Total Work to be Completed		\$	2,409.75	
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Sales Tax (60% exclusion)	9.50%			
Sub Total		\$	2,409.75	

Bonds not to exceed	1%	\$	24.10	
Grand Total:		\$	2,433.85	

This Change Order will Require \_\_\_\_\_ *Additional Days to complete this project and are included in this COR*  
*\* Not including days accrued from the date COR is submitted and returned to originator, signed & approved.*

Submitted By: Karen Barzilai Date: 12/20/21

Project Manager

Title

Approved By: \_\_\_\_\_ Date: \_\_\_\_\_

Title

<b>Item</b>		<b>Quantity</b>	<b>Cost Per Qty</b>	<b>Total</b>
Site Labor	Furnish and Install Haws 1920 Bottle Filler	1	\$ 2,295.000	\$ 2,295.00
				\$ -
				\$ 2,295.00

**LOWELL JOINT SCHOOL DISTRICT**

**RESOLUTION 2021/22 NO. 848**

**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 MEADOW GREEN ELEMENTARY, AND RANCHO STARBUCK  
INTERMEDIATE SCHOOLS TO ERICKSON HALL CONSTRUCTION**

**WHEREAS**, the Lowell Joint School District (“District”) plans to perform HVAC, roof replacement, fire alarm, ADA, sewer, and related work at Meadow Green Elementary and Rancho Starbuck Intermediate Schools (collectively, “Projects”) utilizing the lease-leaseback construction delivery method, whereby the District will lease the sites that it owns to a contractor who will construct improvements thereon and lease the Projects and the underlying sites 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 November 1, 2021, 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 Meadow Green Elementary and Rancho Starbuck Intermediate Schools; and

**WHEREAS**, in order to construct the Projects using the lease-leaseback construction delivery method, it is necessary that the District enter into site leases, in which the sites will be leased to the Contractor; subleases which provides for the sublease of the sites and the lease of the Projects 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 Projects (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 Meadow Green Elementary and Rancho Starbuck Intermediate Schools, for an amount not to exceed \$18,500 and \$24,500, respectively.

**Section 4.** Award of Lease-Leaseback Agreement. The District's Board of Education hereby awards lease-leaseback contracts to Contractor for the Projects. The Lease-Leaseback Agreements which include 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 10<sup>th</sup> day of January, 2022, by the following vote:


**AYES:**

**NOES:**

**ABSENT:**


**ABSTAIN**

I, Melissa Salinas, 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, Anastasia Shackelford, 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 10<sup>th</sup> day of January, 2022, 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 10<sup>th</sup> day of January, 2022.

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

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). 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](http://www.ftb.ca.gov/about-ftb/newsroom/top-500-past-due-balances/index.html) 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](http://www.cdtfa.ca.gov/taxes-and-fees/top500.htm) 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](http://www.cdtfa.ca.gov) website ([cdtfa.ca.gov](http://www.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.

**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 FISCal, 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 FISCal, 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.

**CALIFORNIA MULTIPLE AWARD SCHEDULE (CMAS)  
GAMETIME  
CMAS NO. 4-20-00-0092B**

**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](http://www.calrecycle.ca.gov/contracts/forms) (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 \(RESD\)](http://www.dgs.ca.gov/RESD) website (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.

**CALIFORNIA MULTIPLE AWARD SCHEDULE (CMAS)  
GAMETIME  
CMAS NO. 4-20-00-0092B**

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)  
GAMETIME  
CMAS NO. 4-20-00-0092B**

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.

**CALIFORNIA MULTIPLE AWARD SCHEDULE (CMAS)  
GAMETIME  
CMAS NO. 4-20-00-0092B**

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)  
GAMETIME  
CMAS NO. 4-20-00-0092B**

**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)  
GAMETIME  
CMAS NO. 4-20-00-0092B**

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.

**CALIFORNIA MULTIPLE AWARD SCHEDULE (CMAS)  
GAMETIME  
CMAS NO. 4-20-00-0092B**

**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  
CMAS NO. 4-20-00-0092B**

**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.

**CALIFORNIA MULTIPLE AWARD SCHEDULE (CMAS)  
GAMETIME  
CMAS NO. 4-20-00-0092B**

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)  
GAMETIME  
CMAS NO. 4-20-00-0092B**

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)  
GAMETIME  
CMAS NO. 4-20-00-0092B**

**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)  
GAMETIME  
CMAS NO. 4-20-00-0092B

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

Proposal for  
Lowell Joint School District

Prepared by



10-18-2021  
Job # 73573-03

Jordan Elementary Lowell Joint SD Renovation



805-910-5971 | [gametime.com](http://gametime.com)

**Jordan Elementary School 2-5 Playground-Project 73573-01-Opt 3  
La Habra, CA**



A STRONG FOUNDATION IN PLAY FOR OVER 50 YEARS

P: (435) 245-5055 / F: 435 245-5057 Brandon@gwpark.com



**Jordan Elementary School 2-5 Playground-Project 73573-01-Opt 3  
La Habra, CA**



A STRONG FOUNDATION IN PLAY FOR OVER 50 YEARS

P: (435) 245-5055 / F: 435 245-5057 Brandon@gwpark.com





**Jordan Elementary School 2-5 Playground-Project 73573-01-Opt 3  
La Habra, CA**



A STRONG FOUNDATION IN PLAY FOR OVER 60 YEARS

P: (435) 245-5055 / F: 435.245-5057 [Brandon@gwpark.com](mailto:Brandon@gwpark.com)



**Jordan Elementary School 2-5 Playground-Project 73573-01-Opt 3  
La Habra, CA**

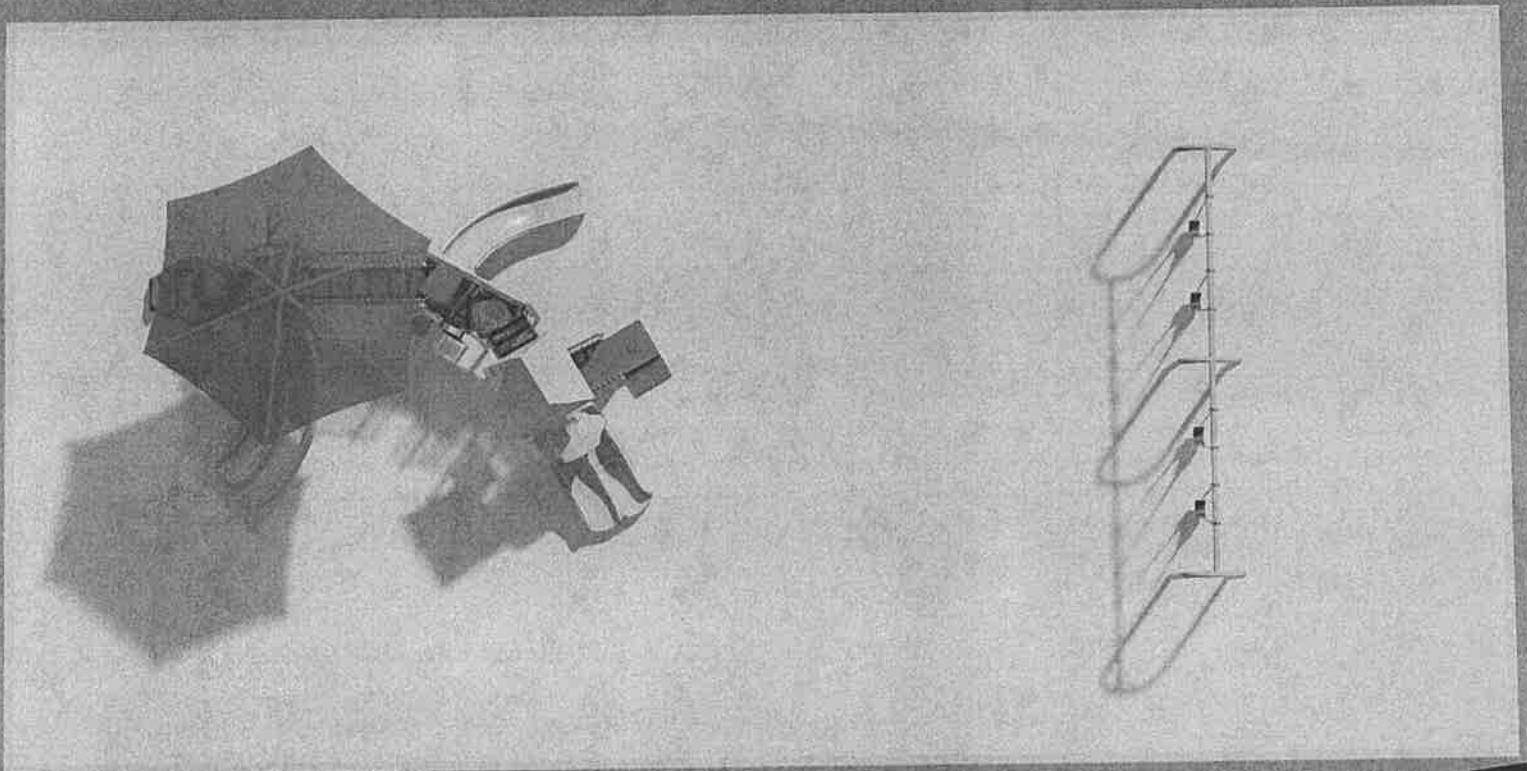


A STRONG FOUNDATION IN PLAY FOR OVER 50 YEARS

P: (435) 245-5055 / F: 435-245-5057 [Brandon@gwpark.com](mailto:Brandon@gwpark.com)



**Jordan Elementary School 2-5 Playground-Project 73573-01-Opt 3  
La Habra, CA**



A STRONG FOUNDATION IN PLAY FOR OVER 50 YEARS

P: (435) 245-5055 / F: 435 245-5057 [Brandon@gwpark.com](mailto:Brandon@gwpark.com)



**Jordan Elementary School 5-12 Playground-Project 73573-01-Opt 3  
La Habra, CA**



A STRONG FOUNDATION IN PLAY FOR OVER 50 YEARS

P: (435) 245-5055 / F: 435 245-5057 [Brandon@gwpark.com](mailto:Brandon@gwpark.com)





**Jordan Elementary School 5-12 Playground-Project 73573-01-Opt 3  
La Habra, CA**



A STRONG FOUNDATION IN PLAY FOR OVER 50 YEARS

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**Jordan Elementary School 5-12 Playground-Project 73573-01-Opt 3  
La Habra, CA**



A STRONG FOUNDATION IN PLAY FOR OVER 50 YEARS

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Jordan Elementary School 5-12 Playground-Project 73573-01-Opt 3  
La Habra, CA



A STRONG FOUNDATION IN PLAY FOR OVER 50 YEARS

P: (435) 245-5055 / F: 435 245-5057 Brandon@gwpark.com



**Jordan Elementary School 5-12 Playground-Project 73573-01-Opt 3  
La Habra, CA**



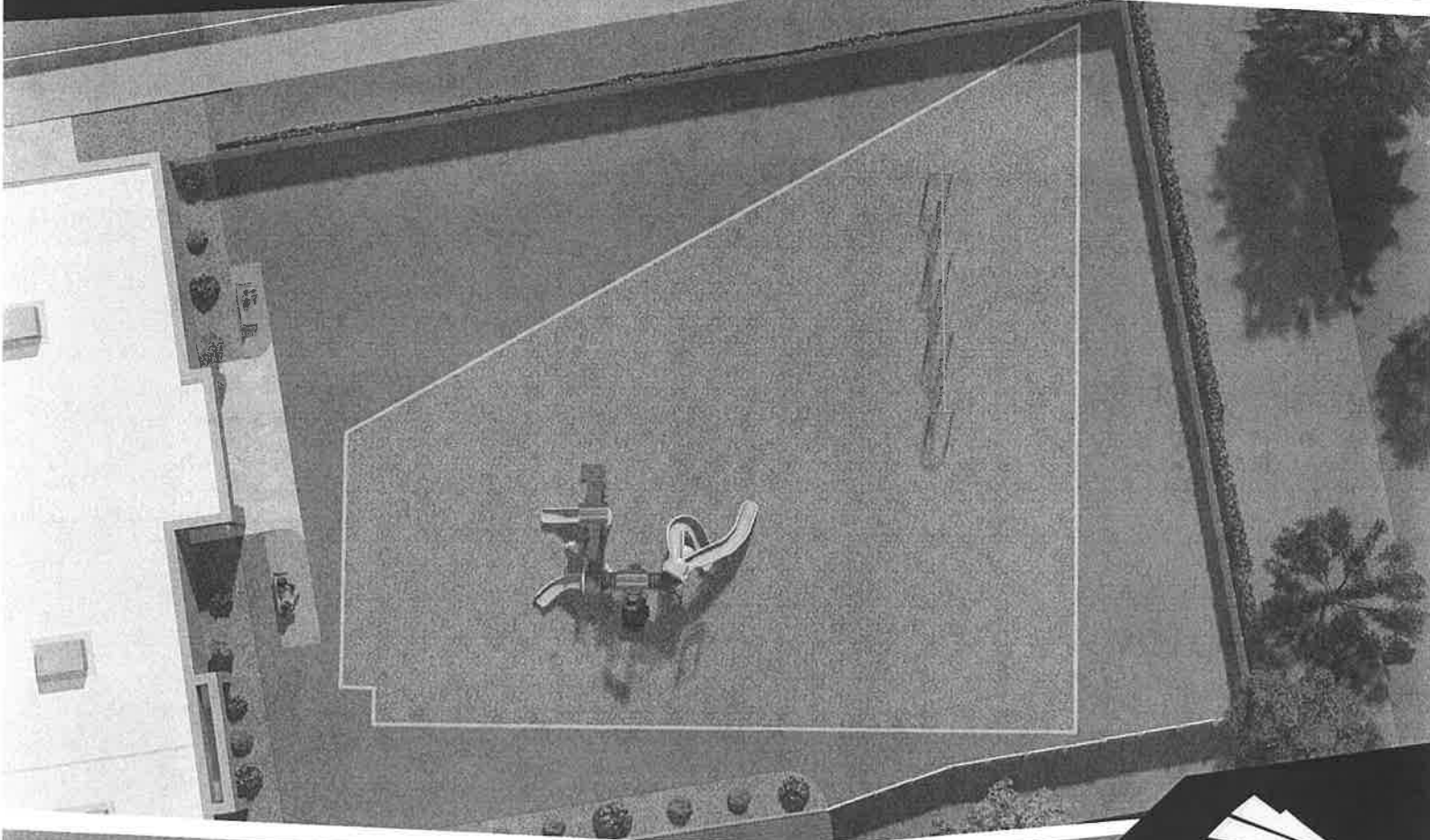
A STRONG FOUNDATION IN PLAY FOR OVER 50 YEARS

P: (435) 245-5055 / F: 435 245-5057 Brandon@gwpark.com





**Jordan Elementary School 5-12 Playground-Project 73573-01-Opt 3  
La Habra, CA**



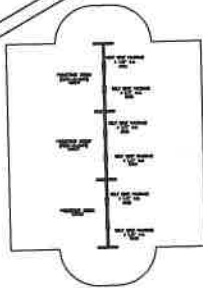
A STRONG FOUNDATION IN PLAY FOR OVER 50 YEARS P: (435) 245-5055 / F: 435 245-5057 Brandon@gwpark.com



5 to 12

GRID CAPACITY	51
TOTAL PLAY COMPONENTS	51

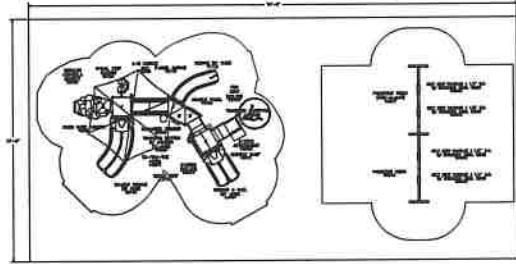
AREA	37' 0" x 51'
LF	1917



2 to 5

AREA	37' 0" x 34'
LF	1258

GRID CAPACITY	34
TOTAL PLAY COMPONENTS	34



AREA	37' 0" x 32'
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See Representative  
Sandra Sato  
sato@gwr.com  
805-910-5971

**GameTime**  
150 PlayCore Drive SE  
Fort Payne, AL 35967  
www.gametime.com



JORDAN SCHOOL  
LOWELL JOINT SCHOOL DISTRICT  
LA HABRA, CA  
Representative:  
GREAT WESTERN RECREATION

This site includes play elements and  
ramps or travel specifically designed  
for special needs users. For the  
purpose of this manufacturer's list  
these play items and routes of  
travel conform to the accessibility  
requirements of the ADA (Americans  
with Disabilities Act).

Total Elevated Play Components	51	Required	51
Total Elevated Play Components Accessible By Ramps	51	Required	51
Total Elevated Components Accessible By Transfer	51	Required	51
Total Accessible Ground Level Components (Shown)	51	Required	51
Total Different Types Of Ground Level Components	32	Required	32

This play  
equipment is  
recommended  
for children ages  
**5-12/2-5**

Minimum Area Required  
3000

**DISCLAIMER:** Dist. without liability  
shall be placed in the use cases of an  
equipment, as specified for each type of  
equipment, and at depths to meet the  
critical fall heights as specified by the U.S.  
Consumer Product Safety Commission,  
ASTM equipment F 1437 and Canadian  
Standard CAN/CSA Z 414.

Drawn By  
HR  
Date  
3/14/21  
Drawing Name  
7357-2-01-003

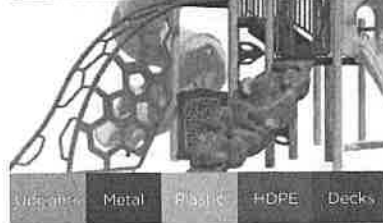
NEW!

Arctic



Uprights Metal Plastic HDPE Decks

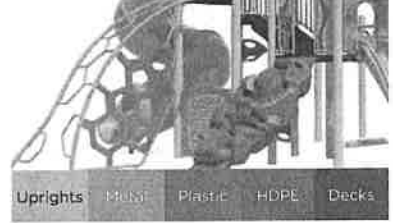
Bayou



Uprights Metal Plastic HDPE Decks

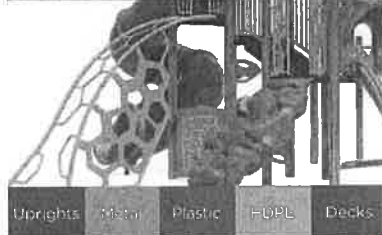
NEW!

Spring Bloom



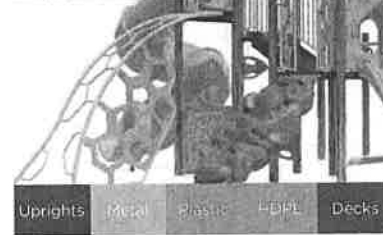
Uprights Metal Plastic HDPE Decks

Jungle



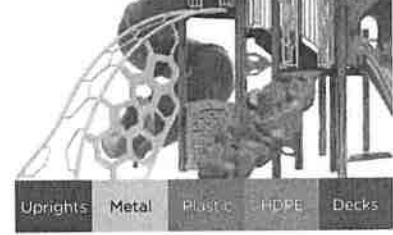
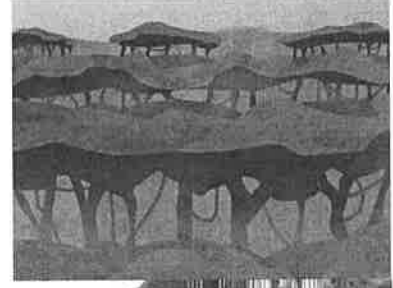
Uprights Metal Plastic HDPE Decks

Malibu



Uprights Metal Plastic HDPE Decks

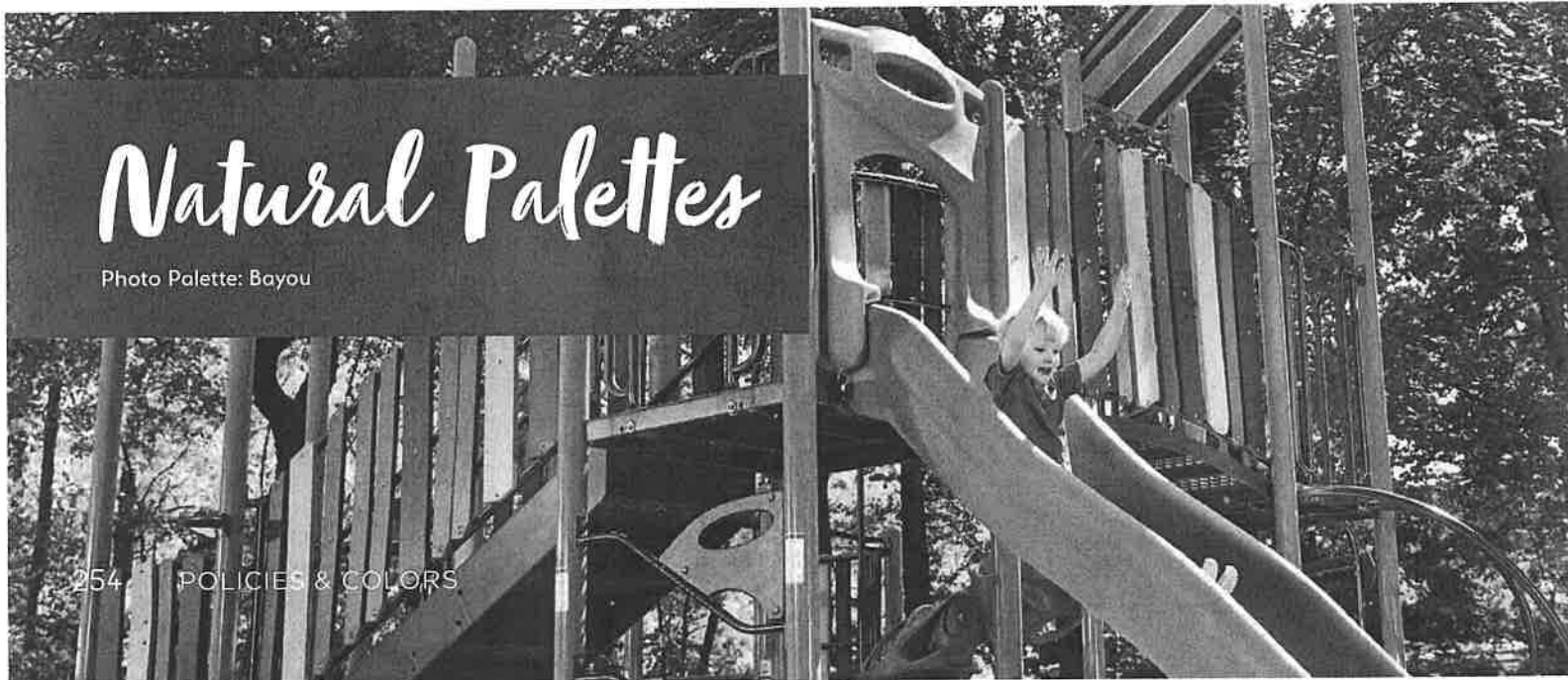
Santa Elena



Uprights Metal Plastic HDPE Decks

# Natural Palettes

Photo Palette: Bayou





# Contemporary Palettes

Photo Palette: Deep Space

Avalon

**NEW!**

Uprights Metal Plastic HDPE Decks

Deep Space

Uprights Metal Plastic HDPE Decks

Emerald

Uprights Metal Plastic HDPE Decks

Passion Fruit

Uprights Metal Plastic HDPE Decks

Whimsy

**NEW!**

Uprights Metal Plastic HDPE Decks

Honeysuckle

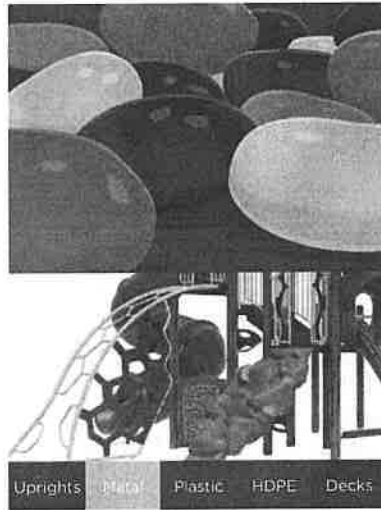
Uprights Metal Plastic HDPE Decks



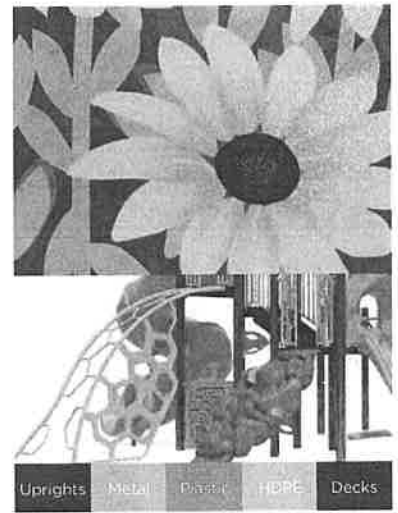
Allegiance



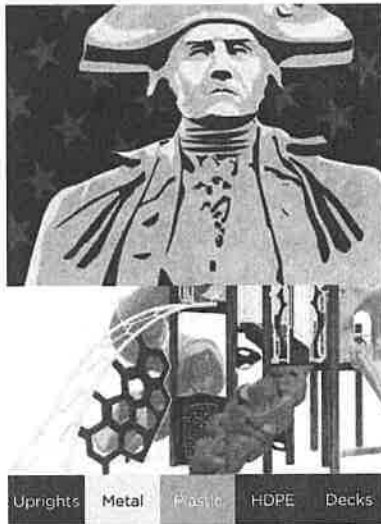
Gum Drop



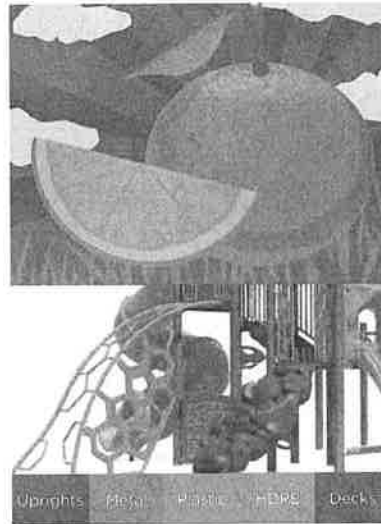
Jovial



Patriot



Shine



NEW!

Sunrise



# Primary Palettes

Photo Palette: Shine





GameTime C/O Great Western Recreation  
 P.O. Box 680121  
 Fort Payne, AL 35967  
 Office: 435-245-5055 Fax: 435-245-5057  
 www.gwpark.com

10/19/2021  
 Quote #73573-03-01

## Jordan Elementary Renovation Grant Credit

Lowell Joint School District  
 Attn: John Binchi  
 11537 Grovedale Drive  
 Whittier, CA 90604  
 Phone: 562-902-4290  
 Fax: 562-947-9580  
 jbinchi@ljsd.org

Ship to Zip 92867

Quantity	Part #	Description	Unit Price	Amount
1	RDU	GameTime - 2-5 Custom Play Structure - SEE DRAWING #73573-02 JORDAN	\$36,683.00	\$36,683.00
1	RDU	GameTime - 2-5 Swings - Reference drawing #73573-01-opt 3	\$3,277.00	\$3,277.00
1	RDU	GameTime - 5 to 12 Structure - Reference drawing #73573-01-opt 3	\$48,904.00	\$48,904.00
1	RDU	GameTime - 5-12 Swings - Reference drawing #73573-01-opt 3	\$4,471.00	\$4,471.00
1	INSTALL	Install - Playground Equipment inatallation- <ul style="list-style-type: none"> <li>• Installation only of (1) GameTime Equipment Per Drawing #73573-01-Opt. 3</li> <li>• Footings excavation, and concrete. (Through Dirt)</li> <li>• Equipment assembly.</li> <li>• Removal of spoils.</li> <li>• Prevailing wages.</li> <li>• Based on good access for equipment.</li> <li>• Price includes one (1) move-on only.</li> </ul>	\$40,532.00	\$40,532.00
Contract: OMNIA			<b>Sub Total</b>	\$133,867.00
			<b>Discount</b>	(\$32,686.96)
			<b>Material Surcharge</b>	\$13,093.57
			<b>Freight</b>	\$5,979.63
			<b>Tax</b>	\$7,558.52
			<b>Total</b>	\$127,811.76





GameTime C/O Great Western Recreation  
P.O. Box 680121  
Fort Payne, AL 35967  
Office: 435-245-5055 Fax: 435-245-5057  
www.gwpark.com

10/19/2021  
Quote #73573-03-01

## Jordan Elementary Renovation Grant Credit

### Comments

Your sales representative is Brandon Seitz. Please contact Brandon, at 805-910-5971, for any additional information regarding this quote.

**\*\*Material Surcharge reflects raw material price increase\*\***

**\*\*\*Not all equipment is eligible for Grant Pricing.**

**\*\*\*Orders MUST be placed before November 2, 2021 and MUST be shipped by December 31, 2021 to qualify for Grant Pricing.**

Ship To Installer:  
1009 N. Batavia St.  
Orange, CA 92867

Multiple Site Locations:  
Jordan Elementary  
10654 Jordan Rd  
Whittier, CA 90603

\*Freight charges are based on listed zip code and are subject to change, if shipping information changes.

Prevailing Wages

**Omnia # 1129977**

**Remit Payment to:**  
GameTime  
P.O. Box 680121  
Fort Payne, AL 35968

### Taxes:

All applicable taxes will be added at time of invoicing unless otherwise included or a tax-exempt certificate is provided.  
If sales tax exempt, you must provide a copy of certificate to be considered exempt.

### Prices:

FOB Factory.

### Orders:

All orders shall be in writing by purchase order, contract, or similar document made out to PlayCore Wisconsin Inc., dba GameTime.  
Standard GameTime equipment orders over \$100,000 may require a deposit of 25% at the time of order and an additional 25% at or before order ships.  
Standard orders with equipment, installation and surfacing are requested to be split billed.  
Equipment, Taxes & Freight as noted above  
Installation and Surfacing billed as completed and Due Upon Receipt.

### Terms:

Cash With Order Discount-(CWO)-Orders for GameTime equipment paid in full at time of order via check, Electronic Funds Transfer (ACH or wire) are eligible for a three percent (3%) cash with order discount.  
Credit terms are Net 30 days, subject to approval by the GameTime Credit Manager. A completed credit application must be submitted and approved prior to the order being received. Please allow at minimum 2 days for the credit review process. GameTime may also require:  
Completed Project Information Sheet (if applicable)  
Copies of Payment and Performance Bonds (if applicable)  
A 1.5% per month finance charge will be imposed on all past due invoices.  
Retainage not accepted.  
Orders under \$5,000 require payment with order.

**DIR# 1000015526 CSLB#855664**



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Fort Payne, AL 35967  
Office: 435-245-5055 Fax: 435-245-5057  
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10/19/2021  
Quote #73573-03-01

## Jordan Elementary Renovation Grant Credit

### INSTALLATION CONDITIONS:

- **ACCESS:** Site should be clear, level and allow for unrestricted access of trucks and machinery.
- **STORAGE:** Customer is responsible for providing a secure location to off-load and store the equipment during the installation process. Once equipment has delivered to the site, the owner is responsible should theft or vandalism occur unless other arrangements are made and noted on the quotation.
- **FOOTER EXCAVATION:** Installation pricing is based on footer excavation through earth/soil only. Customer shall be responsible for unknown conditions such as buried utilities (public & private), tree stumps, rock, or any concealed materials or conditions that may result in additional labor or materials cost.
- **UTILITIES:** Owner is responsible for locating any private utilities.
- **ADDITIONAL COSTS:** Pricing is based on a single mobilization for installation unless otherwise noted. Price includes ONLY what is stated in this quotation. If additional site work or specialized equipment is required, pricing is subject to change.

### ACCEPTANCE OF QUOTATION:

Acceptance of this proposal indicates your agreement to the terms and conditions stated herein.

Accepted By (printed): \_\_\_\_\_ Title: \_\_\_\_\_

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

P.O. Number: \_\_\_\_\_ Date: \_\_\_\_\_

Purchase Amount: **\$127,811.76**

SALES TAX EXEMPTION CERTIFICATE #: \_\_\_\_\_ FEIN# \_\_\_\_\_

(PLEASE PROVIDE A COPY OF CERTIFICATE)

\_\_\_\_\_  
Salesperson's Signature                      Customer Signature

DIR Project # (California only) \_\_\_\_\_





GameTime C/O Great Western Recreation  
P.O. Box 680121  
Fort Payne, AL 35967  
Office: 435-245-5055 Fax: 435-245-5057  
www.gwpark.com

10/19/2021  
Quote #73573-03-01

## Jordan Elementary Renovation Grant Credit

Customer Order Info:

**BILLING INFORMATION:**

Bill to: \_\_\_\_\_

Contact: \_\_\_\_\_

Address: \_\_\_\_\_

Address: \_\_\_\_\_

City, State: \_\_\_\_\_ Zip: \_\_\_\_\_

Tel: \_\_\_\_\_ Fax: \_\_\_\_\_

E-mail: \_\_\_\_\_

**SHIPPING INFORMATION (IF DIFFERENT FROM ABOVE):**

Ship to: \_\_\_\_\_

Contact: \_\_\_\_\_

Address: \_\_\_\_\_

Address: \_\_\_\_\_

City, State: \_\_\_\_\_ Zip: \_\_\_\_\_

Tel: \_\_\_\_\_ Fax: \_\_\_\_\_

E-mail: \_\_\_\_\_



A PLAYCORE Company

### CREDIT CARD PAYMENT AUTHORIZATION

Card issuer: VISA \_\_\_ MC \_\_\_ AMEX \_\_\_

Card number: \_\_\_\_\_

Expiration date: \_\_\_\_\_

CSC/CVV Security Code: \_\_\_\_\_

Card Holder name as it appears on card: \_\_\_\_\_

Billing address as it appears on card statement including zip code (this is the address the bill comes to) :

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

First Authorization

- Payment Amount: \_\_\_\_\_
- Date Charge Authorized: \_\_\_\_\_
- GameTime Order/Invoice Number: \_\_\_\_\_

Second Authorization

- Payment Amount: \_\_\_\_\_
- Date Charge Authorized: \_\_\_\_\_
- GameTime Order/Invoice Number: \_\_\_\_\_

Authorized Cardholder Signature: \_\_\_\_\_

Business name: \_\_\_\_\_

If you require a receipt, please provide an email address:

\_\_\_\_\_

Return to your GameTime sales representative or submit directly to the GameTime credit department at [creditdept@playcore.com](mailto:creditdept@playcore.com). If you have any questions, please contact us at 256-845-2649.



# A-Tech Consulting, Inc.

Atch-211835  
Post-Abatement Lead Clearance Letter  
10654 Jordan Road  
Whittier, California 90603

July 16, 2021

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

Attn: Mr. David Bennett

Re: Jordan Elementary School  
10654 Jordan Road, Buildings 1, 2, 3, 4, 5, 6 and 10, Exterior  
Whittier, California 90603

On July 13, 2021, A-Tech Consulting, Inc. (A-Tech) conducted full-time, on-site lead project monitoring of the Exterior of Buildings 1, 2, 3, 4, 5, 6 and 10 at the subject site. Abatement was conducted based on the scope of work approved by the owner and delivered to the contractor. A-Tech monitored this project to ensure the scope of work was completed and lead-containing materials included in the scope of work were properly removed in accordance with regulatory requirements.

## CONCLUSION

Subsequent to the completion of the lead abatement a visual clearance inspection and lead wipe clearance sampling was conducted at the subject site. The identified lead-containing components (approximately 600 LF of green wood fascia) has been removed in accordance with current regulatory requirements. Based on the laboratory analytical results, no surfaces tested contained lead content greater than 400 ug/ft<sup>2</sup> for exterior horizontal surfaces. Please refer to attached Lead Wipe Table for detailed sample information. Based on this, the above referenced site is safe for reoccupation and/or renovation.

## LIMITATIONS

The conclusions presented in this document are professional opinions based solely upon our observations at the site and lead samples analysis. They are intended exclusively for the purpose outlined herein and for the site location and project indicated. Areas not included in this abatement project scope as defined in this clearance documentation are excluded.

A-Tech assumes no responsibility for the protection of any and all project contract workers from lead exposure.

Services performed by A-Tech were conducted in a manner above the care and skill ordinarily and currently exercised by members of the same profession that even the most comprehensive scope of services might fail to detect environmental liabilities at a particular site. A-Tech makes no representation or warranty that any abatement activity will result in the complete elimination of the hazardous material(s) from any area(s) described in this document.

No expressed or implied representation or warranty is included or intended in this document, except that our services were performed, within the limits prescribed by the scope of services, with the customary thoroughness and competence of our profession.



## A-Tech Consulting, Inc.

Information and opinions presented herein apply to the existing and reasonable foreseeable site conditions at the time of our post abatement clearance. They cannot necessarily apply to site changes of which we are unaware of and has not had the opportunity to review. A-Tech makes no representation or warranty regarding hazardous material(s) in area(s) including adjoining area(s) not specifically identified in this document.

Changes in applicable standards may also occur as a result of legislation or the broadening of knowledge. Accordingly, the findings of this document may be invalidated, wholly or in part by changes beyond our control. A-Tech does not warrant that the site inspection would satisfy the dictates of, or provide a legal defense in connection with environmental guidelines, laws, or regulations. This document is not for the purpose of determining potential health risks associated with hazardous material exposure. Any individuals with health concerns should consult their physician.

A-Tech trusts that the information presented herein provides you with the information and supporting data you require. Should you have any questions or comments, please do not hesitate to contact the undersigned professional at A-Tech Consulting, Inc. (800) 434-1025.

Respectfully submitted,

A-Tech Consulting, Inc.

Robert L. Williams, DPH, CAC, CIEC

Department of Public Health I/A #LRC-00004572, PM #LRC-00004571



### Lead Wipe Sample Summary

**Location:** Jordan Elementary School, 10654 Jordan Road  
**Area:** Buildings 1, 2, 3, 4, 5, 6 and 10, Exterior

**Client Name:** Lowell Joint School District

Sample Number	Sample Date	Sample Location	Component	Sample Description	Sample Area (in <sup>2</sup> )	Media	Pass/Fail	Sample Result (ug/ft <sup>2</sup> )	Regulatory Limit (ug/ft <sup>2</sup> )
211835-LW-0046	7/13/2021	Building 4, Exterior	Floor	Clearance	288	Ghost Wipe	Pass	<5.0	400
211835-LW-0047	7/13/2021	Building 6, Exterior	Floor	Clearance	288	Ghost Wipe	Pass	<5.0	400
211835-LW-0048	7/13/2021	Building 5, Exterior, South	Floor	Clearance	288	Ghost Wipe	Pass	<5.0	400
211835-LW-0049	7/13/2021	Building 1, Exterior	Floor	Clearance	288	Ghost Wipe	Pass	<5.0	400
211835-LW-0050	7/13/2021	Building 3, Exterior, South	Floor	Clearance	288	Ghost Wipe	Pass	<5.0	400
211835-LW-0051	7/13/2021	Building 2, Exterior, South	Floor	Clearance	288	Ghost Wipe	Pass	<5.0	400
211835-LW-0052	7/13/2021	Building 10, Exterior, South	Floor	Clearance	288	Ghost Wipe	Pass	5.50	400
211835-LW-0053	7/13/2021	Blank	-	Blank	-	Ghost Wipe	Pass	<5.0	N/A



# Analysis Report

## Total Lead (Pb)

**Client:** A-Tech Consulting Inc  
**Address:** 1640 N. Batavia Street, Orange, CA 92867

**Project Manager:** Casandra Williams  
**Project #:** 211835  
**Project Location:** 10654 Jordan Road, Whittier, CA 90603

**Report Status:** Final Report  
**Lab Batch #:** 2111082  
**Matrix:** Wipes  
**Method:** EPA 7000B  
**Samples Submitted:** 8  
**Samples Analyzed:** 8  
**Bench Run No:** 56289

Lab ID	Client Sample ID	Sample Area (ft <sup>2</sup> )	RL in µg/wipe	Results in µg/ft <sup>2</sup>
211108201	LW-0046	2	5	<5
211108202	LW-0047	2	5	<5
211108203	LW-0048	2	5	<5
211108204	LW-0049	2	5	<5
211108205	LW-0050	2	5	<5
211108206	LW-0051	2	5	<5
211108207	LW-0052	2	5	5.50
211108208	LW-0053	0	5	<5

Sampled By: Client

Analyzed by: Noah Gangoso

Signature:  Date: 07-14-2021

Reviewed by: Watit Sontising

Signature:  Date: 07-14-2021

Notes:

Units: µg/wipe = microgram per wipe; µg/ft<sup>2</sup> = microgram per square foot

RL = Reporting limit; "<" = below the reporting limit

Samples were prepared in accordance with EPA 3050B and analyzed with EPA 7420 method unless stated otherwise. Condition of all samples and method QC results are acceptable unless stated otherwise. Reported results relate only to the samples tested and may not be the representative of the sample area.

Results in µg/ft<sup>2</sup> was calculated based on sample area information provided by client.

AIHA LAP, LLC Accredited Laboratory for Environmental Lead Laboratory ISO/IEC 17025:2005, Lab ID# 203769



LEAD WIPE SAMPLE CHAIN OF CUSTODY

2111082

Analysis: Wipes SW-846-7000B

Turn Around Time: 24 Hour

Phone Number: (714) 434-6360

Fax Number: (714) 221-6360

Attn: Robert Williams

Results: Email to labs@atechinc.net

<b>Project Number and Name:</b> 211835 - Lowell Joint School District Jordan Elementary School		<b>Sampled By:</b> Miri Khalaf	
<b>Project Address:</b> 10654 Jordan Road		<b>City:</b> Whittier	<b>State:</b> CA
		<b>Zip:</b> 90603-2931	
<b>Notes:</b>			

Sample ID	Sample Location	Sample Area (in <sup>2</sup> )
211835-LW-0046	Building 4, Exterior	288
211835-LW-0047	Building 6, Exterior	288
211835-LW-0048	Building 5, Exterior, South	288
211835-LW-0049	Building 1, Exterior	288
211835-LW-0050	Building 3, Exterior, South	288
211835-LW-0051	Building 2, Exterior, South	288
211835-LW-0052	Building 10, Exterior, South	288
211835-LW-0053	Blank	

Client Sample Number: 211835-LW-0046 to 211835-LW-0053

Total: 8

<b>Relinquished By:</b> <i>[Signature]</i>	<b>Date:</b> 7/13/2021	<b>Time:</b> 4:31 PM
<b>Samples Received By:</b> <i>Ryan Swell et</i>	<b>Date:</b> 7/13/2021	<b>Time:</b> 4:33p
<b>Relinquished By:</b>	<b>Date:</b>	<b>Time:</b>
<b>Samples Received By:</b>	<b>Date:</b>	<b>Time:</b>

**LOWELL JOINT SD**  
**PURCHASE ORDER DETAIL REPORT**  
**BOARD OF TRUSTEES MEETING 01/10/2022**

FROM 11/01/2021 TO 11/30/2021

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>OBJECT DESCRIPTION</u>
R99A0008	OCDE	25,000.00	25,000.00	0100000071 5800	Prof/ConsultingServ&Oper Exp
R99A0010	OCDE	25,000.00	25,000.00	0100000071 5800	Prof/ConsultingServ&Oper Exp
R99B0032	SILVER CREEK INDUSTRIES	3,680,506.94	3,680,506.94	2100000009 6230	Construction
R99B0033	CALIFORNIA DEPARTMENT OF EDUCA	2,380.00	2,380.00	2100000010 6219	CDE Plan Review Fee
R99F0035	FLORENCE FILTER CORPORATION	10,534.90	10,534.90	0132130004 4300	Materials and Supplies
R99F0055	ROBERT BROOKE & ASSOCIATES	161.04	161.04	0100000094 4300	Materials and Supplies
R99F0056	ABES PLUMBING INC.	2,450.00	2,450.00	0100000092 5630	Repairs or Maintenance
R99F0057	PLUMBING WHOLESALE OUTLET	510.84	245.47	0100000089 4300	Materials and Supplies
			98.47	0100000091 4300	Materials and Supplies
			166.90	0100000092 4300	Materials and Supplies
R99F0058	PDQ EQUIPMENT RENTAL	9,423.14	1,230.00	0100000091 5610	Rentals & Leases
			330.40	0100000092 5610	Rentals & Leases
			370.00	0100000093 5610	Rentals & Leases
			98.65	0100000098 4300	Materials and Supplies
			6,677.29	0100000098 5610	Rentals & Leases
			716.80	0100000102 5610	Rentals & Leases
R99F0059	JAMES HARDWARE COMPANY	125.27	27.67	0100000095 4300	Materials and Supplies
			82.46	0100000098 4300	Materials and Supplies
			15.14	0100000108 4300	Materials and Supplies
R99F0060	GLASBY MAINTENANCE SUPPLY	12,365.29	1,806.92	0185100004 4300	Materials and Supplies
			2,200.66	0185100005 4300	Materials and Supplies
			1,016.18	0185100006 4300	Materials and Supplies
			1,147.66	0185100007 4300	Materials and Supplies
			3,335.25	0185100008 4300	Materials and Supplies
			1,019.32	0185100009 4300	Materials and Supplies
			1,839.30	1851000003 4300	Materials and Supplies



**LOWELL JOINT SD**  
**PURCHASE ORDER DETAIL REPORT**  
 BOARD OF TRUSTEES MEETING 01/10/2022

FROM 11/01/2021 TO 11/30/2021

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>OBJECT DESCRIPTION</u>
R99F0061	THE HOME DEPOT PRO INSTITUTION	20,004.52	281.89	0100000091 4300	Materials and Supplies
			459.72	0100000091 5610	Rentals & Leases
			380.21	0100000092 4300	Materials and Supplies
			363.37	0100000093 4300	Materials and Supplies
			221.03	0100000094 4300	Materials and Supplies
			12.16	0100000095 4300	Materials and Supplies
			2,163.31	0100000096 4300	Materials and Supplies
		16,122.83	0100000098 4300	Materials and Supplies	
R99F0062	JAMES HARDWARE COMPANY	701.61	25.62	0100000095 4300	Materials and Supplies
			43.28	0100000096 4300	Materials and Supplies
			447.76	0100000098 4300	Materials and Supplies
			184.95	0100000108 4300	Materials and Supplies
R99F0063	SOUTHEAST CONSTRUCTION PRODUCT	1,875.96	315.67	0100000091 4300	Materials and Supplies
			97.90	0100000093 4300	Materials and Supplies
			19.18	0100000095 4300	Materials and Supplies
			1,398.86	0100000096 4300	Materials and Supplies
			44.35	0100000098 4300	Materials and Supplies
R99F0064	ENCORP	1,740.00	1,740.00	1400000005 5630	Repairs or Maintenance
R99F0065	PEST OPTION INC.	786.19	300.00	0100000113 5570	Pest Control
			165.59	0100000121 5570	Pest Control
			98.66	0100000138 5570	Pest Control
			221.94	0100000139 5570	Pest Control
R99F0066	BUG FLIP	225.00	100.00	0100000103 5570	Pest Control
			15.00	0100000105 5570	Pest Control
			30.00	0100000106 5570	Pest Control
			50.00	0100000108 5570	Pest Control
			30.00	0100000138 5570	Pest Control
R99F0067	F.M. THOMAS AIR CONDITIONING	1,923.61	1,923.61	0100000096 5630	Repairs or Maintenance

**LOWELL JOINT SD**  
**PURCHASE ORDER DETAIL REPORT**  
**BOARD OF TRUSTEES MEETING 01/10/2022**

FROM 11/01/2021 TO 11/30/2021

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>OBJECT DESCRIPTION</u>
R99I0003	TAO ROSSINI APC	15,000.00	15,000.00	0100000068 5820	Legal, Audit, & Election Costs
R99I0004	CHRIS MARROY	400.00	400.00	0132130001 5800	Prof/ConsultingServ&Oper Exp
R99I0005	GT DESIGNS	421.58	421.58	0105110043 4300	Materials and Supplies
R99M0066	AMERICAN EXPRESS	118.94	118.94	0100000058 4300	Materials and Supplies
R99M0067	AMERICAN EXPRESS	217.10	217.10	0100540008 4300	Materials and Supplies
R99M0068	AMERICAN EXPRESS	273.82	273.82	0100540008 4300	Materials and Supplies
R99M0069	AMERICAN EXPRESS	367.64	367.64	0100000317 4300	Materials and Supplies
R99M0070	AMERICAN EXPRESS	335.48	335.48	0130100033 4300	Materials and Supplies
R99M0071	AMERICAN EXPRESS	44.08	44.08	0105110042 4300	Materials and Supplies
R99M0072	AMERICAN EXPRESS	53.90	53.90	0156400039 4300	Materials and Supplies
R99M0073	AMERICAN EXPRESS	60.53	60.53	0105110044 4300	Materials and Supplies
R99M0074	AMERICAN EXPRESS	416.75	416.75	0156400005 5200	Travel and Conferences
R99M0075	AMERICAN EXPRESS	3,953.58	3,953.58	0174250052 4300	Materials and Supplies
R99M0076	AMERICAN EXPRESS	71.64	71.64	0156400012 4300	Materials and Supplies
R99M0077	AMERICAN EXPRESS	273.66	273.66	0132130003 4300	Materials and Supplies
R99M0078	AMERICAN EXPRESS	155.31	131.08	0156400030 4300	Materials and Supplies
			24.23	0165000012 4300	Materials and Supplies
R99M0079	AMERICAN EXPRESS	941.00	941.00	0190200006 4300	Materials and Supplies
R99M0080	AMERICAN EXPRESS	1,665.41	1,665.41	0190200006 4300	Materials and Supplies
R99M0082	AMERICAN EXPRESS	1,086.95	217.39	0174250040 4300	Materials and Supplies
			217.39	0174250041 4300	Materials and Supplies
			217.39	0174250042 4300	Materials and Supplies
			217.39	0174250043 4300	Materials and Supplies
			217.39	0174250044 4300	Materials and Supplies

**LOWELL JOINT SD**  
**PURCHASE ORDER DETAIL REPORT**  
**BOARD OF TRUSTEES MEETING 01/10/2022**

FROM 11/01/2021 TO 11/30/2021

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>OBJECT DESCRIPTION</u>
R99M0083	*** CONTINUED ***				
R99M0083	AMERICAN EXPRESS	1,157.63	1,157.63	0174250053 4300	Materials and Supplies
R99M0084	AMERICAN EXPRESS	79.02	79.02	0100000058 4300	Materials and Supplies
R99M0085	AMERICAN EXPRESS	1,016.12	1,016.12	0105110034 4300	Materials and Supplies
R99M0086	AMERICAN EXPRESS	219.90	219.90	0156400009 4300	Materials and Supplies
R99M0087	AMERICAN EXPRESS	128.25	128.25	0100000058 4300	Materials and Supplies
R99M0088	AMERICAN EXPRESS	64.33	64.33	0156400009 4300	Materials and Supplies
R99M0089	AMERICAN EXPRESS	22.03	22.03	0105110043 4300	Materials and Supplies
R99M0090	AMERICAN EXPRESS	992.22	992.22	0105110044 4300	Materials and Supplies
R99M0091	AMERICAN EXPRESS	28.64	28.64	0156400033 4300	Materials and Supplies
R99M0092	AMERICAN EXPRESS	202.88	202.88	0132130001 4300	Materials and Supplies
R99M0093	AMERICAN EXPRESS	1,356.90	1,356.90	0105110044 4300	Materials and Supplies
R99M0094	AMERICAN EXPRESS	41.78	41.78	0156400034 4300	Materials and Supplies
R99M0095	AMERICAN EXPRESS	110.19	22.04	0132130005 4300	Materials and Supplies
			22.03	0132130006 4300	Materials and Supplies
			22.04	0132130007 4300	Materials and Supplies
			22.04	0132130008 4300	Materials and Supplies
			22.04	0132130009 4300	Materials and Supplies
R99M0096	AMERICAN EXPRESS	5,733.00	441.00	01 5200	Travel and Conferences
			441.00	017250034 5200	Travel and Conferences
			441.00	0174240049 5200	Travel and Conferences
			882.00	0174250034 5200	Travel and Conferences
			441.00	0174250039 5200	Travel and Conferences
			882.00	0174250046 5200	Travel and Conferences
			882.00	0174250047 5200	Travel and Conferences
			441.00	0174250048 5200	Travel and Conferences

**LOWELL JOINT SD**  
**PURCHASE ORDER DETAIL REPORT**  
**BOARD OF TRUSTEES MEETING 01/10/2022**

FROM 11/01/2021 TO 11/30/2021

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>OBJECT DESCRIPTION</u>
R99M0096	*** CONTINUED ***				
			441.00	0174250050 5200	Travel and Conferences
			441.00	0174250051 5200	Travel and Conferences
R99M0097	AMERICAN EXPRESS	48.35	48.35	0100000058 4300	Materials and Supplies
R99M0098	AMERICAN EXPRESS	44.08	44.08	0100000058 4300	Materials and Supplies
R99R0018	SOUTHWEST SCHOOL SUPPLY	10,000.00	10,000.00	0100510007 4300	Materials and Supplies
R99R0148	ALL FOR KIDZ	1,008.00	1,008.00	0100540008 4300	Materials and Supplies
R99R0153	BRIGHTON MUSIC CENTER	262.56	262.56	0100000199 4300	Materials and Supplies
R99R0165	SCHOOL DATEBOOKS	2,461.25	2,461.25	0105110044 4300	Materials and Supplies
R99R0166	GT DESIGNS	499.32	499.32	0109110004 4300	Materials and Supplies
R99R0167	DEAD AND BURIED INC.	4,314.38	4,314.38	0109110004 4300	Materials and Supplies
R99R0168	CANELA SOFTWARE	254.68	254.68	0100000058 5810	Licenses/Technology
R99R0169	COASTAL ENTERPRISES	3,433.57	3,433.57	0109110004 4300	Materials and Supplies
R99R0170	LA HABRA AREA CHAMBER OF COMME	950.00	950.00	0100000065 5200	Travel and Conferences
R99R0172	AMERICAN EXPRESS	304.23	304.23	0100540008 4300	Materials and Supplies
R99R0173	IMPERIAL BAND INSTRUMENTS	1,470.35	165.35	0105110041 4300	Materials and Supplies
			1,305.00	0105110041 5630	Repairs or Maintenance
R99R0174	IMPERIAL BAND INSTRUMENTS	980.31	130.31	0105110041 4300	Materials and Supplies
			850.00	0105110041 5630	Repairs or Maintenance
R99R0175	LA HABRA COUNCIL PTA LHCPTA	300.00	300.00	0100000317 4300	Materials and Supplies
R99R0176	SAN JOAQUIN COUNTY OFFICE OF E	800.00	800.00	0100000071 5300	Dues and Memberships
R99R0177	BAUDVILLE	433.02	433.02	0101005400 4300	Materials and Supplies
R99R0178	IMPERIAL BAND INSTRUMENTS	12.80	8.86	0105110036 4300	Materials and Supplies
			3.94	0105110041 4300	Materials and Supplies

**LOWELL JOINT SD**  
**PURCHASE ORDER DETAIL REPORT**  
**BOARD OF TRUSTEES MEETING 01/10/2022**

FROM 11/01/2021 TO 11/30/2021

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>OBJECT DESCRIPTION</u>
R99R0179	IMPERIAL BAND INSTRUMENTS	142.62	142.62	0105110041 4300	Materials and Supplies
R99R0180	RIVERSIDE INSIGHTS	432.95	432.95	0165000012 4300	Materials and Supplies
R99R0181	CULVER-NEWLIN	1,425.69	1,425.69	0105110044 4300	Materials and Supplies
R99R0182	GARDENA VALLEY NEWS INC.	265.00	265.00	0105110034 4300	Materials and Supplies
R99R0184	SPHERO	14,824.32	43.25	0132130005 4300	Materials and Supplies
			2,921.61	0132130005 4400	Non Capitalized Equipment
			43.25	0132130006 4300	Materials and Supplies
			2,921.61	0132130006 4400	Non Capitalized Equipment
			43.25	0132130007 4300	Materials and Supplies
			2,921.61	0132130007 4400	Non Capitalized Equipment
			43.25	0132130008 4300	Materials and Supplies
			2,921.61	0132130008 4400	Non Capitalized Equipment
			43.27	0132130009 4300	Materials and Supplies
			2,921.61	0132130009 4400	Non Capitalized Equipment
R99R0185	J TAYLOR CORPORATION	1,455.30	1,455.30	0174250054 4300	Materials and Supplies
R99R0186	LA HABRA ROTARY CLUB	295.00	295.00	0100000317 5300	Dues and Memberships
R99R0187	MONOPRICE INC.	50.15	50.15	0100810002 4300	Materials and Supplies
R99R0188	SO CAL IMMEDIATE MEDICAL CENT	439.77	439.77	0100000071 5800	Prof/ConsultingServ&Oper Exp
R99R0189	J.W.PEPPER & SON INC.	152.47	152.47	0105110045 4300	Materials and Supplies
R99R0190	FULLERTON SCHOOL DISTRICT	133.50	133.50	0105110043 4300	Materials and Supplies
R99R0191	TEXTHELP	159.86	159.86	0156400013 5810	Licenses/Technology
R99R0192	EMEDCO	1,013.79	1,013.79	0158700001 4300	Materials and Supplies
R99R0193	RMH DANCE & PRODUCTIONS	325.00	325.00	0100580006 5800	Prof/ConsultingServ&Oper Exp
R99R0194	JONES SCHOOL SUPPLY COMPANY	477.47	477.47	0100580002 4300	Materials and Supplies
R99R0195	MAX-ABILITY	886.57	886.57	0100000058 4400	Non Capitalized Equipment

**LOWELL JOINT SD  
PURCHASE ORDER DETAIL REPORT  
BOARD OF TRUSTEES MEETING 01/10/2022**

FROM 11/01/2021 TO 11/30/2021

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>OBJECT DESCRIPTION</u>
R99R0196	BUREAU OF EDUCATION & RESEARCH	307.60	307.60	0156400013 5200	Travel and Conferences
R99R0197	AMERICAN EXPRESS	329.65	329.65	0100560002 4300	Materials and Supplies
R99R0198	J.W.PEPPER & SON INC.	4,590.77	4,590.77	0105110044 4300	Materials and Supplies
R99R0200	FULLERTON SCHOOL DISTRICT	31.32	31.32	0105110043 4300	Materials and Supplies
R99R0201	TECHNICOLOR PRINTING	1,057.99	1,057.99	0100510008 4300	Materials and Supplies
R99R0202	AMERICAN EXPRESS	430.53	430.53	0100510007 4300	Materials and Supplies
R99R0203	IPRINT TECHNOLOGIES	98.12	98.12	0156400012 4300	Materials and Supplies
R99R0204	C & A SAFETY CONSULTANTS	423.00	423.00	0156400033 5800	Prof/ConsultingServ&Oper Exp
R99T0027	CATAPULTK12	13,892.00	2,315.31	0132120028 5810	Licenses/Technology
			2,315.31	0132120029 5810	Licenses/Technology
			2,315.33	0132120030 5810	Licenses/Technology
			2,315.33	0132120031 5810	Licenses/Technology
			2,315.33	0132120032 5810	Licenses/Technology
			2,315.39	0132120033 5810	Licenses/Technology
R99T0028	CATAPULTK12	8,924.33	1,033.33	0132120028 5810	Licenses/Technology
			1,230.00	0132120029 5810	Licenses/Technology
			1,200.00	0132120030 5810	Licenses/Technology
			1,230.00	0132120031 5810	Licenses/Technology
			1,230.00	0132120032 5810	Licenses/Technology
			1,230.00	0132120033 5810	Licenses/Technology
			1,771.00	0132120035 5810	Licenses/Technology
R99T0029	CATAPULTK12	19,127.72	3,015.86	0132120028 5810	Licenses/Technology
			2,650.04	0132120029 5810	Licenses/Technology
			2,732.63	0132120030 5810	Licenses/Technology
			3,198.77	0132120031 5810	Licenses/Technology
			2,650.04	0132120032 5810	Licenses/Technology
			4,880.38	0132120033 5810	Licenses/Technology

**LOWELL JOINT SD**  
**PURCHASE ORDER DETAIL REPORT**  
 BOARD OF TRUSTEES MEETING 01/10/2022

FROM 11/01/2021 TO 11/30/2021

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>OBJECT DESCRIPTION</u>
R99T0030	DATA IMPRESSIONS	312.44	312.44	0108880038 4300	Materials and Supplies
R99T0031	CATAPULTK12	23,990.34	3,570.04	0132120028 5810	Licenses/Technology
			3,570.04	0132120029 5810	Licenses/Technology
			3,570.04	0132120030 5810	Licenses/Technology
			3,570.04	0132120031 5810	Licenses/Technology
			3,570.04	0132120032 5810	Licenses/Technology
			3,570.04	0132120033 5810	Licenses/Technology
			2,570.10	0132120035 5810	Licenses/Technology
R99T0032	CDW GOVERNMENT INC.	1,011.60	4.00	0174250055 4300	Materials and Supplies
			1,007.60	0174250055 4400	Non Capitalized Equipment
R99T0034	GOVCONNECTION INC.	7,911.21	13.23	0174250040 4300	Materials and Supplies
			1,569.01	0174250040 4400	Non Capitalized Equipment
			13.23	0174250041 4300	Materials and Supplies
			1,569.01	0174250041 4400	Non Capitalized Equipment
			13.23	0174250042 4300	Materials and Supplies
			1,569.01	0174250042 4400	Non Capitalized Equipment
			13.23	0174250043 4300	Materials and Supplies
			1,569.01	0174250043 4400	Non Capitalized Equipment
			13.23	0174250044 4300	Materials and Supplies
			1,569.02	0174250044 4400	Non Capitalized Equipment
R99T0035	HOWARD TECHNOLOGY SOLUTION	733.26	409.13	0108880028 4300	Materials and Supplies
			324.13	0108880047 4300	Materials and Supplies
R99T0036	DATA IMPRESSIONS	4,187.35	837.47	0132130005 4400	Non Capitalized Equipment
			837.47	0132130006 4400	Non Capitalized Equipment
			837.47	0132130007 4400	Non Capitalized Equipment
			837.47	0132130008 4400	Non Capitalized Equipment
			837.47	0132130009 4400	Non Capitalized Equipment
R99X0018	LACOE	10,632.00	10,632.00	0108880020 5810	Licenses/Technology

**LOWELL JOINT SD**  
**PURCHASE ORDER DETAIL REPORT**  
 BOARD OF TRUSTEES MEETING 01/10/2022

FROM 11/01/2021 TO 11/30/2021

<u>PO</u> <u>NUMBER</u>	<u>VENDOR</u>	<u>PO</u> <u>TOTAL</u>	<u>ACCOUNT</u> <u>AMOUNT</u>	<u>ACCOUNT</u> <u>NUMBER</u>	<u>OBJECT DESCRIPTION</u>
		<b>Fund 01 Total:</b>	294,305.92		
		<b>Fund 14 Total:</b>	1,740.00		
		<b>Fund 18 Total:</b>	1,839.30		
		<b>Fund 21 Total:</b>	3,682,886.94		
		<b>Total Amount of Purchase Orders:</b>	3,980,772.16		



**LOWELL JOINT SD**  
**Consolidated Check Register**  
 from 11/1/2021 to 11/30/2021

Check	Payee ID	Payee Name	Reference	Subs	Check Date	Cancel Date	Type	Status	Check Amount
99 00000467	R9900001	BRENT ALLSMAN	NOV REIMBURSE	OH	11/01/2021		MW	IS	526.77
99 00000468	R9903247	CAROLYN KANE	NOV REIMBURSE	OH	11/01/2021		MW	IS	1,196.69
99 00000469	R9900003	CLAUDIA SCHALCHLIN	NOV REIMBURSE	OH	11/01/2021		MW	IS	526.84
99 00000470	R9900004	DAWN AANDAHL	NOV REIMBURSE	OH	11/01/2021		MW	IS	526.84
99 00000471	R9900005	ELIZABETH KANESHIRO	NOV REIMBURSE	OH	11/01/2021		MW	IS	990.16
99 00000472	R9900006	EMILY WAKEFIELD	NOV REIMBURSE	OH	11/01/2021		MW	IS	526.84
99 00000473	R9900007	GAYLE ROGERS	NOV REIMBURSE	OH	11/01/2021		MW	IS	238.25
99 00000474	R9903248	JULIE ROTH	NOV REIMBURSE	OH	11/01/2021		MW	IS	526.84
99 00000475	E9900112	KIMBERLY RICKENBACKER	082521REIMBRSM	OH	11/01/2021		MW	IS	120.12
99 00000476	R9900009	NANCY WHITE	NOV REIMBURSE	OH	11/01/2021		MW	IS	1,196.69
99 00000477	V9900133	NO EXCUSES UNIVERSITY	15108	OH	11/01/2021		MW	IS	1,150.00
99 00000478	R9900010	PENNY MAYERCHECK	NOV REIMBURSE	OH	11/01/2021		MW	IS	1,196.69
99 00000479	R9900011	RONALD RANDOLPH	NOV REIMBURSE	OH	11/01/2021		MW	IS	619.50
99 00000480	R9903249	RONITA VAN VLIET	NOV REIMBURSE	OH	11/01/2021		MW	IS	526.84
99 00000481	V9903219	SDI INNOVATIONS	S21-0198164	OH	11/01/2021		MW	IS	874.87
99 00000482	V9903222	SHANNON G'S FLOWERS	RS101	OH	11/01/2021		MW	IS	220.50
99 00000483	R9900012	SHELLEY MARKER	NOV REIMBURSE	OH	11/01/2021		MW	IS	526.84
99 00000484	V9900180	SPARKLETT'S	15734879102421	OH	11/01/2021		MW	IS	160.78
99 00000485	V9900188	THE HARTFORD	P000492234-NOV21	OH	11/01/2021		MW	IS	170.79
99 00000486	V9903223	TODAY'S CLASSROOM	21-9537	OH	11/01/2021		MW	IS	282.26
99 00000487	V9900212	WPS	WPS-416522	OH	11/01/2021		MW	IS	1,518.15
99 00000488	R9900002	BRUCE PATTILLO	NOV REIMBURSE	OH	11/01/2021		MW	IS	526.77
99 00000489	V9900008	ADMINISTRATIVE SERV. CO-OP	12364	OH	11/04/2021		MW	IS	5,487.00
99 00000490	I9900007	DEBRA LEES	023	OH	11/04/2021		MW	IS	1,400.00
99 00000491	V9900129	NCS PEARSON INC.	16317972	OH	11/04/2021		MW	IS	681.61
99 00000492	V9900179	SOUTHWEST SCHOOL SUPPLY	SEPT 2021-CURR	OH	11/04/2021		MW	IS	9,309.68
99 00000493	U9900001	CITY OF LA HABRA WATER DEPARTM	SEP.OCT	OH	11/05/2021		MW	IS	5,285.40
99 00000494	I9900011	GT DESIGNS	R99X0015-003	OH	11/05/2021		MW	IS	499.32
99 00000495	V9903273	KRISTEN GOBER	8242021REIMB	OH	11/05/2021		MW	IS	330.99
99 00000496	F9900047	LOWE S	926926	OH	11/05/2021		MW	IS	34.35
99 00000497	U9900003	MCI A VERIZON COMPANY	409064291	OH	11/05/2021		MW	IS	40.97
99 00000498	F9900052	PDQ EQUIPMENT RENTAL	FC08.09	OH	11/05/2021		MW	IS	9,423.14
99 00000499	F9900054	PLUMBING WHOLESALE OUTLET	100529651.001	OH	11/05/2021		MW	IS	510.84
99 00000500	V9900169	SCHOOL DATEBOOKS	S21-0214158	OH	11/05/2021		MW	IS	2,461.24

**LOWELL JOINT SD**  
**Consolidated Check Register**  
 from 11/1/2021 to 11/30/2021

Check	Payee ID	Payee Name	Reference	Subs	Check Date	Cancel Date	Type	Status	Check Amount
99 00000501	U9900004	SOUTHERN CALIFORNIA EDISON	SEP-OCT	OH	11/05/2021		MW	IS	9,516.36
99 00000502	U9900005	SOUTHERN CALIFORNIA GAS CO	SEP-OCT	OH	11/05/2021		MW	IS	207.39
99 00000503	V9900179	SOUTHWEST SCHOOL SUPPLY	M&O-OCT 2021	OH	11/05/2021		MW	IS	3,798.19
99 00000504	U9900006	SUBURBAN WATER SYSTEMS	180071247515	OH	11/05/2021		MW	IS	13,856.13
99 00000505	U9900008	T-MOBILE	SEP-OCT	OH	11/05/2021		MW	IS	5,783.65
99 00000506	U9900007	TIME WARNER CABLE	373924101721	OH	11/05/2021		MW	IS	6,376.32
99 00000507	U9900009	VERIZON WIRELESS-LA	9890781511	OH	11/05/2021		MW	IS	478.08
99 00000508	U9900010	WARE DISPOSAL	824581	OH	11/05/2021		MW	IS	15.07
99 00000509	V9903205	PACIFIC CONTRACTORS	PAYAPP#2	OH	11/05/2021		MW	IS	5,550.00
99 00000510	V9903264	DIANA GONZALEZ	10/25-10/29/21	OH	11/08/2021		MW	IS	135.52
99 00000511	V9900088	IMPERIAL BAND INSTRUMENTS	63189	OH	11/08/2021		MW	IS	2,249.60
99 00000512	V9900094	J.W.PEPPER & SON INC.	363639913	OH	11/08/2021		MW	IS	364.22
99 00000513	E9900115	KRISTA VAN HOOGMOED	11012021	OH	11/08/2021		MW	IS	85.41
99 00000514	V9900123	MONOPRICE INC.	22069841	OH	11/08/2021		MW	IS	72.04
99 00000515	F9900003	ABES PLUMBING INC.	21088	OH	11/09/2021		MW	IS	2,450.00
99 00000516	V9900009	AERIES SOFTWARE	CONF-21177	OH	11/09/2021		MW	IS	150.00
99 00000517	V9903256	ALPHA & OMEGA LOCK & KEY LLC	35217	OH	11/09/2021		MW	IS	214.99
99 00000518	E9903276	ANDREW RUDDOCK	SCIENCE-SUPPLIE	OH	11/09/2021		MW	IS	58.24
99 00000519	V9903251	BALFOUR YEARBOOK	41005017	OH	11/09/2021		MW	IS	272.07
99 00000520	V9900022	BARNES & NOBLE BOOKSTORE	4178207	OH	11/09/2021		MW	IS	570.62
99 00000521	V9900024	BEARCOM	5277214	OH	11/09/2021		MW	IS	34.13
99 00000522	V9903220	CANELA SOFTWARE	9939	OH	11/09/2021		MW	IS	231.00
99 00000523	V9900036	CDW GOVERNMENT INC.	L996301	OH	11/09/2021		MW	IS	723.27
99 00000524	V9900038	COALITION FOR ADEQUATE SCHOOL	200002197	OH	11/09/2021		MW	IS	691.00
99 00000525	V9900045	COYOTE FFA ALUMNI & SUPPORTERS	1	OH	11/09/2021		MW	IS	60.00
99 00000526	E9903244	CRISTIAN BOGDAN	MILEAGE-OCT	OH	11/09/2021		MW	IS	49.43
99 00000527	V9903202	CURRICULUM ASSOCIATES	90053782	OH	11/09/2021		MW	IS	6,000.00
99 00000528	V9900052	DASH MEDICAL GLOVES	INV1247663	OH	11/09/2021		MW	IS	206.06
99 00000529	V9900053	DATA IMPRESSIONS	17419-IN	OH	11/09/2021		MW	IS	627.96
99 00000530	V9900055	DEAD AND BURIED INC.	82268	OH	11/09/2021		MW	IS	4,314.37
99 00000531	V9900081	GP GRAPHICS	339	OH	11/09/2021		MW	IS	570.00
99 00000532	V9900084	HOUGHTON MIFFLIN HARCOURT	955429284	OH	11/09/2021		MW	IS	13,179.73
99 00000533	E9900084	JIM COOMBS	ADMIN WK, PD	OH	11/09/2021		MW	IS	812.96
99 00000534	E9900087	JOHN ZAPPULLA	MILEAGE-OCT	OH	11/09/2021		MW	IS	51.70

**LOWELL JOINT SD**  
**Consolidated Check Register**  
 from 11/1/2021 to 11/30/2021

Check	Payee ID	Payee Name	Reference	Subs	Check Date	Cancel Date	Type	Status	Check Amount
99	00000535	E9900189	SHERYL MCDONALD	REIMBURSEMENT	OH	11/09/2021		MW IS	273.03
99	00000536	V9900179	SOUTHWEST SCHOOL SUPPLY	PINV0877323	OH	11/09/2021		MW IS	11,257.76
99	00000537	V9903259	A-TECH CONSULTING INC	212274	OH	11/09/2021		MW IS	8,529.00
99	00000538	B9990009	ELITE MODULAR LEASING & SALES	4317	OH	11/09/2021		MW IS	82,600.00
99	00000539	B9990010	ERICKSON-HALL CONSTRUCTION	PAY APP# 11	OH	11/09/2021		MW IS	255,247.65
99	00000540	V9900013	AMERICAN EXPRESS	ZOOM-OCT	OH	11/10/2021		MW IS	13,410.08
99	00000541	I9900010	EDDIE MIJARES	OCTOBER 2021	OH	11/10/2021		MW IS	857.14
99	00000542	V9903283	GATTO, NANCY	092021-PURCH REI	OH	11/10/2021		MW IS	296.94
99	00000543	V9903280	LA HABRA COUNCIL PTA LHCPTA	11092021	OH	11/10/2021		MW IS	300.00
99	00000544	V9903279	LOPEZ, ALEJANDRO	OCT 2021	OH	11/10/2021		MW IS	357.14
99	00000545	V9900149	QUADIENT LEASING USA INC.	P9054734	OH	11/10/2021		MW IS	110.87
99	00000546	V9900156	RENAISSANCE LEARNING INC.	INV5228127	OH	11/10/2021		MW IS	4,612.50
99	00000547	V9900162	ROBERT BROOKE & ASSOCIATES	247709	OH	11/10/2021		MW IS	161.04
99	00000548	V9903219	SDI INNOVATIONS	S21-0203260	OH	11/10/2021		MW IS	800.48
99	00000549	V9900179	SOUTHWEST SCHOOL SUPPLY	RS-OCT12021	OH	11/10/2021		MW IS	3,832.22
99	00000550	V9900183	STUDIES WEEKLY	419119	OH	11/10/2021		MW IS	1,652.55
99	00000551	V9900184	SUPER DUPER PUBLICATIONS	2692278A	OH	11/10/2021		MW IS	1,131.18
99	00000552	V9900209	WILLIAM V.MACGILL & CO.	IN0774090	OH	11/10/2021		MW IS	73.34
99	00000553	V9900212	WPS	WPS-415416	OH	11/10/2021		MW IS	2,908.26
99	00000554	V9900214	YORKTOWN	413968Y-IN	OH	11/10/2021		MW IS	299.00
99	00000555	F9900014	BUG FLIP	SEPT2021	OH	11/10/2021		MW IS	300.00
99	00000556	F9900014	BUG FLIP	SEPT2021	OH	11/10/2021		MW IS	30.00
99	00000557	F9900014	BUG FLIP	OCT2021	OH	11/10/2021		MW IS	30.00
99	00000558	N9900004	DRIFTWOOD DAIRY	OCT2021	OH	11/10/2021		MW IS	10,662.49
99	00000559	F9900045	LADY BUGS ENVIRONMENTAL TERMIT	OCT2021	OH	11/10/2021		MW IS	55.00
99	00000560	V9903228	LOVE TO SNACK LLC	OCT2021	OH	11/10/2021		MW IS	444.15
99	00000561	N9900009	P & R PAPER SUPPLY COMPANY	OCT2021	OH	11/10/2021		MW IS	4,989.96
99	00000562	N9900013	SOUTHERN CALIFORNIA PIZZA	OCT2021	OH	11/10/2021		MW IS	10,138.00
99	00000563	N9900015	VALPRO INC.	OCT2021	OH	11/10/2021		MW IS	4,370.85
99	00000564	V9903211	TONY PAINTING	PAY APP#2	OH	11/10/2021		MW IS	992.50
99	00000565	V9903259	A-TECH CONSULTING INC	211940	OH	11/10/2021		MW IS	17,357.00
99	00000566	B9990013	HAUFFE COMPANY	414	OH	11/10/2021		MW IS	2,916.82
99	00000567	V9900085	HOWARD TECHNOLOGY SOLUTION	21-00532456	OH	11/10/2021		MW IS	14,990.54
99	00000568	V9900035	CATAPULTK12	1045251	OH	11/15/2021		MW IS	57,010.07

**LOWELL JOINT SD**  
**Consolidated Check Register**  
 from 11/1/2021 to 11/30/2021

Check	Payee ID	Payee Name	Reference	Subs	Check Date	Cancel Date	Type	Status	Check Amount
99 00000569	V9903264	DIANA GONZALEZ	MILEAGE	11/1-11/5	OH 11/15/2021		MW	IS	54.21
99 00000570	V9903210	FLORENCE FILTER CORPORATION	119015-IN		OH 11/15/2021		MW	IS	10,534.90
99 00000571	S9990002	GALLAGHER PEDIATRIC THERAP	9293		OH 11/15/2021		MW	IS	915.81
99 00000572	V9900088	IMPERIAL BAND INSTRUMENTS	M63697		OH 11/15/2021		MW	IS	2,370.70
99 00000573	V9900088	IMPERIAL BAND INSTRUMENTS	M63697		OH 11/15/2021		MW	IS	40.00
99 00000574	V9900088	IMPERIAL BAND INSTRUMENTS	M63214		OH 11/15/2021		MW	IS	40.00
99 00000575	F9900040	JAMES HARDWARE COMPANY	54533		OH 11/15/2021		MW	IS	125.27
99 00000576	V9900099	LA HABRA AREA CHAMBER OF COMME	6624		OH 11/15/2021		MW	IS	475.00
99 00000577	V9900104	LEADER SERVICES	CDS5672		OH 11/15/2021		MW	IS	453.02
99 00000578	V9900123	MONOPRICE INC.	22009169		OH 11/15/2021		MW	IS	846.65
99 00000579	V9900144	PRO-ED	2911353		OH 11/15/2021		MW	IS	940.28
99 00000580	U9900005	SOUTHERN CALIFORNIA GAS CO	SEP-OCT.MA		OH 11/15/2021		MW	IS	251.98
99 00000581	V9900212	WPS	WPS-416383		OH 11/15/2021		MW	IS	379.60
99 00000582	V9999999	CALIFORNIA DEPARTMENT OF TAX A	645801895.1		OH 11/17/2021		MW	IS	7.46
99 00000583	F9900021	CULVER-NEWLIN	32866		OH 11/17/2021		MW	IS	1,425.69
99 00000584	F9900027	EAST WHITTIER GLASS & MIRROR	18911		OH 11/17/2021		MW	IS	444.00
99 00000585	V9903272	GARDENA VALLEY NEWS INC.	30380		OH 11/17/2021		MW	IS	265.00
99 00000586	F9900033	GLASBY MAINTENANCE SUPPLY	319808A		OH 11/17/2021		MW	IS	12,365.29
99 00000587	V9903291	JEANETTE TREVINO	REIMB AMEX		OH 11/17/2021		MW	IS	33.75
99 00000588	VOID.CONTI	Void - Continued Stub	CONTINUE		OH 11/17/2021		VM	VD	0.00
99 00000589	F9900059	THE HOME DEPOT PRO INSTITUTION	650691165		OH 11/17/2021		MW	IS	20,004.44
99 00000590	N9900006	FORM PLASTICS COMPANY	IV-118138		OH 11/17/2021		MW	IS	2,724.13
99 00000591	N9900007	GOLD STAR FOODS	OCT2021		OH 11/17/2021		MW	IS	27,821.83
99 00000592	B9990010	ERICKSON-HALL CONSTRUCTION	PAY APP# 6		OH 11/17/2021		MW	IS	1,077,319.00
99 00000593	B9990013	HAUFFE COMPANY	422		OH 11/17/2021		MW	IS	14,784.00
99 00000594	E9900220	ALISON GARDNER	COPIES 11/16/21		OH 11/18/2021		MW	IS	34.86
99 00000595	F9900024	DAVE BANG ASSOCIATES, INC.	CA50580		OH 11/18/2021		MW	IS	5,263.47
99 00000596	V9900056	DELTA DENTAL OF CALIFORNIA	BE004686285		OH 11/18/2021		MW	IS	1,780.89
99 00000597	V9903264	DIANA GONZALEZ	11/8-11/12/2021		OH 11/18/2021		MW	IS	101.25
99 00000598	V9903289	EMEDCO	9348011477		OH 11/18/2021		MW	IS	1,013.79
99 00000599	V9900077	FULLERTON SCHOOL DISTRICT	22RI0330		OH 11/18/2021		MW	IS	562.50
99 00000600	E9900140	MARY JO EVANOFF	CHRISTMAS		OH 11/18/2021		MW	IS	521.20
99 00000601	E9900179	SANDRA JAN	MAIL 11/5/2021		OH 11/18/2021		MW	IS	7.38
99 00000602	E9900214	WHITNEY TAKACS	REFRESHMENTS		OH 11/18/2021		MW	IS	31.98

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 from 11/1/2021 to 11/30/2021

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99 00000603	V9903278	CALIFORNIA DEPARTMENT OF EDUCA	C067050	OH	11/18/2021		MW	IS	2,380.00
99 00000604	E9900003	ADRIANA PONCE	PURCH	OH	11/19/2021		MW	IS	33.06
99 00000605	V9900201	BSN SPORTS LLC dba US GAMES	913574928	OH	11/19/2021		MW	IS	607.20
99 00000606	V9903265	CHRIS MARROY	2115	OH	11/19/2021		MW	IS	400.00
99 00000607	I9900010	EDDIE MIJARES	NOV2021	OH	11/19/2021		MW	IS	857.14
99 00000608	V9900088	IMPERIAL BAND INSTRUMENTS	64125	OH	11/19/2021		MW	IS	142.62
99 00000609	V9900088	IMPERIAL BAND INSTRUMENTS	63977	OH	11/19/2021		MW	IS	12.80
99 00000610	V9900094	J.W.PEPPER & SON INC.	363553782	OH	11/19/2021		MW	IS	152.47
99 00000611	V9900099	LA HABRA AREA CHAMBER OF COMME	6625	OH	11/19/2021		MW	IS	475.00
99 00000612	V9900101	LA HABRA ROTARY CLUB	2314	OH	11/19/2021		MW	IS	295.00
99 00000613	V9903279	LOPEZ, ALEJANDRO	NOV 2021	OH	11/19/2021		MW	IS	357.14
99 00000614	E9900138	MARIKATE ELMQUIST	PURCH REIMB	OH	11/19/2021		MW	IS	9.99
99 00000615	E9900148	MICHELLE MCNEFF	CLSRM PURCH	OH	11/19/2021		MW	IS	204.71
99 00000616	V9900129	NCS PEARSON INC.	3866338	OH	11/19/2021		MW	IS	749.64
99 00000617	V9900134	OCDE	94RI1527	OH	11/19/2021		MW	IS	25,000.00
99 00000618	V9900134	OCDE	94RI1312	OH	11/19/2021		MW	IS	25,000.00
99 00000619	V9900134	OCDE	94R1583	OH	11/19/2021		MW	IS	75.00
99 00000620	V9900154	READYREFRESH BY NESTLE	01J0032621385	OH	11/19/2021		MW	IS	113.85
99 00000621	E9900168	REBECCA STEPHENSON	PURCH	OH	11/19/2021		MW	IS	200.11
99 00000622	V9900172	SCHOOL SERVICES OF CALIFORNIA	JULY-NOV 2021	OH	11/19/2021		MW	IS	1,680.00
99 00000623	V9900177	SO CAL IMMEDIATE MEDICAL CENT	228292	OH	11/19/2021		MW	IS	439.77
99 00000624	V9903257	TAO ROSSINI APC	1986	OH	11/19/2021		MW	IS	2,340.00
99 00000625	V9900133	NO EXCUSES UNIVERSITY	14031	OH	11/22/2021		MW	IS	2,122.01
99 00000626	V9900154	READYREFRESH BY NESTLE	01K0032621385	OH	11/22/2021		MW	IS	73.85
99 00000627	V9900161	RMH DANCE & PRODUCTIONS	120721	OH	11/22/2021		MW	IS	325.00
99 00000628	V9900168	SCHOLASTIC INC.	M7176100- ADD	OH	11/22/2021		MW	IS	328.57
99 00000629	V9900179	SOUTHWEST SCHOOL SUPPLY	PINV0835106	OH	11/22/2021		MW	IS	112.47
99 00000630	V9900184	SUPER DUPER PUBLICATIONS	2693738A	OH	11/22/2021		MW	IS	1,150.89
99 00000631	V9903201	TWO BIT CIRCUS FOUNDATION	4949	OH	11/22/2021		MW	IS	44,398.91
99 00000632	V9900212	WPS	WPS-417671	OH	11/22/2021		MW	IS	497.22
99 00000633	V9903260	T3 CONTRACTORS	PO R99F0048	OH	11/22/2021		MW	IS	1,200.00
99 00000634	B9990012	HANCOCK PARK & DELONG, INC	5548	OH	11/22/2021		MW	IS	5,543.75

**LOWELL JOINT SD**  
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from 11/1/2021 to 11/30/2021

Check	Payee ID	Payee Name	Reference	Subs	Check Date	Cancel Date	Type	Status	Check Amount
								Issued:	1,943,585.14
								99 Bank Total:	1,943,585.14
								Grand Total:	1,943,585.14

LOWELL JOINT SCHOOL DISTRICT  
EMPLOYER-EMPLOYEE RELATIONS PERSONNEL REPORT 2021/2022 #6

January 10, 2022

I. CERTIFICATED EMPLOYEES

A. CHANGE OF STATUS

NAME	<u>EFFECTIVE DATE</u>	<u>END DATE</u>	SITE	COMMENTS
Fonti, Allison	01/03/2022	01/21/2022	MA	(AB375) FMLA Medical Leave
Galli, Jessica	12/03/2021	01/17/2022	RS	(AB375) CFRA Maternity Leave
Irving, Tamara	09/14/2021	02/27/2022	RS	(AB375) FMLA Medical Leave Corrected EER #5 2021-2022
Perumean Stacy	01/10/2022	02/04/2022	MG	(AB375) CFRA Baby Bonding Leave
Perumenan, Stacy	02/07/2022	06/03/2022	MG	Unpaid Leave of Absence

B. EXTRA DUTY PAY/STIPENDS

<u>NAME/ EMPLOYEE ID</u>	<u>EFFECTIVE DATE</u>	<u>END DATE</u>	<u>SITE</u>	<u>COMMENTS</u>
Nicole Ballard	08/16/2021	08/31/2021	MA	To be paid \$150.00 per month, not to exceed \$1500.00 for serving as an Intervention Coordinator. To be paid from Supplemental Funds. Correction of EER #1 2021-2022
Michelle Valdez	08/16/2021	05/31/2022	MA	To be paid \$150.00 per month, not to exceed \$1500.00 for serving as an Intervention Coordinator. To be paid from Supplemental Funds.
Cameron Miller	10/01/2021	05/31/2022	RS	To be paid \$250.00 per month, not to exceed \$750.00 for serving as ASB Coordinator. To be paid from the Rancho-Starbuck General Site Account. Correction of EER #4 2021-2022
Melissa Oke	10/01/2021	05/31/2022	RS	To be paid \$250.00 per month, not to exceed \$750.00 for serving as ASB Coordinator. To be paid from the Rancho-Starbuck General Site Account. Correction of EER #4 2021-2022

\*It is further recommended that these individuals be approved for substitute teaching at the rate of \$200.00 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 LCFF 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.

D.

Employment of substitutes effective 08/16/2021 for the 2021-2022 school year @ 200 per day and \$100.00 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 \$250.00 long term sub rate.

Casey Bradshaw  
Kaycee Petersen

E. SUBSTITUTE CHANGE OF PAY

NAME	EFFECTIVE DATE	END DATE	SITE	COMMENT
Zapata Joseph	10/18/2021	06/30/2022	DO	To be paid rate of \$330.00 School Psychologist Updated EER #4 2021-2022
Brooks, Edward	12/03/2021	01/14/2022	DO	To be paid rate of \$200.00 Science Teacher Rancho Starbuck
Tyner, Bonnie	01/03/2022	01/21/2022	DO	To be paid special long term rate of \$250.00 3 <sup>rd</sup> grade Teacher Macy
McCoy, Stacy	01/10/2022	06/03/2022	DO	To be paid special long term rate of \$250.00 5/6 combo Teacher Meadow Green.
Scarciotti, Alyssa	09/15/2021	01/14/2022	DO	To be paid rate of \$200.00 English Teacher Rancho Starbuck
Bradshaw, Casey	01/18/2022	02/27/2022	DO	To be paid rate of \$200.00 English Teacher Rancho Starbuck.

\*It is further recommended that these individuals be approved for substitute teaching at the rate of \$200.00 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 LCFF 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 2021-2021 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 2021-2022 school year.

II. CLASSIFIED EMPLOYEES January 10, 2022

A. 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>
Jan, Sandy	12/03/21		RI/S8	DO	Increase of hours from 7 to 8 hours

B. HOURLY – GENERAL FUND

<u>NAME/ EMPLOYEE ID#</u>	<u>EFFECTIVE DATE</u>	<u>END DATE</u>	<u>RANGE/ STEP</u>	<u>SITE</u>	<u>COMMENTS</u>
Aparicio, Gina	11/17/2021		R14/S1	DO	Instructional Assistant/Substitute
Arroyo, Maria	12/14/2021		-	DO	Removal of intern who did not start



Cantrell, Kristen	12/10/2021		R14/S1	DO	Instructional Assistant/Substitute
Connolley, Luz "Lulu"	12/10/2021		R14/S1	DO	Instructional Assistant/Substitute
Hendrickson, Jill	1/3/2022			DO	Instructional Assistant Preschool/Substitute
Hoffman, Tabatha	12/12/2021		R16/S1	DO	Clerk Typist Substitute
Hoffman, Tabatha	12/12/2021		R14/S1	DO	Instructional Assistant/Substitute
Hoffman, Tabatha	12/12/2021		R1/S1	DO	Noon Duty Assistant/Substitute
Hoffman, Tabatha	12/12/2021		R15/S1	DO	Health Technician Substitute
Huerta-Chavez, Julie	1/3/2022			DO	Fiscal Clerk Substitute
Navarro, Amber	01/16/22	06/03/22	\$1,200/Mo	DO	School Counselor/Intern CORRECTION TO 2022
Qureshi, Lovely	01/03/2022		R15/S1	DO	Health Technician Substitute
Ramos, Laura	12/12/2021		R15/S1	DO	Health Technician Substitute
Zaky, Mary	12/10/2021		R14/S1	DO	IA Classification

C. 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>
Romero, Adriana			R07/S1	DO	Cafeteria Worker/Substitute

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

MINUTES OF THE BOARD SPECIAL MEETING OF THE BOARD OF TRUSTEES  
January 24, 2022

Call to Order	<p>President Salinas called the meeting to order at 6:30 p.m.</p> <p>In compliance with Government Code 54953, the Board will use teleconference for the Special Board Meeting in order to allow Board Anthony Zegarra to participate in the Special Board Meeting. Any votes taken in closed session, as part of the teleconference, will be by roll call and reported out in open session. Mr. Zegarra will post this meeting agenda at his location, which is at a residence, Whittier, CA (16262 Honnington Street, Whittier CA 90603.</p>
Topics Not on the Agenda	None.
Closed Meeting	President Salinas declared the meeting recessed to closed session at 6:31 p.m.
Call to Order	<p>President Salinas reconvened the meeting to order at 7:30 p.m.</p> <p>The flag salute was led by Anastasia Shackelford, Board of Trustees Clerk.</p> <p>Trustees Present: Melissa A. Salinas, Karen L. Shaw, Anastasia M. Shackelford, William A. Hinz, Anthony A. Zegarra</p> <p>Trustees Absent: None</p> <p>Staff Present: Jim Coombs, Superintendent of Schools, Sheri McDonald, Assistant Superintendent of Educational Services; and David Bennett, Assistant Superintendent of Facilities and Operations</p> <p>Staff Absent: Andrea Reynolds, Assistant Superintendent of Administrative Services</p>
Reporting Out Action (if any) Taken in Closed Session	None.
Introduction / Welcome	President Salinas welcomed the many guests in attendance, staff members present and guests.
Acknowledgement of Correspondence	None.
Approval of Agenda	It was moved, seconded, and carried by unanimous vote, (5-0) to approve the amended January 24, 2022 board agenda.

Topics Not on the Agenda

Leslie Mangold, LJEAs lead negotiator, mentioned that they are beginning their bargaining tomorrow and looking forward to a positive and productive bargaining session. LJEAs is eager to engage in conversations that are leading towards financially compensating their members to be competitive with like districts.

Margaret Palmer, Olita teacher, thanked the district and board members for the Bundt cakes that were delivered to all staff that morning and the offer of good will to the teachers in the district. She thanked the Board for being in masks this evening and that teacher will feel comfortable attending the board meetings in the future.

Timely Information from the Board and Superintendent

None.

Public Hearing-Adjustment of Trustee Area Boundaries, Presentation By Demographer Regarding Trustee Area Boundaries Public Comment on Trustee Area Boundaries, Board Discussion Regarding Trustee Area Boundaries

The purpose of today's public hearing is to provide the community with information regarding Education Code section 5019.5's requirement to adjust trustee area boundaries after each federal census if the trustee areas vary in population by 10% or more. Due to significant population growth in parts of the District, the current trustee areas vary more than 10 in population and must be adjusted.

Every ten years, following the release of federal census data, Education Code section 5019.5 requires the governing boards of school districts to adjust their trustee area boundaries if the population of the trustee areas varies 10% or more. The District's demographer, National Demographics Corporation, has advised the District that its trustee area boundaries vary more than 10%. Therefore, it will be necessary for the Board to adjust its trustee area boundaries. The statutory deadline for adjusting the boundaries is March 1, 2022. If the Board misses the deadline, the Orange County Committee on School District Organization will make the adjustments.

Justin Levitt, National Demographics Corporation demographer presented the legal requirements for adjusting trustee area boundaries and the demographics of the school district when trustee areas vary more than 10% in population. They found that three of the areas were well within the acceptable balance but trustee areas 4 & 5 were out of that balance. National Demographics Corporation came back with two proposed maps with minimal changes. They both kept trustee areas 1, 2, 3 the same and only made minimal adjustments between areas 4, that needed to grow, and area 5, which needed to adjust its population.

Justin Levitt presented the first option with map #1, moving where the current boundary area is to Sturbridge Drive. The area south of Imperial highway was adjusted in terms of its population and correcting the boundary due to the last ten years, they were misallocating people to the wrong district but this issue fixed in 2020. This happened across many districts in orange county school districts. Mr. Levitt map #2 with a shift in drawing the boundaries for trustee

area 4 entirely into Orange County. It takes in the area south of Imperial Highway but loses the Los Angeles county portion.

Public hearing open at 7:48 a.m.

Margaret Palmer asked about the board of trustee area representative name for area number two was missing on the map. The demographer pointed out that it was noted on the footnote of the map printout.

Margaret Palmer asked a clarifying question of the boundary line drawn on the maps.

The Public hearing was closed at 7:50 p.m.

Mrs. Shackelford mentioned that the previous maps overlapped the attendance to allow for representation for multiple schools and that has not changed. She liked Map #2 allowed a trustee area to be represented cleanly in only one county. Mr. Hinz mentioned that Map #2 appears to be a lot cleaner and Mrs. Salinas and Mr. Zegarra agreed.

Approval of the 2020/21  
School Accountability  
Report Cards

The purpose of School Accountability Report Cards (SARC) is to provide parents and the community with important information about each public school. A SARC can be an effective way for a school to report on its progress in achieving goals. SARC's must be updated annually and published by February 1. The 2020/21 School Accountability Report Card published during the 2021/22 school year for each school site is available at the District Office and on each school's website.

Mrs. Salinas asked how the parents would view the information. Dr. McDonald mentioned that SARCS would be posted on the district website, each individual school website and a direct link sent as soon as they were board approved.

It was moved, seconded, and carried by unanimous vote (5-0) to approve *the 2020/21 School Accountability Report Cards, for each school site*, and that the Superintendent or designee be authorized to execute the necessary documents.

Board Member/  
Superintendent Comments

None.

Adjournment

President Salinas declared the meeting adjourned at 7:55 in accordance with 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

## **NOTICE OF PUBLIC HEARING LOWELL JOINT SCHOOL DISTRICT**

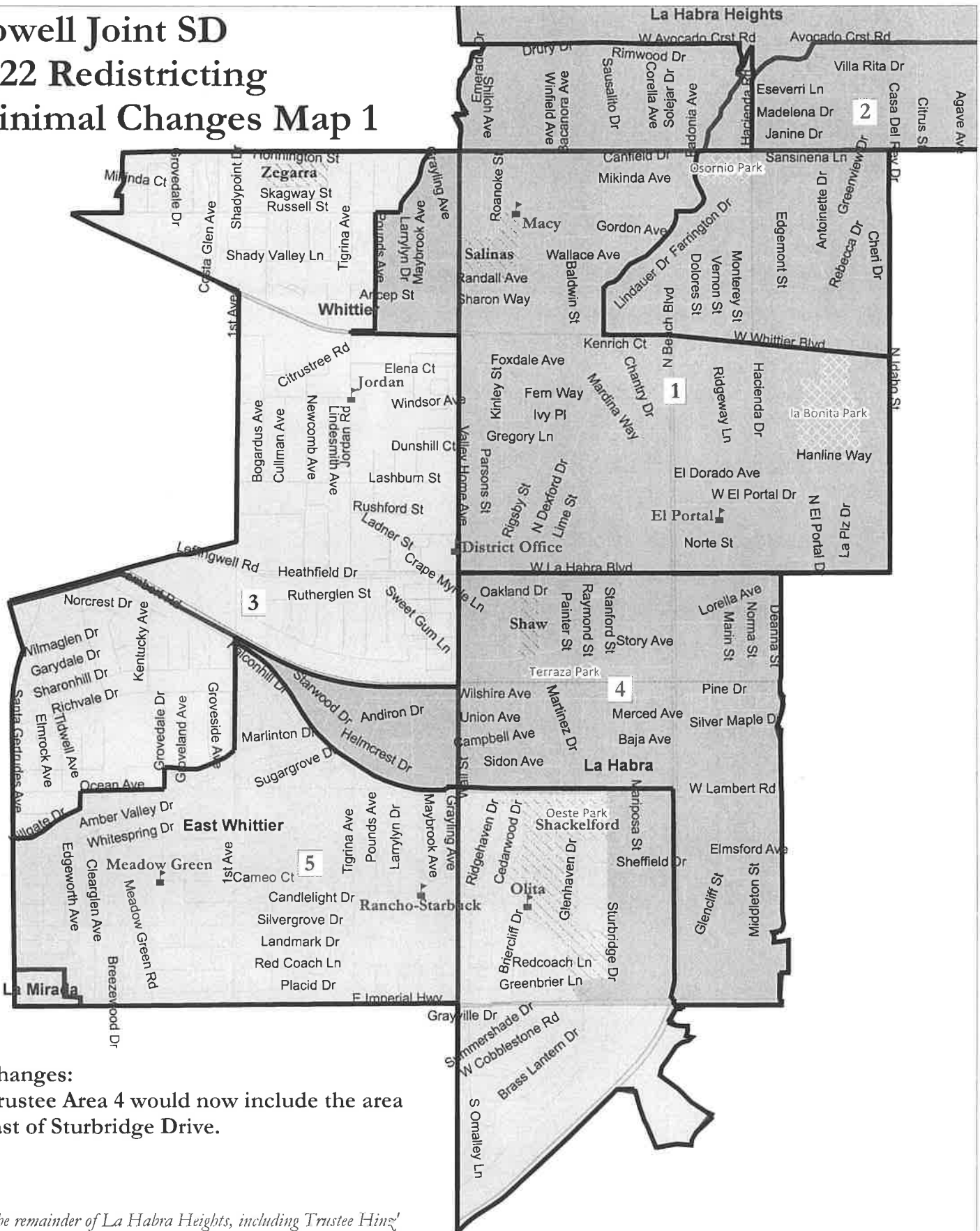
**Lowell Joint School District will hold a Public Hearing pursuant to Education Code Sections 5019.5. The District is required to hold a public hearing to encourage participation by parents, teachers, members of the community interested in the affairs of the School District, and bargaining unit leaders.**

**NOTICE IS HEREBY GIVEN** that the Board of Education of the Lowell Joint School District at a board meeting to be held at 7:30 p.m. on January 24, 2022, at the District Office located at 11019 Valley Home Avenue, Whittier 90603, will conduct a public hearing in accordance with Education Code section 5019.5 to receive and consider input regarding the criteria and composition of trustee area maps to be considered as part of the process in which the Board approves the adjustment of trustee area boundaries pursuant to Education Code sections 5019 and 5020. The Board invites public testimony regarding this matter.

The January 24, 2022, Board meeting of the District will begin at 7:30 p.m. in the Board Room located at 11019 Valley Home Avenue, Whittier, CA 90603.

Questions and/or comments should be directed to Jim Coombs, Superintendent of Schools at (562) 943-0211.

# Lowell Joint SD 2022 Redistricting Minimal Changes Map 1



**Changes:**  
Trustee Area 4 would now include the area east of Sturbridge Drive.

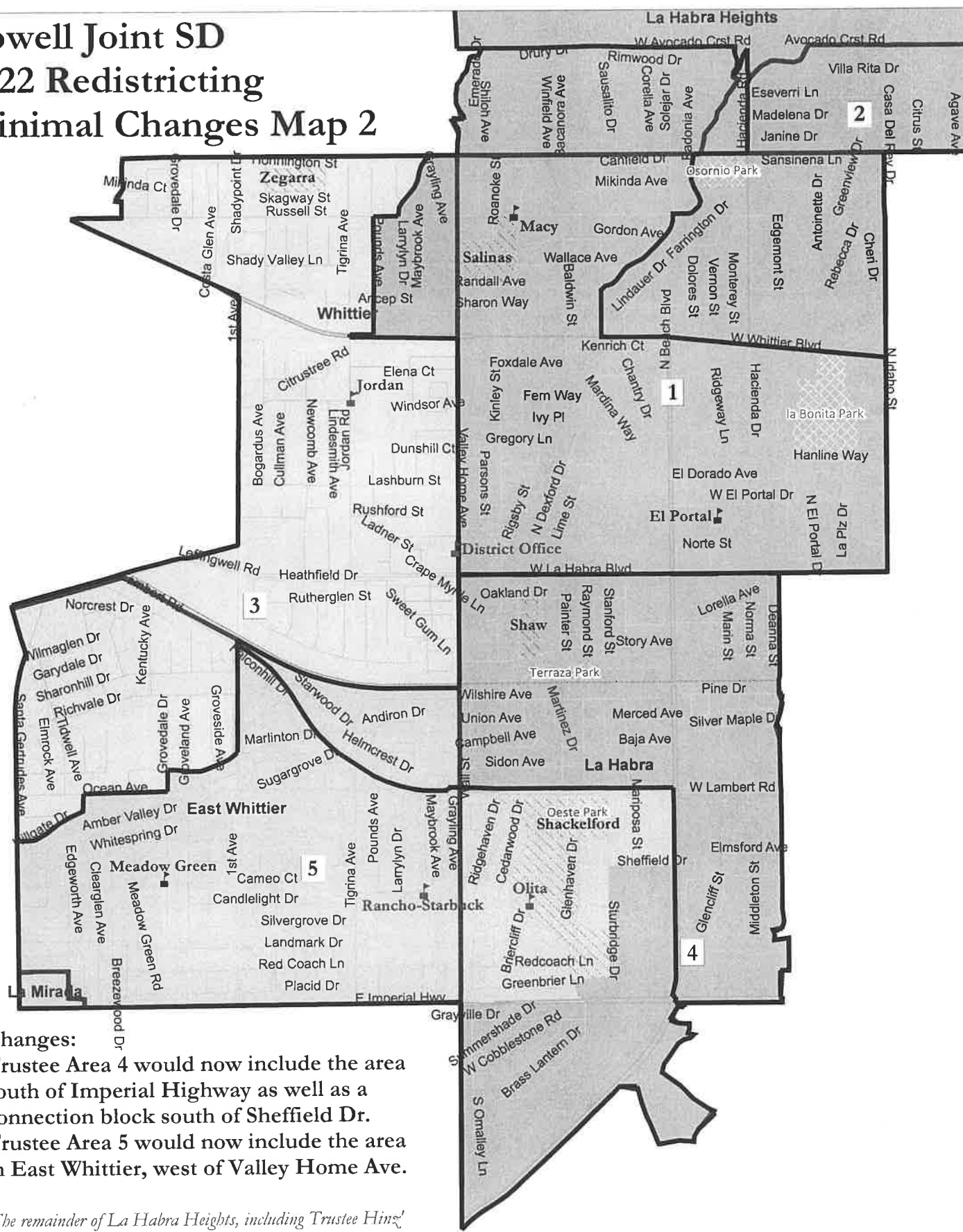
*The remainder of La Habra Heights, including Trustee Hines' address, is in Trustee Area 2*

**Lowell Joint School District - Minimal Changes Map 1**

District		1	2	3	4	5	Total
<b>2020</b>	2020 Census (Adj)	6,928	7,335	7,219	6,781	7,109	35,372
	Deviation from ideal	-146	261	145	-293	35	554
	% Deviation	-2.07%	3.68%	2.04%	-4.15%	0.49%	7.83%
2020 Total Pop	% Hisp	57%	37%	56%	51%	49%	50%
	% NH White	32%	41%	31%	29%	32%	33%
	% NH Black	2%	1%	1%	3%	2%	2%
	% Asian-American	6%	18%	9%	15%	13%	12%
Citizen Voting Age Pop	Total	4,967	6,485	5,316	4,290	5,147	26,205
	% Hisp	40%	31%	50%	45%	50%	43%
	% NH White	47%	50%	42%	41%	39%	44%
	% NH Black	4%	0%	1%	2%	1%	1%
Voter Registration (Nov 2020)	% Asian/Pac.Isl.	8%	18%	7%	12%	10%	11%
	Total	4,066	5,097	4,817	3,767	4,628	22,375
	% Latino est.	45%	28%	49%	47%	44%	42%
	% Spanish-Surnamed	41%	26%	44%	43%	40%	38%
Voter Turnout (Nov 2018)	% Asian-Surnamed	3%	11%	4%	6%	6%	6%
	% Filipino-Surnamed	1%	1%	1%	1%	1%	1%
	% NH White est.	51%	62%	49%	48%	52%	52%
	% NH Black	3%	0%	1%	1%	0%	1%
Voter Turnout (Nov 2020)	Total	2,359	3,151	2,580	2,039	2,581	12,710
	% Latino est.	39%	23%	43%	43%	40%	36%
	% Spanish-Surnamed	36%	21%	40%	39%	36%	34%
	% Asian-Surnamed	2%	8%	3%	3%	5%	5%
ACS Pop. Est.	% Filipino-Surnamed	1%	1%	1%	1%	1%	1%
	% NH White est.	57%	69%	54%	55%	56%	59%
	% NH Black	4%	0%	1%	1%	0%	1%
	Total	3,463	4,246	3,870	3,167	3,766	18,512
Age	% Latino est.	44%	27%	48%	46%	44%	41%
	% Spanish-Surnamed	41%	25%	44%	42%	40%	38%
	% Asian-Surnamed	3%	10%	4%	6%	6%	6%
	% Filipino-Surnamed	1%	1%	1%	1%	1%	1%
Immigration	% NH White est.	52%	63%	49%	49%	52%	53%
	% NH Black est.	3%	0%	1%	1%	0%	1%
	immigrants	18%	20%	15%	23%	22%	19%
	naturalized	56%	75%	71%	61%	63%	66%
Language spoken at home	english	71%	63%	77%	65%	67%	68%
	spanish	22%	21%	17%	22%	21%	21%
	asian-lang	6%	11%	4%	13%	10%	9%
	other lang	1%	5%	2%	1%	2%	2%
Language Fluency	Speaks Eng. "Less than Very Well"	12%	13%	8%	14%	11%	11%
Education (among those age 25+)	hs-grad	53%	38%	54%	55%	54%	50%
	bachelor	19%	26%	22%	19%	17%	21%
	graduatedegree	8%	18%	10%	8%	11%	12%
Child in Household	child-under18	40%	30%	31%	40%	30%	34%
Pct of Pop. Age 16+	employed	70%	60%	62%	66%	63%	64%
Household Income	income 0-25k	13%	6%	21%	14%	10%	13%
	income 25-50k	14%	11%	10%	15%	16%	13%
	income 50-75k	13%	13%	17%	16%	12%	14%
	income 75-200k	49%	43%	45%	47%	50%	47%
	income 200k-plus	11%	26%	8%	9%	12%	14%
Housing Stats	single family	74%	90%	83%	76%	77%	81%
	multi-family	26%	10%	17%	24%	23%	19%
	rented	37%	16%	23%	32%	28%	27%
	owned	63%	84%	77%	68%	72%	73%

Total population data from the California adjustment to the 2020 Decennial Census. Surname-based Voter Registration and Turnout data from the California Statewide Database. Latino voter registration and turnout data are Spanish-surname counts adjusted using Census Population Department undercount estimates. NH White and NH Black registration and turnout counts estimated by NDC. Citizen Voting Age Pop., Age, Immigration, and other demographics from the 2015-2019 American Community Survey and Special Tabulation 5-year data.

# Lowell Joint SD 2022 Redistricting Minimal Changes Map 2



**Changes:**  
Trustee Area 4 would now include the area south of Imperial Highway as well as a connection block south of Sheffield Dr.  
Trustee Area 5 would now include the area in East Whittier, west of Valley Home Ave.

*The remainder of La Habra Heights, including Trustee Hinz' address, is in Trustee Area 2*



**Lowell Joint School District - Minimal Changes Map 2**

District		1	2	3	4	5	Total
2020	2020 Census (Adj)	6,928	7,335	7,219	7,141	6,749	35,372
	Deviation from ideal	-146	261	145	67	-325	586
	% Deviation	-2.07%	3.68%	2.04%	0.94%	-4.60%	8.28%
2020 Total Pop	% Hisp	57%	37%	56%	49%	52%	50%
	% NH White	32%	41%	31%	29%	33%	33%
	% NH Black	2%	1%	1%	3%	2%	2%
	% Asian-American	6%	18%	9%	17%	10%	12%
	Total	4,967	6,485	5,316	4,823	4,614	26,205
Citizen Voting Age Pop	% Hisp	40%	31%	50%	47%	49%	43%
	% NH White	47%	50%	42%	37%	42%	44%
	% NH Black	4%	0%	1%	2%	0%	1%
	% Asian/Pac.Isl.	8%	18%	7%	14%	8%	11%
	Total	4,066	5,097	4,817	3,875	4,520	22,375
Voter Registration (Nov 2020)	% Latino est.	45%	28%	49%	46%	45%	42%
	% Spanish-Surnamed	41%	26%	44%	42%	41%	38%
	% Asian-Surnamed	3%	11%	4%	8%	5%	6%
	% Filipino-Surnamed	1%	1%	1%	1%	1%	1%
	% NH White est.	51%	62%	49%	47%	52%	52%
	% NH Black	3%	0%	1%	1%	0%	1%
	Total	2,359	3,151	2,580	2,106	2,514	12,710
Voter Turnout (Nov 2018)	% Latino est.	39%	23%	43%	41%	41%	36%
	% Spanish-Surnamed	36%	21%	40%	38%	38%	34%
	% Asian-Surnamed	2%	8%	3%	4%	4%	5%
	% Filipino-Surnamed	1%	1%	1%	1%	1%	1%
	% NH White est.	57%	69%	54%	55%	55%	59%
	% NH Black	4%	0%	1%	2%	0%	1%
	Total	3,463	4,246	3,870	3,253	3,680	18,512
Voter Turnout (Nov 2020)	% Latino est.	44%	27%	48%	45%	45%	41%
	% Spanish-Surnamed	41%	25%	44%	41%	41%	38%
	% Asian-Surnamed	3%	10%	4%	7%	5%	6%
	% Filipino-Surnamed	1%	1%	1%	1%	1%	1%
	% NH White est.	52%	63%	49%	49%	52%	53%
	% NH Black est.	3%	0%	1%	1%	0%	1%
	Total	7,133	8,666	7,036	6,870	6,151	35,856
ACS Pop. Est.	Total	7,133	8,666	7,036	6,870	6,151	35,856
	age0-19	26%	21%	21%	25%	22%	23%
	age20-60	53%	52%	53%	57%	55%	54%
Age	age60plus	20%	27%	26%	18%	23%	23%
	immigrants	18%	20%	15%	29%	16%	19%
	naturalized	56%	75%	71%	64%	59%	66%
Immigration	english	71%	63%	77%	62%	70%	68%
	spanish	22%	21%	17%	20%	23%	21%
	asian-lang	6%	11%	4%	17%	5%	9%
	other lang	1%	5%	2%	2%	1%	2%
Language spoken at home	Speaks Eng. "Less than Very Well"	12%	13%	8%	16%	8%	11%
	hs-grad	53%	38%	54%	50%	59%	50%
	bachelor	19%	26%	22%	23%	12%	21%
	graduatedegree	8%	18%	10%	11%	9%	12%
Education (among those age 25+)	child-under18	40%	30%	31%	37%	33%	34%
Child in Household	employed	70%	60%	62%	66%	63%	64%
	income 0-25k	13%	6%	21%	13%	11%	13%
Pct of Pop. Age 16+	income 25-50k	14%	11%	10%	15%	17%	13%
	income 50-75k	13%	13%	17%	13%	15%	14%
	income 75-200k	49%	43%	45%	47%	50%	47%
	income 200k-plus	11%	26%	8%	12%	8%	14%
	single family	74%	90%	83%	76%	77%	81%
Household Income	multi-family	26%	10%	17%	24%	23%	19%
	rented	37%	16%	23%	31%	30%	27%
	owned	63%	84%	77%	69%	70%	73%
	Housing Stats						

Total population data from the California adjustment to the 2020 Decennial Census. Surname-based Voter Registration and Turnout data from the California Statewide Database. Latino voter registration and turnout data are Spanish-surname counts adjusted using Census Population Department undercount estimates. NH White and NH Black registration and turnout counts estimated by NDC. Citizen Voting Age Pop., Age, Immigration, and other demographics from the 2015-2019 American Community Survey and Special Tabulation 5-year data.

# El Portal Elementary School

## 2021 School Accountability Report Card



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fq/aa/lc/](http://www.cde.ca.gov/fq/aa/lc/)

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



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

#### California School Dashboard



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

#### Internet Access

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

## 2021-22 School Contact Information

<b>School Name</b>	El Portal Elementary School
<b>Street</b>	200 North Nada Street
<b>City, State, Zip</b>	La Habra, CA 90631
<b>Phone Number</b>	562.902.4211
<b>Principal</b>	Rhonda Overby
<b>Email Address</b>	roverby@ljsd.org
<b>School Website</b>	elportal.ljsd.org
<b>County-District-School (CDS) Code</b>	30647666020127

## 2021-22 District Contact Information

<b>District Name</b>	Lowell Joint School District
<b>Phone Number</b>	562.943.0211
<b>Superintendent</b>	Mr. Jim Coombs
<b>Email Address</b>	webadmin@ljsd.org
<b>District Website Address</b>	www.ljsd.org

## 2021-22 District Governing Board

<b>President</b>	Melissa A. Salinas
<b>Vice President</b>	Karen L. Shaw
<b>Clerk</b>	Anastasia M. Shackelford
<b>Member</b>	William A. Hinz
<b>Member</b>	Anthony Zegara

## 2021-22 District Administration

<b>Assistant Superintendent of Educational Services</b>	Dr. Sheri McDonald
<b>Assistant Superintendent of Administrative Services</b>	Andrea Reynolds
<b>Assistant Superintendent of Facilities and Operations</b>	David Bennett
<b>Director of Educational Services</b>	Rhonda Overby
<b>Director of Technology</b>	Alan Mao
<b>Director of Special Education</b>	Kaleo Igarta
<b>Director of Fiscal Services</b>	Chelle Price

## 2021-22 School Overview

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

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

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

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	63
Grade 1	62
Grade 2	71
Grade 3	89
Grade 4	77
Grade 5	85
Grade 6	66
<b>Total Enrollment</b>	<b>513</b>

## 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.4
Asian	4.3
Black or African American	1
Filipino	1.8
Hispanic or Latino	64.7
Two or More Races	2.5
White	21.8
English Learners	11.7
Foster Youth	0.2
Homeless	3.9
Socioeconomically Disadvantaged	39
Students with Disabilities	9.2

### A. Conditions of Learning

#### State Priority: Basic

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

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

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

## 2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	
Unknown	
<b>Total Teaching Positions</b>	

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

### 2019-20 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
<b>Total Teachers Without Credentials and Misassignments</b>	

### 2019-20 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
<b>Total Out-of-Field Teachers</b>	

### 2019-20 Class Assignments

Indicator	2019-20
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

### 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All adopted core curriculum is reported in the table below. The District is currently piloting for a Science adoption during the 2021-2022 school year.

Year and month in which the data were collected: December 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	2016-17 Houghton Mifflin Harcourt, Journeys K-5; Big Day TK 2016-17 McGraw-Hill, Study Sync 6-8	Yes	0
<b>Mathematics</b>	2014-15 Houghton Mifflin, K-5 Go Math! 2014-15 Big Ideas 6-8	Yes	0
<b>Science</b>	2008-09 Macmillan/McGraw-Hill K-3 2008-09 Pearson Scott Forsman 4-6 2020-21 Studies Weekly Science - Supplemental for online learning	Yes	0



<b>History-Social Science</b>	2018-19 Studies Weekly, K-5 2018-19 Discovery, 6	Yes	0
<b>Foreign Language</b>	1999-00 ¡En español! 7-8	Yes	0
<b>Health</b>	2008-09 Princeton Health Press- LifeSkills 3-8 2007-08 Human Kinetics- Fitness For Life 2016 Rights, Respect, Responsibility 7-8	Yes	0
<b>Visual and Performing Arts</b>	Theatre- scripts, costumes, props Instrumental Music- band, string, and percussion instruments, musical scores Choral Music- musical scores Visual Arts- various art materials covering a variety of media, art history prints	Yes	0
<b>Science Laboratory Equipment (grades 9-12)</b>	Grades 9-12 only		

### School Facility Conditions and Planned Improvements

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

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

**Year and month of the most recent FIT report** November 2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Playground equipment is functional but outdated.

**Overall Facility Rate**

Exemplary	Good	Fair	Poor
	X		



## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

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

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

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

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	300	293	97.67	2.33	52.9
Female	145	144	99.31	0.69	63.19
Male	155	149	96.13	3.87	42.95
American Indian or Alaska Native	--	--	--	--	--
Asian	12	11	91.67	8.33	63.64
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	203	199	98.03	1.97	48.74
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	14	13	92.86	7.14	61.54
White	61	60	98.36	1.64	63.33
English Learners	26	25	96.15	3.85	20
Foster Youth	--	--	--	--	--
Homeless	22	22	100	0	27.27
Military	20	20	100	0	45
Socioeconomically Disadvantaged	116	112	96.55	3.45	41.07
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	34	29	85.29	14.71	20.69

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	300	294	98.00	2.00	41.30
Female	145	145	100.00	0.00	43.75
Male	155	149	96.13	3.87	38.93
American Indian or Alaska Native	--	--	--	--	--
Asian	12	11	91.67	8.33	72.73
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	203	200	98.52	1.48	37.19
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	14	13	92.86	7.14	53.85
White	61	60	98.36	1.64	46.67
English Learners	26	25	96.15	3.85	12.00
Foster Youth	--	--	--	--	--
Homeless	22	22	100.00	0.00	9.09
Military	20	20	100.00	0.00	35.00
Socioeconomically Disadvantaged	116	113	97.41	2.59	21.43
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	34	29	85.29	14.71	17.24

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	NA	NA	NA	NA	NA
Female	NA	NA	NA	NA	NA
Male	NA	NA	NA	NA	NA
American Indian or Alaska Native	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA

Black or African American	NA	NA	NA	NA	NA
Filipino	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA
Two or More Races	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA
English Learners	NA	NA	NA	NA	NA
Foster Youth	NA	NA	NA	NA	NA
Homeless	NA	NA	NA	NA	NA
Military	NA	NA	NA	NA	NA
Socioeconomically Disadvantaged	NA	NA	NA	NA	NA
Students Receiving Migrant Education Services	NA	NA	NA	NA	NA
Students with Disabilities	NA	NA	NA	NA	NA

\*At or above the grade-level standard in the context of the local assessment administered.

### 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	NA	NA	NA	NA	NA
Female	NA	NA	NA	NA	NA
Male	NA	NA	NA	NA	NA
American Indian or Alaska Native	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA
Filipino	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA
Two or More Races	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA
English Learners	NA	NA	NA	NA	NA
Foster Youth	NA	NA	NA	NA	NA
Homeless	NA	NA	NA	NA	NA
Military	NA	NA	NA	NA	NA
Socioeconomically Disadvantaged	NA	NA	NA	NA	NA
Students Receiving Migrant Education Services	NA	NA	NA	NA	NA
Students with Disabilities	NA	NA	NA	NA	NA

\*At or above the grade-level standard in the context of the local assessment administered.

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	39.47	N/A	30.10	N/A	28.72

## 2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	78	76	97.44	2.56	39.47
Female	35	34	97.14		
Male	43	42	97.67		
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	49	48	97.96	2.04	27.08
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	19	18	94.74	5.26	66.67
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	29	28	96.55	3.45	42.86
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	12	11	91.67	8.33	9.09

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

#### 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2021-22 Opportunities for Parental Involvement

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

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

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	529	524	21	4.0
Female	255	252	9	3.6
Male	274	272	12	4.4
American Indian or Alaska Native	2	2	0	0.0
Asian	24	24	0	0.0
Black or African American	5	5	0	0.0
Filipino	9	9	0	0.0
Hispanic or Latino	340	338	19	5.6
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	14	14	0	0.0
White	115	114	1	0.9
English Learners	63	63	3	4.8
Foster Youth	1	1	1	100.0
Homeless	23	22	5	22.7
Socioeconomically Disadvantaged	206	205	21	10.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	54	51	2	3.9

### C. Engagement

#### State Priority: School Climate

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

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



## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	1.74	0.00	2.53	0.18	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.18	1.65	2.45
Expulsions	0.00	0.00	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

## 2021-22 School Safety Plan

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

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

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

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## D. Other SARC Information      Information Required in the SARC

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

### 2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23		3	
1	26		3	
2	22		3	
3	25		3	
4	33		1	1
5	23	1	2	
6	31		3	

### 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23	1	2	1
1	20	3		
2	28		3	
3	42		1	1
4	30		1	
5	25		2	
6	46		1	1
Other	20	1	2	

### 2020-21 Elementary Average Class Size and Class Size Distribution

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

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

### 2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	

## 2020-21 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.6
Social Worker	0
Nurse	0.2
Speech/Language/Hearing Specialist	0.9
Resource Specialist (non-teaching)	0
Other	0.6

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7,003	\$823	\$6,180	\$87,576
District	N/A	N/A	\$9,159	
Percent Difference - School Site and District	N/A	N/A	-38.8	1.7
State			\$8,444	
Percent Difference - School Site and State	N/A	N/A	-22.5	8.3

## 2020-21 Types of Services Funded

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

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

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

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## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

## Professional Development

Staff development opportunities are embraced as we work together as a professional learning community. El Portal's staff is constantly seeking ways to improve our programs. Our staff has received ongoing training in reading comprehension and the mathematical practices for the last few years. This year our staff development continues to focus on the writing process. Several of our teachers have attended seminars in math, reading, and technology and have brought the material back to the staff and presented at an in-service to the staff. The staff has also received extensive training in working with our English Language Learners. All of our staff has been trained in Guided Language Acquisition Design (GLAD). More than 50% of our staff has been GATE certified and is beginning to use the depth and complexity icons in their teaching practices. One afternoon each week is provided by the district for the purpose of staff development. Grade level teams meet on a regular basis to evaluate instructional strategies and to implement new methods to provide the best possible instruction. One of El Portal's many strengths is the team effort among the staff as they build a strong academic program at each grade level. As a professional learning community, we evaluate and revise our mission statement, create and update curriculum, and focus on student goals each year. Science, Technology, Engineering, Art, and Math (STEAM) is embraced by the staff as they engage in lessons and challenges with their class. Staff development is provided to focus on how to teach and integrate STEAM subject matter and how to make it relevant and engaging for our students to learn.-----

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	14	20	14

# Lowell Joint School District

## 2020-21 Local Accountability Report Card (LARC) Addendum

### Local Accountability Report Card (LARC) Addendum

#### 2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

#### 2021-22 District Contact Information

<b>District Name</b>	Lowell Joint School District
<b>Phone Number</b>	562.943.0211
<b>Superintendent</b>	Mr. Jim Coombs
<b>Email Address</b>	webadmin@ljsd.org
<b>District Website Address</b>	www.ljsd.org

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	2162	2082	96.30	3.70	52.02
Female	1062	1022	96.23	3.77	58.18
Male	1100	1060	96.36	3.64	46.07
American Indian or Alaska Native	--	--	--	--	--
Asian	90	88	97.78	2.22	76.14
Black or African American	31	28	90.32	9.68	32.14
Filipino	29	28	96.55	3.45	71.43
Hispanic or Latino	1510	1464	96.95	3.05	48.60
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	68	65	95.59	4.41	65.63
White	425	400	94.12	5.88	57.79
English Learners	110	107	97.27	2.73	18.87
Foster Youth	--	--	--	--	--
Homeless	96	94	97.92	2.08	27.66
Military	138	133	96.38	3.62	46.62
Socioeconomically Disadvantaged	803	772	96.14	3.86	39.87
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	268	239	89.18	10.82	12.13



## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	2162	2079	96.16	3.84	35.08
Female	1062	1021	96.14	3.86	33.43
Male	1100	1058	96.18	3.82	36.67
American Indian or Alaska Native	--	--	--	--	--
Asian	90	88	97.78	2.22	72.73
Black or African American	31	27	87.10	12.90	37.04
Filipino	29	28	96.55	3.45	50.00
Hispanic or Latino	1510	1464	96.95	3.05	30.83
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	68	64	94.12	5.88	43.75
White	425	399	93.88		40.10
English Learners	110	107	97.27	2.73	14.02
Foster Youth	--	--	--	--	--
Homeless	96	94	97.92	2.08	12.77
Military	138	133	96.38	3.62	33.83
Socioeconomically Disadvantaged	803	771	96.01	3.99	24.55
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	268	238	88.81	11.19	9.66

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.



# Jordan Elementary School

## 2021 School Accountability Report Card



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](http://www.cde.ca.gov/fg/aa/lc/)

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



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

#### California School Dashboard



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

#### Internet Access

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

## 2021-22 School Contact Information

<b>School Name</b>	Jordan Elementary School
<b>Street</b>	11700 Maybrook Ave. (temporary)
<b>City, State, Zip</b>	Whittier, CA 90604
<b>Phone Number</b>	562.902.4221
<b>Principal</b>	Marikate Elmquist, Ed.D
<b>Email Address</b>	melmqvist@ljsd.org
<b>School Website</b>	jordan.ljsd.org
<b>County-District-School (CDS) Code</b>	30647666020150

## 2021-22 District Contact Information

<b>District Name</b>	Lowell Joint School District
<b>Phone Number</b>	562.943.0211
<b>Superintendent</b>	Mr. Jim Coombs
<b>Email Address</b>	webadmin@ljsd.org
<b>District Website Address</b>	www.ljsd.org

## 2021-22 District Governing Board

<b>President</b>	Melissa A. Salinas
<b>Vice President</b>	Karen L. Shaw
<b>Clerk</b>	Anastasia M. Shackelford
<b>Member</b>	William A. Hinz
<b>Member</b>	Anthony Zegara

## 2021-22 District Administration

<b>Assistant Superintendent of Educational Services</b>	Dr. Sheri McDonald
<b>Assistant Superintendent of Administrative Services</b>	Andrea Reynolds
<b>Assistant Superintendent of Facilities and Operations</b>	David Bennett
<b>Director of Educational Services</b>	Rhonda Overby
<b>Director of Technology</b>	Alan Mao
<b>Director of Special Education</b>	Kaleo Igarta
<b>Director of Fiscal Services</b>	Chelle Price

## 2021-22 School Overview

Jordan Elementary School spans the border of Los Angeles and Orange Counties in Southern California. It is located 20 miles south of Los Angeles in the tight-knit communities of northeastern Whittier and western La Habra. Jordan Elementary School is part of the Lowell Joint School District which includes five elementary schools and one intermediate school. The Lowell Joint School District is a traditional school district which maintains a strong emphasis on academics, character education, and patriotism. Jordan Elementary School has an enrollment of over 400 students in grades TK-6. The school population includes 75% Hispanic, 20% Caucasian, and 5% Other. A total of 88% of the students speak English as a primary language while 12% are English language learners. Jordan Elementary School provides categorical services which include Title I and services for English Learners. Special Education includes the resource center model and provides a Speech and Language Specialist. In addition to core academic instruction, all students receive choral instruction weekly, art instruction once a month, STEAM focused curricular activities monthly, and weekly lessons targeting students social/emotional well-being. Students in grades Kindergarten through 6th have one to one Chromebook devices.

Jordan Elementary is the home campus for the Lowell Joint School District's Dual Language Academy. The program, which is in its third year, serves approximately 105 students in grades TK through 3rd grade. The goal of the program is to provide instruction that allows for students to become bilingual, biliterate, and multi-cultural.

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

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

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	79
Grade 1	56
Grade 2	49
Grade 3	57
Grade 4	59
Grade 5	49
Grade 6	68
<b>Total Enrollment</b>	<b>417</b>

## 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.2
Asian	4.6
Black or African American	1.2
Filipino	1.4
Hispanic or Latino	75.8
Two or More Races	2.4
White	13.4
English Learners	8.4
Foster Youth	0.7
Homeless	1.2
Socioeconomically Disadvantaged	46.3
Students with Disabilities	11.5

### A. Conditions of Learning

#### State Priority: Basic

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

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

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

## 2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	
<b>Intern Credential Holders Properly Assigned</b>	
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	
<b>Unknown</b>	
<b>Total Teaching Positions</b>	

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

### 2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
<b>Total Teachers Without Credentials and Misassignments</b>	

### 2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
<b>Total Out-of-Field Teachers</b>	

### 2019-20 Class Assignments

Indicator	2019-20
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

### 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All adopted core curriculum is reported in the table below. The District is currently piloting for a Science adoption during the 2021-2022 school year.

Year and month in which the data were collected: December 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	2016-17 Houghton Mifflin Harcourt, Journeys K-5; Big Day TK 2016-17 McGraw-Hill, Study Sync 6-8	Yes	0
<b>Mathematics</b>	2014-15 Houghton Mifflin, K-5 Go Math! 2014-15 Big Ideas 6-8th	Yes	0
<b>Science</b>	2008-09 Macmillan/McGraw-Hill K-3 2008-09 Pearson Scott Forsman 4-6 2008-09 Pearson Prentice Hall 7-8 2020-21 Studies Weekly Science - Supplemental for online learning	Yes	0

<b>History-Social Science</b>	2019-20 Studies Weekly K-5 2019-20 Discovery Education, Gr. 6: Ancient World History, Gr. 7: Modern History, Gr. 8: World History	Yes	0
<b>Foreign Language</b>	1999-00 ¡En español! 7-8	Yes	0
<b>Health</b>	2008-09 Princeton Health Press- LifeSkills 3-8 2007-08 Human Kinetics- Fitness For Life 2016 Rights, Respect, Responsibility 7-8	Yes	0
<b>Visual and Performing Arts</b>	Theatre- scripts, costumes, props Instrumental Music- band, string, and percussion instruments, musical scores Choral Music- musical scores Visual Arts- various art materials covering a variety of media, art history prints	Yes	0
<b>Science Laboratory Equipment (grades 9-12)</b>	Grades 9-12 only		

## School Facility Conditions and Planned Improvements

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

Year and month of the most recent FIT report

11/23/2021

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

## Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

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

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

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

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.



## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	231	228	98.7	1.3	49.34
<b>Female</b>	121	119	98.35	1.65	57.14
<b>Male</b>	110	109	99.09	0.91	40.74
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	173	173	100	0	47.09
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	30	27	90	10	55.56
<b>English Learners</b>	13	13	100	0	16.67
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	13	13	100	0	30.77
<b>Socioeconomically Disadvantaged</b>	105	104	99.05	0.95	36.89
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	29	28	96.55	3.45	10.71

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	231	228	98.70	1.30	39.04
<b>Female</b>	121	119	98.35	1.65	38.66
<b>Male</b>	110	109	99.09	0.91	39.45
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	173	173	100.00	0.00	34.10
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	30	27	90.00	10.00	51.85
<b>English Learners</b>	13	13	100.00	0.00	0.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	13	13	100.00	0.00	30.77
<b>Socioeconomically Disadvantaged</b>	105	104	99.05	0.95	28.85
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	29	28	96.55	3.45	7.14

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
<b>All Students</b>	NA	NA	NA	NA	NA
<b>Female</b>	NA	NA	NA	NA	NA
<b>Male</b>	NA	NA	NA	NA	NA
<b>American Indian or Alaska Native</b>	NA	NA	NA	NA	NA
<b>Asian</b>	NA	NA	NA	NA	NA

<b>Black or African American</b>	NA	NA	NA	NA	NA
<b>Filipino</b>	NA	NA	NA	NA	NA
<b>Hispanic or Latino</b>	NA	NA	NA	NA	NA
<b>Native Hawaiian or Pacific Islander</b>	NA	NA	NA	NA	NA
<b>Two or More Races</b>	NA	NA	NA	NA	NA
<b>White</b>	NA	NA	NA	NA	NA
<b>English Learners</b>	NA	NA	NA	NA	NA
<b>Foster Youth</b>	NA	NA	NA	NA	NA
<b>Homeless</b>	NA	NA	NA	NA	NA
<b>Military</b>	NA	NA	NA	NA	NA
<b>Socioeconomically Disadvantaged</b>	NA	NA	NA	NA	NA
<b>Students Receiving Migrant Education Services</b>	NA	NA	NA	NA	NA
<b>Students with Disabilities</b>	NA	NA	NA	NA	NA

\*At or above the grade-level standard in the context of the local assessment administered.

### 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

<b>N/A Student Groups</b>	<b>N/A Total Enrollment</b>	<b>N/A Number Tested</b>	<b>N/A Percent Tested</b>	<b>N/A Percent Not Tested</b>	<b>N/A Percent At or Above Grade Level</b>
<b>All Students</b>	NA	NA	NA	NA	NA
<b>Female</b>	NA	NA	NA	NA	NA
<b>Male</b>	NA	NA	NA	NA	NA
<b>American Indian or Alaska Native</b>	NA	NA	NA	NA	NA
<b>Asian</b>	NA	NA	NA	NA	NA
<b>Black or African American</b>	NA	NA	NA	NA	NA
<b>Filipino</b>	NA	NA	NA	NA	NA
<b>Hispanic or Latino</b>	NA	NA	NA	NA	NA
<b>Native Hawaiian or Pacific Islander</b>	NA	NA	NA	NA	NA
<b>Two or More Races</b>	NA	NA	NA	NA	NA
<b>White</b>	NA	NA	NA	NA	NA
<b>English Learners</b>	NA	NA	NA	NA	NA
<b>Foster Youth</b>	NA	NA	NA	NA	NA
<b>Homeless</b>	NA	NA	NA	NA	NA
<b>Military</b>	NA	NA	NA	NA	NA
<b>Socioeconomically Disadvantaged</b>	NA	NA	NA	NA	NA
<b>Students Receiving Migrant Education Services</b>	NA	NA	NA	NA	NA
<b>Students with Disabilities</b>	NA	NA	NA	NA	NA

\*At or above the grade-level standard in the context of the local assessment administered.

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A	39.58	N/A	30.10	N/A	28.72

## 2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	49	48	97.96	2.04	39.58
<b>Female</b>	26	25	96.15		
<b>Male</b>	23	23	100.00		
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	37	37	100.00	0.00	29.73
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	18	18	100.00	0.00	5.56
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

#### 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2021-22 Opportunities for Parental Involvement

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

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

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	462	442	37	8.4
Female	248	239	13	5.4
Male	214	203	24	11.8
American Indian or Alaska Native	1	1	0	0.0
Asian	20	19	1	5.3
Black or African American	6	5	1	20.0
Filipino	8	6	0	0.0
Hispanic or Latino	346	335	30	9.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	10	10	0	0.0
White	67	62	5	8.1
English Learners	46	46	10	21.7
Foster Youth	5	5	0	0.0
Homeless	6	6	1	16.7
Socioeconomically Disadvantaged	212	207	30	14.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	58	56	6	10.7

### C. Engagement

#### State Priority: School Climate

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

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

## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	2.28	0.22	2.53	0.18	3.47	0.20
<b>Expulsions</b>	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	1.56	1.65	2.45
<b>Expulsions</b>	0.00	0.00	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0.22	0.00
<b>Female</b>	0.40	0.00
<b>Male</b>	0.00	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	0.00	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	1.49	0.00
<b>English Learners</b>	0.00	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	0.47	0.00
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	0.00	0.00



## 2021-22 School Safety Plan

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

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

## D. Other SARC Information      Information Required in the SARC

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

### 2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	3		
1	28		2	
2	29		2	
3	23		2	
4	27		2	
5	30		2	
6	34			2

### 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	2	2	
1	18	3		
2	27		2	
3	28		2	
4	23		2	
5	29		2	
6	32		2	

### 2020-21 Elementary Average Class Size and Class Size Distribution

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

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

### 2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
<b>Pupils to Academic Counselor</b>	

## 2020-21 Student Support Services Staff

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

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	0
<b>Library Media Teacher (Librarian)</b>	0
<b>Library Media Services Staff (Paraprofessional)</b>	0
<b>Psychologist</b>	0.6
<b>Social Worker</b>	0
<b>Nurse</b>	0.2
<b>Speech/Language/Hearing Specialist</b>	1
<b>Resource Specialist (non-teaching)</b>	0
<b>Other</b>	0.6

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	\$7,189	\$976	\$6,213	\$82,195
<b>District</b>	N/A	N/A	\$9,159	
<b>Percent Difference - School Site and District</b>	N/A	N/A	-38.3	-4.7
<b>State</b>			\$8,444	
<b>Percent Difference - School Site and State</b>	N/A	N/A	-22.0	2.0

## 2020-21 Types of Services Funded

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

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

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

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>		
<b>Mid-Range Teacher Salary</b>		
<b>Highest Teacher Salary</b>		
<b>Average Principal Salary (Elementary)</b>		
<b>Average Principal Salary (Middle)</b>		
<b>Average Principal Salary (High)</b>		
<b>Superintendent Salary</b>		
<b>Percent of Budget for Teacher Salaries</b>		
<b>Percent of Budget for Administrative Salaries</b>		

## Professional Development

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

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

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

Subject	2019-20	2020-21	2021-22
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	14	20	14

# Lowell Joint School District

## 2020-21 Local Accountability Report Card (LARC) Addendum

### Local Accountability Report Card (LARC) Addendum

#### 2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

#### 2021-22 District Contact Information

<b>District Name</b>	Lowell Joint School District
<b>Phone Number</b>	562.943.0211
<b>Superintendent</b>	Mr. Jim Coombs
<b>Email Address</b>	webadmin@ljsd.org
<b>District Website Address</b>	www.ljsd.org

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	2162	2082	96.30	3.70	52.02
<b>Female</b>	1062	1022	96.23	3.77	58.18
<b>Male</b>	1100	1060	96.36	3.64	46.07
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	90	88	97.78	2.22	76.14
<b>Black or African American</b>	31	28	90.32	9.68	32.14
<b>Filipino</b>	29	28	96.55	3.45	71.43
<b>Hispanic or Latino</b>	1510	1464	96.95	3.05	48.60
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	68	65	95.59	4.41	65.63
<b>White</b>	425	400	94.12	5.88	57.79
<b>English Learners</b>	110	107	97.27	2.73	18.87
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	96	94	97.92	2.08	27.66
<b>Military</b>	138	133	96.38	3.62	46.62
<b>Socioeconomically Disadvantaged</b>	803	772	96.14	3.86	39.87
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	268	239	89.18	10.82	12.13

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	2162	2079	96.16	3.84	35.08
<b>Female</b>	1062	1021	96.14	3.86	33.43
<b>Male</b>	1100	1058	96.18	3.82	36.67
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	90	88	97.78	2.22	72.73
<b>Black or African American</b>	31	27	87.10	12.90	37.04
<b>Filipino</b>	29	28	96.55	3.45	50.00
<b>Hispanic or Latino</b>	1510	1464	96.95	3.05	30.83
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	68	64	94.12	5.88	43.75
<b>White</b>	425	399	93.88		40.10
<b>English Learners</b>	110	107	97.27	2.73	14.02
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	96	94	97.92	2.08	12.77
<b>Military</b>	138	133	96.38	3.62	33.83
<b>Socioeconomically Disadvantaged</b>	803	771	96.01	3.99	24.55
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	268	238	88.81	11.19	9.66

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.



# Macy Elementary School

## 2021 School Accountability Report Card



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fq/aa/lc/](http://www.cde.ca.gov/fq/aa/lc/)

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



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

#### California School Dashboard



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

#### Internet Access

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



## 2021-22 School Contact Information

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

## 2021-22 District Contact Information

<b>District Name</b>	Lowell Joint School District
<b>Phone Number</b>	562.943.0211
<b>Superintendent</b>	Mr. Jim Coombs
<b>Email Address</b>	webadmin@ljsd.org
<b>District Website Address</b>	www.ljsd.org

## 2021-22 District Governing Board

<b>President</b>	Melissa A. Salinas
<b>Vice President</b>	Karen L. Shaw
<b>Clerk</b>	Anastasia M. Shackelford
<b>Member</b>	William A. Hinz
<b>Member</b>	Anthony Zegara

## 2021-22 District Administration

<b>Assistant Superintendent of Educational Services</b>	Dr. Sheri McDonald
<b>Assistant Superintendent of Administrative Services</b>	Andrea Reynolds
<b>Assistant Superintendent of Facilities and Operations</b>	David Bennett
<b>Director of Educational Services</b>	Rhonda Overby
<b>Director of Technology</b>	Alan Mao
<b>Director of Special Education</b>	Kaleo Igarta
<b>Director of Fiscal Services</b>	Chelle Price

## 2021-22 School Overview

### MISSION STATEMENT

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

### SCHOOL DESCRIPTION

Macy is a recipient of the 2016 California Gold Ribbon School Award and the 2010 California Distinguished School Award. Macy also consistently wins Gold and Silver recognition in the Science Olympiad. Our campus is located in the city of La Habra, at the base of La Habra Heights, one mile north of Beach Blvd. Macy is one of five elementary schools in the Lowell Joint School District with an average enrollment of 500 students. Macy operates 19 self-contained classrooms spanning Transitional Kindergarten (TK) through Sixth Grade. TK and Kindergarten classes are full day.

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

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

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

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## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	81
Grade 1	36
Grade 2	67
Grade 3	54
Grade 4	67
Grade 5	75
Grade 6	77
<b>Total Enrollment</b>	<b>457</b>

## 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Asian	4.4
Black or African American	0.4
Filipino	1.8
Hispanic or Latino	60.2
Native Hawaiian or Pacific Islander	0.2
Two or More Races	2.8
White	28.2
English Learners	3.1
Foster Youth	0.2
Homeless	2.6
Socioeconomically Disadvantaged	26.9
Students with Disabilities	15.3

### A. Conditions of Learning

#### State Priority: Basic

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

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

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

## 2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	
Unknown	
Total Teaching Positions	

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

### 2019-20 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
<b>Total Teachers Without Credentials and Misassignments</b>	

### 2019-20 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
<b>Total Out-of-Field Teachers</b>	

### 2019-20 Class Assignments

Indicator	2019-20
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

### 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All adopted core curriculum is reported in the table below.

Some of the most widely utilized and successful supplemental programs/curriculum used at Macy include: Mountain Math, Daily Oral Math, speed math folders, Mind Maps, Daily Oral Language, Step-Up-to-Writing, and the web-based programs of iReady and Accelerated Reader (AR).

The District is currently piloting for a Science adoption during the 2021-2022 school year.

Year and month in which the data were collected

December 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	2016-17 Houghton Mifflin Harcourt, Journeys K-5; Big Day TK 2016-17 McGraw-Hill, Study Sync 6-8	Yes	0
<b>Mathematics</b>	2014-15 Houghton Mifflin K-5 Go Math! 2014-15 Houghton Mifflin Big Ideas 6-8	Yes	0

<b>Science</b>	2008-09 Macmillan/McGraw-Hill K-3 2008-09 Pearson Scott Forsman 4-6 2008-09 Pearson Prentice Hall 7-8 2020-21 Studies Weekly Science - Supplemental for online learning	Yes	0
<b>History-Social Science</b>	2019-20 Studies Weekly K-5 2019-20 Discovery Education, Gr. 6: Ancient World History, Gr. 7: Modern History, Gr. 8: World History	Yes	0
<b>Foreign Language</b>	1999-00 ¡En español! 7-8	Yes	0
<b>Health</b>	2008-09 Princeton Health Press - LifeSkills 3-8 2007-08 Human Kinetics- Fitness For Life 2016 Rights, Respect, Responsibility 7-8	Yes	0
<b>Visual and Performing Arts</b>	Theatre- scripts, costumes, props Instrumental Music- band, string, and percussion instruments, musical scores Choral Music- musical scores Visual Arts- various art materials covering a variety of media, art history prints	Yes	0
<b>Science Laboratory Equipment (grades 9-12)</b>	Grades 9-12 only		

## School Facility Conditions and Planned Improvements

### Macy School Facility Profile

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

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

The 2021 Macy FIT (Fitness Inspection Tool) reports that the facilities are in 'Good Repair.'

Year and month of the most recent FIT report

11/22/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			

## School Facility Conditions and Planned Improvements

<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X	
<b>Safety:</b> Fire Safety, Hazardous Materials	X	
<b>Structural:</b> Structural Damage, Roofs	X	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences		X 10: Sliding door track rusted 11: Sliding door track rusted 12: Sliding door track rusted 13: Sliding door track rusted 14: Sliding door track rusted 15: Sliding door track rusted 16: Sliding door track rusted 17: Sliding door track rusted 18: Sliding door track rusted 19: Sliding door track rusted 20: Sliding door track rusted 21: Sliding door track rusted 4: Sliding door track rusted 5: Sliding door track rusted 6: Sliding door track rusted 7: Sliding door track rusted 8: Sliding door track rusted 9: Sliding door track rusted

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

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

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

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

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A



## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	269	256	95.17	4.83	49.22
Female	145	140	96.55	3.45	53.57
Male	124	116	93.55	6.45	43.97
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	174	170	97.7	2.3	47.65
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	10	90.91	9.09	--
White	69	61	88.41	11.59	44.26
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	18	17	94.44	5.56	29.41
Socioeconomically Disadvantaged	75	74	98.67	1.33	36.49
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	40	35	87.5	12.5	5.71

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	269	257	95.54	4.46	33.85
Female	145	141	97.24	2.76	32.62
Male	124	116	93.55	6.45	35.34
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	174	171	98.28	1.72	29.82
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	10	90.91	9.09	--
White	69	61	88.41	11.59	34.43
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	18	17	94.44	5.56	29.41
Socioeconomically Disadvantaged	75	74	98.67	1.33	20.27
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	40	35	87.50	12.50	8.57

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	NA	NA	NA	NA	NA
Female	NA	NA	NA	NA	NA
Male	NA	NA	NA	NA	NA
American Indian or Alaska Native	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA

Black or African American	NA	NA	NA	NA	NA
Filipino	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA
Two or More Races	N/A	N/A	NA	NA	NA
White	N/A	N/A	NA	NA	NA
English Learners	NA	NA	NA	NA	NA
Foster Youth	NA	NA	NA	NA	NA
Homeless	N/A	N/A	NA	NA	NA
Military	NA	NA	NA	NA	NA
Socioeconomically Disadvantaged	NA	NA	NA	NA	NA
Students Receiving Migrant Education Services	NA	NA	NA	NA	NA
Students with Disabilities	NA	NA	NA	NA	NA

\*At or above the grade-level standard in the context of the local assessment administered.

### 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	NA	NA	NA	NA	NA
Female	NA	NA	NA	NA	NA
Male	NA	NA	NA	NA	NA
American Indian or Alaska Native	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA
Filipino	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA
Two or More Races	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA
English Learners	NA	NA	NA	NA	NA
Foster Youth	NA	NA	NA	NA	NA
Homeless	NA	NA	NA	NA	NA
Military	NA	NA	NA	NA	NA
Socioeconomically Disadvantaged	NA	NA	NA	NA	NA
Students Receiving Migrant Education Services	NA	NA	NA	NA	NA
Students with Disabilities	NA	NA	NA	NA	NA

\*At or above the grade-level standard in the context of the local assessment administered.

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	34.72	N/A	30.10	N/A	28.72

## 2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	73	72	98.63	1.37	34.72
Female	35	35	100.00		
Male	38	37	97.37		
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	44	44	100.00	0.00	34.09
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	23	22	95.65	4.35	27.27
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	19	19	100.00	0.00	31.58
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	14	14	100.00	0.00	14.29

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

#### 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2021-22 Opportunities for Parental Involvement

Macy Elementary School values the home-school component of our campus life. At Macy, parents and extended relations of our students regularly help on campus, and have been excited to get back onto campus after the COVID restrictions. Volunteers allow Macy to sustain the programs and activities and the school was thrilled to welcome volunteers back on campus in December 2021. Families at Macy understand that it is the partnership between home and school that creates a strong and positive learning environment and when augmented by the expertise and caring of the teachers and staff at school, we are able to ensure a safe and industrious learning environment for our children.

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

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

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

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## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	483	468	20	4.3
Female	249	241	10	4.1
Male	234	227	10	4.4
American Indian or Alaska Native	0	0	0	0.0
Asian	20	20	0	0.0
Black or African American	2	2	0	0.0
Filipino	8	8	0	0.0
Hispanic or Latino	286	281	12	4.3
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	14	13	0	0.0
White	140	133	8	6.0
English Learners	14	14	0	0.0
Foster Youth	2	2	0	0.0
Homeless	12	12	1	8.3
Socioeconomically Disadvantaged	138	132	12	9.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	82	81	7	8.6

### C. Engagement

#### State Priority: School Climate

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

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

## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	1.08	0.00	2.53	0.18	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.20	1.65	2.45
Expulsions	0.00	0.00	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00



## 2021-22 School Safety Plan

Macy School Site Council Review of Safety Plan: October 2021  
 Macy NIMS (National Incident Management System) Reviewed with site personnel: October 2021

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

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

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### D. Other SARC Information      Information Required in the SARC

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

### 2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	30		2	
1	27		2	
2	23		3	
3	25		3	
4	30		2	
5	32		2	
6	34		1	2
Other	11	2		



### 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	3		
1	30		2	
2	26		2	
3	23		3	
4	26		3	
5	34		1	1
6	24	1		2
Other	11	2		

### 2020-21 Elementary Average Class Size and Class Size Distribution

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

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

### 2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	

## 2020-21 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.6
Social Worker	0
Nurse	0.2
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0
Other	0.6

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7,094	\$1,492	\$5,602	\$88,455
District	N/A	N/A	\$9,195	
Percent Difference - School Site and District	N/A	N/A	-48.6	2.6
State			\$8,444	
Percent Difference - School Site and State	N/A	N/A	-32.2	9.3

## 2020-21 Types of Services Funded

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

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

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

## Professional Development

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

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

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

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

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	14	20	14

# Lowell Joint School District

## 2020-21 Local Accountability Report Card (LARC) Addendum

### Local Accountability Report Card (LARC) Addendum

#### 2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

### 2021-22 District Contact Information

<b>District Name</b>	Lowell Joint School District
<b>Phone Number</b>	562.943.0211
<b>Superintendent</b>	Mr. Jim Coombs
<b>Email Address</b>	webadmin@ljsd.org
<b>District Website Address</b>	www.ljsd.org

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	2162	2082	96.30	3.70	52.02
Female	1062	1022	96.23	3.77	58.18
Male	1100	1060	96.36	3.64	46.07
American Indian or Alaska Native	--	--	--	--	--
Asian	90	88	97.78	2.22	76.14
Black or African American	31	28	90.32	9.68	32.14
Filipino	29	28	96.55	3.45	71.43
Hispanic or Latino	1510	1464	96.95	3.05	48.60
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	68	65	95.59	4.41	65.63
White	425	400	94.12	5.88	57.79
English Learners	110	107	97.27	2.73	18.87
Foster Youth	--	--	--	--	--
Homeless	96	94	97.92	2.08	27.66
Military	138	133	96.38	3.62	46.62
Socioeconomically Disadvantaged	803	772	96.14	3.86	39.87
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	268	239	89.18	10.82	12.13

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	2162	2079	96.16	3.84	35.08
Female	1062	1021	96.14	3.86	33.43
Male	1100	1058	96.18	3.82	36.67
American Indian or Alaska Native	--	--	--	--	--
Asian	90	88	97.78	2.22	72.73
Black or African American	31	27	87.10	12.90	37.04
Filipino	29	28	96.55	3.45	50.00
Hispanic or Latino	1510	1464	96.95	3.05	30.83
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	68	64	94.12	5.88	43.75
White	425	399	93.88		40.10
English Learners	110	107	97.27	2.73	14.02
Foster Youth	--	--	--	--	--
Homeless	96	94	97.92	2.08	12.77
Military	138	133	96.38	3.62	33.83
Socioeconomically Disadvantaged	803	771	96.01	3.99	24.55
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	268	238	88.81	11.19	9.66

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

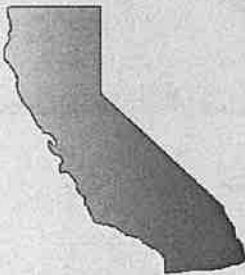
# Meadow Green Elementary

## 2021 School Accountability Report Card



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](http://www.cde.ca.gov/fg/aa/lc/)

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



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

#### California School Dashboard



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

#### Internet Access

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



## 2021-22 School Contact Information

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

## 2021-22 District Contact Information

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

## 2021-22 District Governing Board

President	Melissa A. Salinas
Vice President	Karen L. Shaw
Clerk	Anastasia M. Shackelford
Member	William A. Hinz
Member	Anthony Zegara

## 2021-22 District Administration

Assistant Superintendent of Educational Services	Dr. Sheri McDonald
Assistant Superintendent of Administrative Services	Andrea Reynolds
Assistant Superintendent of Facilities and Operations	David Bennett
Director of Educational Services	Rhonda Overby
Director of Technology	Alan Mao
Director of Special Education	Kaleo Igarta
Director of Fiscal Services	Chelle Price



## 2021-22 School Overview

### School Description:

Our goal in 2021/22 will be to continue the tradition of academic excellence at Meadow Green. Our students continue to rank among the highest performing elementary schools not only in the Whittier / La Habra area, but across the state of California on yearly California Smarter Balanced summative assessments in both English Language Arts and Math. Strong results on these rigorous assessments indicate that Meadow Green produces students who are college and career ready! In addition to a robust TK-6 general education program, we are also the proud home of Lowell Joint's preschool special education program, which provides early intervention for students 3-5 years of age who are eligible based on special needs assessments.

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

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

### Meadow Green Mission Statement:

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

### At Meadow Green Elementary School, we believe:

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

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	74
Grade 1	70
Grade 2	60
Grade 3	60
Grade 4	76
Grade 5	90
Grade 6	76
Total Enrollment	506

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Asian	6.5
Black or African American	1.8
Filipino	2
Hispanic or Latino	72.3
Two or More Races	2.2
White	15.2
English Learners	4.9
Foster Youth	0.4
Homeless	3
Socioeconomically Disadvantaged	45.5
Students with Disabilities	7.7

## A. Conditions of Learning

### State Priority: Basic

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

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

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

## 2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	
<b>Intern Credential Holders Properly Assigned</b>	
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	
<b>Unknown</b>	
<b>Total Teaching Positions</b>	

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

## 2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
<b>Permits and Waivers</b>	
<b>Misassignments</b>	
<b>Vacant Positions</b>	
<b>Total Teachers Without Credentials and Misassignments</b>	

## 2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	
<b>Local Assignment Options</b>	
<b>Total Out-of-Field Teachers</b>	

## 2019-20 Class Assignments

Indicator	2019-20
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

For all curricular areas, Thinking Maps (TK-6), iReady (K-6), and Moby Max (K-6) are used to support instruction. For Reading/Language Arts, the following are supplemental to the core materials: Accelerated Reader (TK-2), Lexia Core 5 (K-2), Scholastic News (TK-6), Reading Plus (3-6), Write From the Beginning (TK-6), Flocabulary (TK-6), (7) iReady (K-6). Additional supports for Mathematics include the MIND Institute's ST Math (K-6) and iReady (K-6).

Year and month in which the data were collected

December 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	2016-17 Houghton Mifflin Harcourt, Journeys K-5; Big Day TK 2016-17 McGraw-Hill, Study Sync 6-8	Yes	0
<b>Mathematics</b>	2014-15 Houghton Mifflin K-5, Go Math! 2014-15 Houghton Mifflin, Big Ideas 6-8	Yes	0
<b>Science</b>	2008-09 Macmillan/McGraw-Hill K-3 2008-09 Pearson Scott Forsman 4-6 2008-09 Pearson Prentice Hall 7-8 2020-21 Studies Weekly Science - Supplemental for online learning	Yes	0
<b>History-Social Science</b>	2019-20 Studies Weekly K-5 2019-20 Discovery Education, Gr. 6: Ancient World History, Gr. 7: Modern History, Gr. 8: World History	Yes	0
<b>Foreign Language</b>	1999-00 ¡En Español! 7-8	Yes	0
<b>Health</b>	2008-09 Princeton Health Press- LifeSkills 3-8 2007-08 Human Kinetics- Fitness For Life	Yes	0
<b>Visual and Performing Arts</b>	Theatre- scripts, costumes, props Instrumental Music- band, string, and percussion instruments, musical scores Choral Music- musical scores Visual Arts- various art materials covering a variety of media, art history prints	Yes	0
<b>Science Laboratory Equipment (grades 9-12)</b>	Grades 9-12 only		

## School Facility Conditions and Planned Improvements

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

Year and month of the most recent FIT report

11/24/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			20: Roof Leak - To be addressed during upcoming Measure LL re-roofing project/Pooling water outside classroom
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs			X	10: Roof Leak - To be addressed during upcoming Measure LL re-roofing project 11: Roof Leak - To be addressed during upcoming Measure LL re-roofing project 12: Roof Leak - To be addressed during upcoming Measure LL re-roofing project 13: Roof Leak - To be addressed during upcoming Measure LL re-roofing project 14: Roof Leak - To be addressed during upcoming Measure LL re-roofing project 15: Roof Leak - To be addressed during upcoming Measure LL re-roofing project 16: Roof Leak - To be addressed during upcoming Measure LL re-roofing project 17: Roof Leak - To be addressed during upcoming Measure LL re-roofing project 18: Roof Leak - To be addressed during upcoming Measure LL re-roofing project 19: Roof Leak - To be addressed during upcoming Measure LL re-roofing project 20: Roof Leak - To be addressed during upcoming Measure LL re-roofing project/Pooling water outside classroom 21: Roof Leak - To be addressed during upcoming Measure LL re-roofing project 4: Roof Leak - To be addressed during upcoming Measure LL re-roofing project 5: Roof Leak - To be addressed during upcoming Measure LL re-roofing project 6: Roof Leak - To be addressed during upcoming Measure LL re-roofing project

## School Facility Conditions and Planned Improvements

		<p>7: Roof Leak - To be addressed during upcoming Measure LL re-roofing project</p> <p>8: Roof Leak - To be addressed during upcoming Measure LL re-roofing project</p> <p>Administration: Roof Leak - To be addressed during upcoming Measure LL re-roofing project</p> <p>K1: Roof Leak - To be addressed during upcoming Measure LL re-roofing project</p>
<p><b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences</p>	<p>X</p>	

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	<p>X</p>		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

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

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

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

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A



## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	302	298	98.68	1.32	58.39
Female	142	138	97.18	2.82	61.59
Male	160	160	100	0	55.63
American Indian or Alaska Native	--	--	--	--	--
Asian	18	18	100	0	83.33
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	222	218	98.2	1.8	56.42
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	43	43	100	0	53.49
English Learners	11	11	100	0	36.36
Foster Youth	0	0	0	0	0
Homeless	22	22	100	0	18.18
Military	16	15	93.75	6.25	46.67
Socioeconomically Disadvantaged	135	133	98.52	1.48	42.86
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	26	26	100	0	30.77

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	302	297	98.34	1.66	40.40
Female	142	137	96.48	3.52	33.58
Male	160	160	100.00	0.00	46.25
American Indian or Alaska Native	--	--	--	--	--
Asian	18	18	100.00	0.00	72.22
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	222	217	97.75	2.25	36.87
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	43	43	100.00	0.00	32.56
English Learners	11	11	100.00	0.00	18.18
Foster Youth	0	0	0	0	0
Homeless	22	22	100.00	0.00	9.09
Military	16	15	93.75	6.25	40.00
Socioeconomically Disadvantaged	135	132	97.78	2.22	25.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	26	26	100.00	0.00	19.23

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	NA	NA	NA	NA	NA
Female	NA	NA	NA	NA	NA
Male	NA	NA	NA	NA	NA
American Indian or Alaska Native	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA

<b>Black or African American</b>	NA	NA	NA	NA	NA
<b>Filipino</b>	NA	NA	NA	NA	NA
<b>Hispanic or Latino</b>	NA	NA	NA	NA	NA
<b>Native Hawaiian or Pacific Islander</b>	NA	NA	NA	NA	NA
<b>Two or More Races</b>	NA	NA	NA	NA	NA
<b>White</b>	NA	NA	NA	NA	NA
<b>English Learners</b>	NA	NA	NA	NA	NA
<b>Foster Youth</b>	NA	NA	NA	NA	NA
<b>Homeless</b>	NA	NA	NA	NA	NA
<b>Military</b>	NA	NA	NA	NA	NA
<b>Socioeconomically Disadvantaged</b>	NA	NA	NA	NA	NA
<b>Students Receiving Migrant Education Services</b>	NA	NA	NA	NA	NA
<b>Students with Disabilities</b>	NA	NA	NA	NA	NA

\*At or above the grade-level standard in the context of the local assessment administered.

### 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

<b>N/A Student Groups</b>	<b>N/A Total Enrollment</b>	<b>N/A Number Tested</b>	<b>N/A Percent Tested</b>	<b>N/A Percent Not Tested</b>	<b>N/A Percent At or Above Grade Level</b>
<b>All Students</b>	NA	NA	NA	NA	NA
<b>Female</b>	NA	NA	NA	NA	NA
<b>Male</b>	NA	NA	NA	NA	NA
<b>American Indian or Alaska Native</b>	NA	NA	NA	NA	NA
<b>Asian</b>	NA	NA	NA	NA	NA
<b>Black or African American</b>	NA	NA	NA	NA	NA
<b>Filipino</b>	NA	NA	NA	NA	NA
<b>Hispanic or Latino</b>	NA	NA	NA	NA	NA
<b>Native Hawaiian or Pacific Islander</b>	NA	NA	NA	NA	NA
<b>Two or More Races</b>	NA	NA	NA	NA	NA
<b>White</b>	NA	NA	NA	NA	NA
<b>English Learners</b>	NA	NA	NA	NA	NA
<b>Foster Youth</b>	NA	NA	NA	NA	NA
<b>Homeless</b>	NA	NA	NA	NA	NA
<b>Military</b>	NA	NA	NA	NA	NA
<b>Socioeconomically Disadvantaged</b>	NA	NA	NA	NA	NA
<b>Students Receiving Migrant Education Services</b>	NA	NA	NA	NA	NA
<b>Students with Disabilities</b>	NA	NA	NA	NA	NA

\*At or above the grade-level standard in the context of the local assessment administered.

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	34.83	N/A	30.10	N/A	28.72

## 2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	91	89	97.80	2.20	34.83
Female	39	37	94.87		
Male	52	52	100.00		
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	70	68	97.14	2.86	32.35
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	11	11	100.00	0.00	36.36
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	46	45	97.83	2.17	22.22
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

#### 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2021-22 Opportunities for Parental Involvement

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

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

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

## 2021-22 Opportunities for Parental Involvement

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

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

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	530	523	36	6.9
Female	257	255	23	9.0
Male	273	268	13	4.9
American Indian or Alaska Native	1	1	0	0.0
Asian	37	37	0	0.0
Black or African American	10	10	0	0.0
Filipino	10	10	0	0.0
Hispanic or Latino	379	375	31	8.3
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	11	11	1	9.1
White	82	79	4	5.1
English Learners	27	27	2	7.4
Foster Youth	4	3	0	0.0
Homeless	15	15	3	20.0
Socioeconomically Disadvantaged	237	236	31	13.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	47	47	5	10.6

## C. Engagement

### State Priority: School Climate

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

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



## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	0.72	0.00	2.53	0.18	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.54	1.65	2.45
Expulsions	0.00	0.00	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

## 2021-22 School Safety Plan

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

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

1. **School Crime Assessment:** Meadow Green Elementary School provides compiled school crime information each month for the California Safe School Assessment as mandated by the State of California. This information is analyzed at the school site to determine what steps may be taken to reduce incidents of crime.
  2. **Child Abuse Reporting:** Teachers and other school employees are required by law to report any cases of suspected child abuse or child neglect. Reports are investigated by the Department of Social Services to determine if any follow-up on the report is necessary.
  3. **Disaster Procedures and NIMS Report:** In order to ensure the safety of students and school personnel, the School Safety committee has created a comprehensive Disaster Preparedness Plan and specific emergency job duties for all staff are clearly defined in the NIMS Report. This Disaster Plan is revised and reviewed annually. Emergency fire drills are held once a month and evaluated for effectiveness. Lockdown and Earthquake drills are routinely practiced throughout the year.
  4. **School Discipline:** Meadow Green Elementary School has created a school-wide discipline plan in order to communicate high standards and expectations and to hold students accountable for their behavior. The discipline plan is given to every student and reviewed in student assemblies or classroom presentations. Staff members consistently enforce the school-wide standards. Meadow Green also has a strong positive component to its discipline policy. This includes a PRIDE program of recognition for citizenship, good behavior, and responsibility. An awards program recognizes students for their positive choices. Upper grade students are invited to join the Bully Busters and their focus is to encourage and foster positive interaction between students at school. Meadow Green is in year two of developing our Positive Behavior Intervention Strategies Plan (PBIS). Tier two defines behavior expectations for all students, in all areas on campus as well as continues with our successful recognition program now in place. Tier two also details interventions and student success programs which are in place to assist a smaller population of children who need more assistance, guidance and frequent monitoring for improved behavior.
  5. **Sexual Harassment Policy:** Meadow Green Elementary School strictly adheres to LJSD policies that prohibit sexual harassment or discrimination of any kind.
  6. **School-wide Dress Code:** Meadow Green Elementary School believes that a clearly defined dress code contributes to a positive school environment. The primary standards for student dress and grooming include: the student should be neat and clean at school, and the student should not wear clothing that compromises safety or modesty or that is disruptive to the educational process. Each student receives annually a written copy of the school dress code.
  7. **Safe and Orderly Environment:** Meadow Green Elementary School believes a safe and orderly environment is necessary to ensure a positive learning experience for all students. Regular supervision of students is the core of creating and maintaining a safe and orderly environment. Teachers, administrators, campus supervisors and parent volunteers consistently supervise and interact with students to reinforce behavioral expectations and safety standards. Staff, students, and parents are all encouraged to support a bully-free campus. Assemblies are held focusing on appropriate behavior with others, and all staff, parents, and students are encouraged to sign a kindness pledge. PBIS - Positive Behavior Intervention Strategies is in place.
- The School Safety Plan is reviewed annually with staff. It was reviewed and updated and approved by SSC on September 30, 2021, which includes representation from certificated staff, classified staff, and parents / guardians.
-



## D. Other SARC Information

## Information Required in the SARC

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

### 2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	31		2	
1	22		3	
2	26		3	
3	26		3	
4	29		3	
5	30		3	
6	35			2

### 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	1	3	
1	23		2	
2	22		2	
3	33		2	1
4	30		3	
5	30		2	
6	31		2	
Other	29		1	

## 2020-21 Elementary Average Class Size and Class Size Distribution

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

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

## 2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	

## 2020-21 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	1.1
Social Worker	0
Nurse	0.2
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	0
Other	0.6

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7,660	\$708	\$6,952	\$87,460
District	N/A	N/A	\$9,195	
Percent Difference - School Site and District	N/A	N/A	-27.8	1.5
State			\$8,444	
Percent Difference - School Site and State	N/A	N/A	-10.9	8.2

## 2020-21 Types of Services Funded

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

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

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

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

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

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

## Professional Development

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

August 16, 2021- Introduction to Implementing iReady  
 August 27, 2021- Implementation of new programs and preparation fir the 2021/22 school year  
 November 1, 2021- Setting the Stage for Writing with Thinking Maps  
 April 15 2022- Using Thinking Maps to support writing

There were several early release Mondays that are also utilized for Site Professional Learning Community (PLC) meetings. At PLC meetings, staff focus on one or more of the four essential PLC areas (What do we want students to learn? How will we know students have learned? What will we do for students who have not learned? What will we do for students that have learned?). Site PLC focus areas are aligned with site goals and programs as developed by the School Site Council based on student achievement measures and are developed by the Principal in collaboration with staff. Topics for 2021/22 include:

September 13, 2021- iReady training- How to use benchmark data  
 September 27, 2021-Site PLC- Topics: Morning Meetings, Supporting Students w/ challenging behavior, and ViewSonic best practices  
 October 25,, 2021- Site PLC- Accessing iReady data for conferences  
 Jan 10, 2022- KnowGo district Zoom  
 January 24, 2022- iReady- Guiding personalized instruction  
 April 4, 2022- Implementation of 2021 CAASPP assessments in ELA, Math, and Science  
 May 2, 2022- End of year analysis / planning

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

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

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

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

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

Subject	2019-20	2020-21	2021-22
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	14	20	14

# Lowell Joint School District

## 2020-21 Local Accountability Report Card (LARC) Addendum

### Local Accountability Report Card (LARC) Addendum

#### 2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

### 2021-22 District Contact Information

<b>District Name</b>	Lowell Joint School District
<b>Phone Number</b>	562.943.0211
<b>Superintendent</b>	Mr. Jim Coombs
<b>Email Address</b>	webadmin@ljsd.org
<b>District Website Address</b>	www.ljsd.org

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	2162	2082	96.30	3.70	52.02
Female	1062	1022	96.23	3.77	58.18
Male	1100	1060	96.36	3.64	46.07
American Indian or Alaska Native	--	--	--	--	--
Asian	90	88	97.78	2.22	76.14
Black or African American	31	28	90.32	9.68	32.14
Filipino	29	28	96.55	3.45	71.43
Hispanic or Latino	1510	1464	96.95	3.05	48.60
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	68	65	95.59	4.41	65.63
White	425	400	94.12	5.88	57.79
English Learners	110	107	97.27	2.73	18.87
Foster Youth	--	--	--	--	--
Homeless	96	94	97.92	2.08	27.66
Military	138	133	96.38	3.62	46.62
Socioeconomically Disadvantaged	803	772	96.14	3.86	39.87
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	268	239	89.18	10.82	12.13

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	2162	2079	96.16	3.84	35.08
Female	1062	1021	96.14	3.86	33.43
Male	1100	1058	96.18	3.82	36.67
American Indian or Alaska Native	--	--	--	--	--
Asian	90	88	97.78	2.22	72.73
Black or African American	31	27	87.10	12.90	37.04
Filipino	29	28	96.55	3.45	50.00
Hispanic or Latino	1510	1464	96.95	3.05	30.83
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	68	64	94.12	5.88	43.75
White	425	399	93.88		40.10
English Learners	110	107	97.27	2.73	14.02
Foster Youth	--	--	--	--	--
Homeless	96	94	97.92	2.08	12.77
Military	138	133	96.38	3.62	33.83
Socioeconomically Disadvantaged	803	771	96.01	3.99	24.55
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	268	238	88.81	11.19	9.66

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.



# Olita Elementary School

## 2021 School Accountability Report Card



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](http://www.cde.ca.gov/fg/aa/lc/)

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



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

#### California School Dashboard



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

#### Internet Access

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

## 2021-22 School Contact Information

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

## 2021-22 District Contact Information

<b>District Name</b>	Lowell Joint School District
<b>Phone Number</b>	562.943.0211
<b>Superintendent</b>	Mr. Jim Coombs
<b>Email Address</b>	webadmin@ljsd.org
<b>District Website Address</b>	www.ljsd.org

## 2021-22 District Governing Board

<b>President</b>	Melissa A. Salinas
<b>Vice President</b>	Karen L. Shaw
<b>Clerk</b>	Anastasia M. Shackelford
<b>Member</b>	William A. Hinz
<b>Member</b>	Anthony Zegara

## 2021-22 District Administration

<b>Assistant Superintendent of Educational Services</b>	Dr. Sheri McDonald
<b>Assistant Superintendent of Administrative Services</b>	Andrea Reynolds
<b>Assistant Superintendent of Facilities and Operations</b>	David Bennett
<b>Director of Educational Services</b>	Rhonda Overby
<b>Director of Technology</b>	Alan Mao
<b>Director of Special Education</b>	Kaleo Igarta
<b>Director of Fiscal Services</b>	Chelle Price

## 2021-22 School Overview

### SCHOOL PROFILE

Olita Elementary School is located on 950 S. Briercliff Drive in La Habra, California and is one of five elementary schools and one junior high school in the Lowell Joint School District. Our school serves students in grades Transitional Kindergarten through Sixth Grade with an enrollment of approximately 450 students. There are three special education classes on campus: one mild/moderate class for grades K-3, a mild/moderate for grades 4-6, and one moderate/severe class for medically fragile students grades K-6. Grades one through three have an average of 24 students, while grades four through six average 33 students per class. There are 19 teachers, 13 instructional aides, and 14 support staff.

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

The ethnic distribution of enrollment finds 66% of students Hispanic, 19% of students in the not Hispanic or Latino group, with 15% of our students in other ethnic groups. Eight percent of students are English Language Learners.

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

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

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

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

### MISSION STATEMENT

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

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## About this School

2020-21 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	69
Grade 1	63
Grade 2	51
Grade 3	49
Grade 4	63
Grade 5	70
Grade 6	64
<b>Total Enrollment</b>	<b>429</b>

2020-21 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Asian	4.7
Black or African American	1.4
Filipino	2.3
Hispanic or Latino	66
Native Hawaiian or Pacific Islander	1.2
Two or More Races	1.6
White	19.6
English Learners	8.6
Homeless	1.9
Socioeconomically Disadvantaged	43.4
Students with Disabilities	17.5

### A. Conditions of Learning

#### State Priority: Basic

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

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

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

## 2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	
Unknown	
<b>Total Teaching Positions</b>	

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

## 2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
<b>Total Teachers Without Credentials and Misassignments</b>	

## 2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
<b>Total Out-of-Field Teachers</b>	

## 2019-20 Class Assignments

Indicator	2019-20
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All adopted core curriculum is reported in the table below. The District is currently piloting for a Science adoption during the 2021-2022 school year.

Year and month in which the data were collected

December 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	2016-17 Houghton Mifflin Harcourt, Journeys K-5; Big Day TK 2016-17 McGraw-Hill, Study Sync 6-8	Yes	0
Mathematics	2014-15 Houghton Mifflin K-5 Go Math 2014-15 Houghton Mifflin 6-8 Big Ideas	Yes	0
Science	2008-09 Macmillan/McGraw-Hill K-3 2008-09 Pearson Scott Forsman 4-6 2008-09 Pearson Prentice Hall 7-8 2020-21 Studies Weekly Science - Supplemental for online learning	Yes	0
History-Social Science	2019-20 Studies Weekly K-5 2019-20 Discovery Education, Gr. 6: Ancient World History, Gr. 7: Modern History, Gr. 8: World History	Yes	0
Foreign Language	2009-10 Language Central	Yes	0
Health	2008-09 Princeton Health Press- LifeSkills 3-8 2007-08 Human Kinetics- Fitness For Life	Yes	0
Visual and Performing Arts	Theatre- scripts, costumes, props Instrumental Music- band, string, and percussion instruments, musical scores Choral Music- musical scores Visual Arts- various art materials covering a variety of media, art history prints	Yes	0
Science Laboratory Equipment (grades 9-12)	Grades 9-12 only		

## School Facility Conditions and Planned Improvements

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

Year and month of the most recent FIT report

November 22, 2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
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## School Facility Conditions and Planned Improvements

<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X
<b>Interior:</b> Interior Surfaces	X
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X
<b>Electrical</b>	X
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X
<b>Safety:</b> Fire Safety, Hazardous Materials	X
<b>Structural:</b> Structural Damage, Roofs	X
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X

## Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

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

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

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

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.



## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	249	246	98.8	1.2	37.8
Female	121	119	98.35	1.65	45.38
Male	128	127	99.22	0.78	30.71
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	168	167	99.4	0.6	32.34
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	15	15	100	0	53.33
White	44	42	95.45	4.55	50
English Learners	18	18	100	0	27.78
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	19	19	100	0	31.58
Socioeconomically Disadvantaged	104	104	100	0	27.88
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	47	45	95.74	4.26	8.89

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	249	246	98.80	1.20	26.83
Female	121	119	98.35	1.65	29.41
Male	128	127	99.22	0.78	24.41
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	168	167	99.40	0.60	23.35
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	15	15	100.00	0.00	13.33
White	44	42	95.45	4.55	40.48
English Learners	18	18	100.00	0.00	27.78
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	19	19	100.00	0.00	31.58
Socioeconomically Disadvantaged	104	104	100.00	0.00	19.23
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	47	45	95.74	4.26	4.44

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	NA	NA	NA	NA	NA
Female	NA	NA	NA	NA	NA
Male	NA	NA	NA	NA	NA
American Indian or Alaska Native	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA

Black or African American	NA	NA	NA	NA	NA
Filipino	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA
Two or More Races	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA
English Learners	NA	NA	NA	NA	NA
Foster Youth	NA	NA	NA	NA	NA
Homeless	NA	NA	NA	NA	NA
Military	NA	NA	NA	NA	NA
Socioeconomically Disadvantaged	NA	NA	NA	NA	NA
Students Receiving Migrant Education Services	NA	NA	NA	NA	NA
Students with Disabilities	NA	NA	NA	NA	NA

\*At or above the grade-level standard in the context of the local assessment administered.

### 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	NA	NA	NA	NA	NA
Female	NA	NA	NA	NA	NA
Male	NA	NA	NA	NA	NA
American Indian or Alaska Native	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA
Filipino	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA
Two or More Races	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA
English Learners	NA	NA	NA	NA	NA
Foster Youth	NA	NA	NA	NA	NA
Homeless	NA	NA	NA	NA	NA
Military	NA	NA	NA	NA	NA
Socioeconomically Disadvantaged	NA	NA	NA	NA	NA
Students Receiving Migrant Education Services	NA	NA	NA	NA	NA
Students with Disabilities	NA	NA	NA	NA	NA

\*At or above the grade-level standard in the context of the local assessment administered.

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	20.00	N/A	30.10	N/A	28.72

## 2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	66	65	98.48	1.52	20.00
Female	36	35	97.22		
Male	30	30	100.00		
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	47	47	100.00	0.00	12.77
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	13	12	92.31	7.69	50.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	33	33	100.00	0.00	6.06
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

#### 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2021-22 Opportunities for Parental Involvement

During the COVID-19 pandemic, we have had intermittent times when parent volunteers could be on campus. We have held several PTA sponsored drive-by events for our families, but they have been outside and all safety protocols are being followed.

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

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

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

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

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	455	449	14	3.1
Female	210	208	4	1.9
Male	245	241	10	4.1
American Indian or Alaska Native	0	0	0	0.0
Asian	21	21	0	0.0
Black or African American	6	6	0	0.0
Filipino	11	11	0	0.0
Hispanic or Latino	300	295	10	3.4
Native Hawaiian or Pacific Islander	5	5	0	0.0
Two or More Races	8	8	0	0.0
White	87	86	4	4.7
English Learners	44	44	2	4.5
Foster Youth	1	1	0	0.0
Homeless	9	9	1	11.1
Socioeconomically Disadvantaged	199	198	11	5.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	87	86	5	5.8

### C. Engagement

#### State Priority: School Climate

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

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

## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	1.69	0.22	2.53	0.18	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.96	1.65	2.45
Expulsions	0.00	0.00	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.22	0.00
Female	0.00	0.00
Male	0.41	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.33	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.50	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00



## 2021-22 School Safety Plan

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

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

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

A comprehensive School Safety Plan has been developed where in case of disaster, all stakeholders know procedures and safety protocol expectations as explained in our National Incident Management System protocols. Drills for fire and earthquake evacuation procedures are practiced regularly. Each classroom has a backpack filled with essential items needed in an emergency, such as attendance forms, accountability sheets, band-aids, and basic first aid items. A supply of water is on campus, and each student brings a bag of nonperishable food items to have in case of emergency. These are stored in each classroom. Staff has been assigned to teams of search and rescue, student release, first aid, and student supervision. We practice a full walk-through drill each year where the school simulates disaster procedures. This plan will be reviewed at our next School Site Council meeting in February, 2022.

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

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## D. Other SARC Information      Information Required in the SARC

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

### 2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22		2	
1	18	2		
2	21	1	2	
3	33		1	1
4	25		2	
5	35			2
6	28	1		2
Other	9	1		

### 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	25	1	2	
1	24		2	
2	21	1	1	
3	30		2	
4	65			2
5	30		2	
6	35			2
Other	9	3		

### 2020-21 Elementary Average Class Size and Class Size Distribution

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

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

### 2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	

## 2020-21 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.6
Social Worker	0
Nurse	0.2
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	0.6

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8,070	\$2,033	\$6,037	\$86,211
District	N/A	N/A	\$9,195	
Percent Difference - School Site and District	N/A	N/A	-41.5	0.1
State			\$8,444	
Percent Difference - School Site and State	N/A	N/A	-24.8	6.8

## 2020-21 Types of Services Funded

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

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

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

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## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

## Professional Development

Our teaching staff is continually seeking ways to improve their skills and the instructional program. Teacher training priorities are identified each year, and teachers and administrators participate in District and school-level in-service programs. All elementary schools are provided one shortened day per week for site-based in-services related to specific school goals. All schools participate in annual August in-services, after-school in-services, and various conferences throughout the year. Most teachers have been GLAD trained and Thinking Map trained and are using strategies in their classrooms throughout the year. In 2016-17, our district adopted English Language Arts curriculum. For grades Kindergarten through fifth, we adopted Journeys from Houghton Mifflin. In sixth grade, we adopted Study Sync by McGraw Hill. In 2019-20 Studies Weekly was adopted along with Discovery for 6th grade in the area of Social Studies. With each adoption there is professional development provided connected to the implementation of the program to address state standards. The Science adoption was postponed last year, but our teachers are now reviewing/piloting new science curriculum. Textbooks and supplements are being used, along with the pacing guides designed by the publisher and Assistant Superintendent of Curriculum and Instruction. Presently, our teachers are being trained in Thinking Maps as well as Write From the Beginning. Most teachers have been trained in Explicit Direct Instruction (EDI) through DataWorks and Project Based Learning (PBL). iReady is our new program this year that we are using as a diagnostic and for learning support. Students take the diagnostic at the beginning of the school year in both math and reading. The program is individually designed to help students with skills at their levels. The students then take benchmarks throughout the year to monitor progress.

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

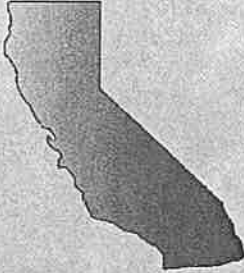
Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	14	20	14

# Lowell Joint School District

## 2020-21 Local Accountability Report Card (LARC) Addendum

### Local Accountability Report Card (LARC) Addendum

#### 2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Student Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

#### 2021-22 District Contact Information

<b>District Name</b>	Lowell Joint School District
<b>Phone Number</b>	562.943.0211
<b>Superintendent</b>	Mr. Jim Coombs
<b>Email Address</b>	webadmin@ljsd.org
<b>District Website Address</b>	www.ljsd.org



## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	2162	2082	96.30	3.70	52.02
Female	1062	1022	96.23	3.77	58.18
Male	1100	1060	96.36	3.64	46.07
American Indian or Alaska Native	--	--	--	--	--
Asian	90	88	97.78	2.22	76.14
Black or African American	31	28	90.32	9.68	32.14
Filipino	29	28	96.55	3.45	71.43
Hispanic or Latino	1510	1464	96.95	3.05	48.60
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	68	65	95.59	4.41	65.63
White	425	400	94.12	5.88	57.79
English Learners	110	107	97.27	2.73	18.87
Foster Youth	--	--	--	--	--
Homeless	96	94	97.92	2.08	27.66
Military	138	133	96.38	3.62	46.62
Socioeconomically Disadvantaged	803	772	96.14	3.86	39.87
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	268	239	89.18	10.82	12.13

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	2162	2079	96.16	3.84	35.08
Female	1062	1021	96.14	3.86	33.43
Male	1100	1058	96.18	3.82	36.67
American Indian or Alaska Native	--	--	--	--	--
Asian	90	88	97.78	2.22	72.73
Black or African American	31	27	87.10	12.90	37.04
Filipino	29	28	96.55	3.45	50.00
Hispanic or Latino	1510	1464	96.95	3.05	30.83
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	68	64	94.12	5.88	43.75
White	425	399	93.88		40.10
English Learners	110	107	97.27	2.73	14.02
Foster Youth	--	--	--	--	--
Homeless	96	94	97.92	2.08	12.77
Military	138	133	96.38	3.62	33.83
Socioeconomically Disadvantaged	803	771	96.01	3.99	24.55
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	268	238	88.81	11.19	9.66

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

# Rancho-Starbuck Intermediate School

## 2021 School Accountability Report Card



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fq/aa/lc/](http://www.cde.ca.gov/fq/aa/lc/)

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



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

#### California School Dashboard



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

#### Internet Access

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



## 2021-22 School Contact Information

<b>School Name</b>	Rancho-Starbuck Intermediate School
<b>Street</b>	16430 Woodbrier Drive
<b>City, State, Zip</b>	Whittier, CA 90604
<b>Phone Number</b>	562.902.4261
<b>Principal</b>	Jennifer Jackson Ed.D.
<b>Email Address</b>	jjackson@ljsd.org
<b>School Website</b>	ranchostarbuck.ljsd.org
<b>County-District-School (CDS) Code</b>	30647666020218

## 2021-22 District Contact Information

<b>District Name</b>	Lowell Joint School District
<b>Phone Number</b>	562.943.0211
<b>Superintendent</b>	Mr. Jim Coombs
<b>Email Address</b>	webadmin@ljsd.org
<b>District Website Address</b>	www.ljsd.org

## 2021-22 District Governing Board

<b>President</b>	Melissa A. Salinas
<b>Vice President</b>	Karen L. Shaw
<b>Clerk</b>	Anastasia M. Shackelford
<b>Member</b>	William A. Hinz
<b>Member</b>	Anthony Zegara

## 2021-22 District Administration

<b>Assistant Superintendent of Educational Services</b>	Dr. Sheri McDonald
<b>Assistant Superintendent of Administrative Services</b>	Andrea Reynolds
<b>Assistant Superintendent of Facilities and Operations</b>	David Bennett
<b>Director of Educational Services</b>	Rhonda Overby
<b>Director of Technology</b>	Alan Mao
<b>Director of Special Education</b>	Kaleo Igarta
<b>Director of Fiscal Services</b>	Chelle Price

## 2021-22 School Overview

Rancho-Starbuck Intermediate School is located in the unincorporated area of southeast Los Angeles County. We are part of the Lowell Joint School District and serve over 780 students in 7th and 8th grade. Rancho-Starbuck was constructed in 1958 and has enjoyed continuous upgrades and maintenance over the years. Our school offers a well stocked, upgraded library and 1:1 chromebooks for every student using the Google platform. Our Science, Technology, Engineering, and Mathematics (STEM) lab is complete with 30 computer work stations and professional engineering software. Our STEM lab and Art Department use a 3D printer for instructional purposes. All classrooms are fitted with projectors and TV screens or View Sonic boards. Our technology is regularly updated including document cameras in every classroom. Aeries, a parent/student portal, keeps students and parents regularly updated regarding student progress.

The staff at Rancho-Starbuck School currently has 29 fully-credentialed teachers teaching in their subject area and one part-time educator. Our school team consists of two STAR resource center specialists, one moderate Special Day Class (SDC) classroom, a school psychologist, a part time English Language Development (ELD) teacher, a speech and language specialist, a part time choral music teacher and an instrumental music teacher. There are two administrators: a principal and assistant principal. A full time academic counselor is on staff. Additional support is provided by an office manager, school clerk, attendance clerk, a part-time health clerk, full-time librarian, two STAR Center aides, instructional aides, three custodians, five noon duty aides and multiple days of counseling intern support.

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

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

All students have an opportunity for success at Rancho-Starbuck. Flex, an award winning program, provides students the opportunity to have additional instruction during the school day. Students are also offered additional enrichment classes once standards are mastered. Learning Targets in core subjects help monitor student progress on state standards. Before school tutoring through Power Start is offered to all students. Intervention classes during the school day are offered in Math, ELD support for our Language Learners and a reading intervention class using Read 180 curriculum. Pathway classes during the school day also offer targeted academic support as well as motivation and executive functioning support for struggling students. Literacy is promoted across the campus, and there is a school wide focus on California State Standards and 21st century learning with an emphasis on writing skills through Thinking Maps and Write from the Beginning. The mission statement promotes the development of character, passion and academic excellence in all students. These characteristics are promoted in all areas on the Rancho-Starbuck campus. In addition, Honors students are offered an opportunity to be part of The Academy and/or the Conservatory of Fine Arts. Through this extension activity students will complete an 8th grade Capstone Project where their imagination and creativity can help them soar to new heights.

Rancho-Starbuck is proud to be a California Distinguished School, Gold Ribbon School and a four time recipient of the California Business for Education Award of Excellence. Rancho-Starbuck is a 2017 National School to Watch and a 2019 and 2020 Golden Bell recipient. Rancho-Starbuck has also been re-designated a national School to Watch in 2019-2020. Our staff is dedicated and nurturing; Rancho-Starbuck is a wonderful school!

## About this School

2020-21 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 7	405
Grade 8	412
Total Enrollment	817

2020-21 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	48
Male	52
Asian	3.8
Black or African American	1.5
Filipino	1
Hispanic or Latino	70.4
Native Hawaiian or Pacific Islander	0.2
Two or More Races	0.4
White	22.2
English Learners	4
Foster Youth	0.4
Homeless	2.1
Migrant	0
Socioeconomically Disadvantaged	34.1
Students with Disabilities	10.8

### A. Conditions of Learning

#### State Priority: Basic

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

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

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

## 2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	
Unknown	
<b>Total Teaching Positions</b>	

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

## 2019-20 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
<b>Total Teachers Without Credentials and Misassignments</b>	

## 2019-20 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
<b>Total Out-of-Field Teachers</b>	

## 2019-20 Class Assignments

Indicator	2019-20
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All adopted core curriculum is reported in the table below. The District is currently piloting for a Science adoption during the 2021-2022 school year.

Year and month in which the data were collected

December 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	2016-2017 McGraw Hill Study Sync 6-8	Yes	0
Mathematics	2012-2013 Big Ideas Math 6-8	Yes	0
Science	2008-09 Pearson Prentice Hall 7-8 Gizmos as an online supplement for Distance Learning for 2020-2021	Yes	0
History-Social Science	2019-20 Studies Weekly K-5 2019-20 Discovery Education, Gr. 6: Ancient World History, Gr. 7: Modern History, Gr. 8: World History	Yes	0
Foreign Language	1999-00 ¡En español! 7-8	Yes	0
Health	2008-09 Princeton Health Press- LifeSkills 3-8 2007-08 Human Kinetics- Fitness For Life 2016 Rights, Respect, and Responsibility 7-8	Yes	0
Visual and Performing Arts	Theatre- scripts, costumes, props Instrumental Music- band, string, and percussion instruments, musical scores Choral Music- musical scores Visual Arts- various art materials covering a variety of media, art history prints	Yes	0
Science Laboratory Equipment (grades 9-12)	Grades 9-12 only		

## School Facility Conditions and Planned Improvements

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

Year and month of the most recent FIT report

November 24,2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs			X	The majority of issues are related to dry rot in the fascia which will be addressed in the upcoming re-roofing project as part of Measure LL.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Obstacle course modernization is being planned.

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

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

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

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

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A



## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	811	761	93.83	6.17	55.54
Female	388	362	93.3	6.7	61.22
Male	423	399	94.33	5.67	50.38
American Indian or Alaska Native	0	0	0	0	0
Asian	31	30	96.77	3.23	73.33
Black or African American	12	9	75	25	--
Filipino	--	--	--	--	--
Hispanic or Latino	570	537	94.21	5.79	51.21
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	178	167	93.82	6.18	64.24
English Learners	33	31	93.94	6.06	12.9
Foster Youth	--	--	--	--	--
Homeless	32	30	93.75	6.25	40
Military	52	49	94.23	5.77	63.27
Socioeconomically Disadvantaged	268	245	91.42	8.58	45.08
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	92	76	82.61	17.39	7.89

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	811	757	93.34	6.66	32.50
Female	388	360	92.78	7.22	29.17
Male	423	397	93.85	6.15	35.52
American Indian or Alaska Native	0	0	0	0	0
Asian	31	30	96.77	3.23	66.67
Black or African American	12	8	66.67	33.33	--
Filipino	--	--	--	--	--
Hispanic or Latino	570	536	94.04	5.96	27.61
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	178	166	93.26	6.74	39.76
English Learners	33	31	93.94	6.06	12.90
Foster Youth	--	--	--	--	--
Homeless	32	30	93.75	6.25	26.67
Military	52	49	94.23	5.77	34.69
Socioeconomically Disadvantaged	268	244	91.04	8.96	27.46
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	92	75	81.52	18.48	8.00

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	NA	NA	NA	NA	NA
Female	NA	NA	NA	NA	NA
Male	NA	NA	NA	NA	NA
American Indian or Alaska Native	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA

Filipino	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA
Two or More Races	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA
English Learners	NA	NA	NA	NA	NA
Foster Youth	NA	NA	NA	NA	NA
Homeless	NA	NA	NA	NA	NA
Military	NA	NA	NA	NA	NA
Socioeconomically Disadvantaged	NA	NA	NA	NA	NA
Students Receiving Migrant Education Services	NA	NA	NA	NA	NA
Students with Disabilities	NA	NA	NA	NA	NA

\*At or above the grade-level standard in the context of the local assessment administered.

### 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	NA	NA	NA	NA	NA
Female	NA	NA	NA	NA	NA
Male	NA	NA	NA	NA	NA
American Indian or Alaska Native	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA
Filipino	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA
Two or More Races	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA
English Learners	NA	NA	NA	NA	NA
Foster Youth	NA	NA	NA	NA	NA
Homeless	NA	NA	NA	NA	NA
Military	NA	NA	NA	NA	NA
Socioeconomically Disadvantaged	NA	NA	NA	NA	NA
Students Receiving Migrant Education Services	NA	NA	NA	NA	NA
Students with Disabilities	NA	NA	NA	NA	NA

\*At or above the grade-level standard in the context of the local assessment administered.

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	26.77	N/A	30.10	N/A	28.72

## 2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	409	381	93.15	6.85	26.77
Female	181	166	91.71		
Male	228	215	94.30		
American Indian or Alaska Native	0	0	0	0	0
Asian	16	15	93.75	6.25	40.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	297	280	94.28	5.72	22.14
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	81	75	92.59	7.41	40.00
English Learners	16	16	100.00	0.00	12.50
Foster Youth	--	--	--	--	--
Homeless	18	18	100.00	0.00	0.00
Military	23	22	95.65	4.35	31.82
Socioeconomically Disadvantaged	132	118	89.39	10.61	19.49
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	43	38	88.37	11.63	5.26

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

#### 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2021-22 Opportunities for Parental Involvement

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

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	836	828	29	3.5
Female	396	394	13	3.3
Male	440	434	16	3.7
American Indian or Alaska Native	0	0	0	0.0
Asian	31	31	0	0.0
Black or African American	13	12	1	8.3
Filipino	9	9	0	0.0
Hispanic or Latino	591	584	24	4.1
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	4	4	0	0.0
White	181	181	4	2.2
English Learners	33	33	4	12.1
Foster Youth	3	3	1	33.3
Homeless	18	18	1	5.6
Socioeconomically Disadvantaged	290	289	18	6.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	98	98	6	6.1

### C. Engagement

#### State Priority: School Climate

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

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

## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	6.02	0.48	2.53	0.18	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	4.10	1.65	2.45
Expulsions	0.00	0.00	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.48	0.00
Female	0.25	0.00
Male	0.68	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.51	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.55	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.69	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.04	0.00



## 2021-22 School Safety Plan

Rancho-Starbuck believes that there must be a safe and orderly school environment for optimum learning to take place. School rules are clearly communicated to both students and parents. There is a school-wide discipline plan and school rules are fairly and consistently enforced.

The campus is fully fenced to give protection from intruders. All visitors are asked to wear a visitor badge and sign in and out of the school through the use of the Raptor system. Rancho-Starbuck has monthly fire drills, quarterly earthquake drills, lock down drills, and the staff is trained in emergency procedures. We take a proactive approach to safety and include canine drug prevention visits to campus.

The School Safety Plan is annually reviewed and updated. The following implementations endorse the plan: campus emotional, moral and practical assistance such as guidelines for discipline, a strictly enforced dress code, and counseling support for social and emotional wellness. Through a myriad of support services including social/emotional lessons using the Olweus Bullying program (Kindness Campaign), students are given a voice on campus and the opportunity to problem solve and provide suggestions for improvement. Rancho-Starbuck also uses the CoVitality Universal Screener to take a proactive approach to student social-emotional wellness. This, along with an all staff effort to support students and an active parent support system, helps Rancho-Starbuck meet the needs of all students regarding safety and emotional health and wellness.

## 2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	30	4		20
Mathematics	31		15	10
Science	32		10	13
Social Science	30	1	18	5

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	30	8	2	20
Mathematics	25	11	14	9
Science	35		2	21
Social Science	32	2	3	20



## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	29	8	5	17
Mathematics	27	8	12	11
Science	34	1	2	21
Social Science	32	2	3	20

## 2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	817

## 2020-21 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	1.1
Social Worker	0
Nurse	0.2
Speech/Language/Hearing Specialist	0.4
Resource Specialist (non-teaching)	0
Other	0.6

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6,939	\$811	\$6,128	\$85,283
District	N/A	N/A	\$9,159	
Percent Difference - School Site and District	N/A	N/A	-39.7	-1.0
State			\$8,444	
Percent Difference - School Site and State	N/A	N/A	-23.4	5.7

## 2020-21 Types of Services Funded

Title II funds are designated to improve teacher quality and increase the number of highly qualified teachers. The program focuses on research based strategies to prepare and train highly qualified teachers. Title III funds are designated to ensure that students attain English proficiency and meet the same challenging academic achievement standards required of all students. Funds are used for translation, support services, instructional aides, supplemental books, and conferences. Supplemental dollars also traditionally fund before and after school tutoring/homework help, an Intervention Coordinator to monitor and support struggling students, the school Counselor, additional intervention courses in English Language Arts, Mathematics, and English Language Development as well as support for STEAM and AP Computer Science.-----

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

## Professional Development

All staff members participate in district-level staff development throughout the year. GATE training, iReady Training and Thinking Maps Training are an area of focus for the teachers with an emphasis on writing. Professional development on California State Standards and implementation strategies are also on-going. Extensive training on Next Generation Science Standards has resulted in implementation of those standards in an integrated approach. School departments meet regularly to focus on the standards and provide differentiated instruction to our students. Staff members attend various professional development opportunities in their subject area and on overall student motivation at the junior high level. Truama informed teaching education has also been provided for teachers. Rancho-Starbuck is a professional learning community that believes in the importance of staff collaboration. Weekly PLC staff collaboration helps create opportunities for staff to focus on student needs. The focus of staff development is always centered on student success at Rancho-Starbuck.-----

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	14	20	14

# Lowell Joint School District

## 2020-21 Local Accountability Report Card (LARC) Addendum

### Local Accountability Report Card (LARC) Addendum

#### 2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

### 2021-22 District Contact Information

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

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	2162	2082	96.30	3.70	52.02
Female	1062	1022	96.23	3.77	58.18
Male	1100	1060	96.36	3.64	46.07
American Indian or Alaska Native	--	--	--	--	--
Asian	90	88	97.78	2.22	76.14
Black or African American	31	28	90.32	9.68	32.14
Filipino	29	28	96.55	3.45	71.43
Hispanic or Latino	1510	1464	96.95	3.05	48.60
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	68	65	95.59	4.41	65.63
White	425	400	94.12	5.88	57.79
English Learners	110	107	97.27	2.73	18.87
Foster Youth	--	--	--	--	--
Homeless	96	94	97.92	2.08	27.66
Military	138	133	96.38	3.62	46.62
Socioeconomically Disadvantaged	803	772	96.14	3.86	39.87
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	268	239	89.18	10.82	12.13

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	2162	2079	96.16	3.84	35.08
<b>Female</b>	1062	1021	96.14	3.86	33.43
<b>Male</b>	1100	1058	96.18	3.82	36.67
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	90	88	97.78	2.22	72.73
<b>Black or African American</b>	31	27	87.10	12.90	37.04
<b>Filipino</b>	29	28	96.55	3.45	50.00
<b>Hispanic or Latino</b>	1510	1464	96.95	3.05	30.83
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	68	64	94.12	5.88	43.75
<b>White</b>	425	399	93.88		40.10
<b>English Learners</b>	110	107	97.27	2.73	14.02
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	96	94	97.92	2.08	12.77
<b>Military</b>	138	133	96.38	3.62	33.83
<b>Socioeconomically Disadvantaged</b>	803	771	96.01	3.99	24.55
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	268	238	88.81	11.19	9.66

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

LOWELL JOINT SCHOOL DISTRICT  
February 7, 2022

To: President Salinas and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Resolution 2021/22 No. 849 of the Board of Trustees of the  
Lowell Joint School District Adjusting Trustee Area  
Boundaries From Which District Governing Board  
Members will be Elected

ACTION /  
(RESOLUTION)

Every ten years, following the release of federal census data, Education Code section 5019.5 requires the governing boards of school districts to adjust their trustee area boundaries if the population of the trustee areas varies 10% or more. The District's demographer, National Demographics Corporation, has advised the District that its trustee area boundaries vary more than 10%. Therefore, it will be necessary for the Board to adjust its trustee area boundaries. The statutory deadline for adjusting the boundaries is March 1, 2022.

On January 16, 2018, the governing board of the Lowell Joint School District voted to adopt a trustee area plan and transition to by-trustee area elections by approval of Resolution Number 2017/2018 No. 713, on January 16, 2018.

The Orange County Committee on School District Organization approved the District's by-trustee area plan and the plan took effect for an election that took place in November 6, 2018.

The District has reviewed the adopted trustee area plan and determined that adjustment of the trustee area boundaries is required based on the results of the 2020 census.

The Board of Trustees held a public hearing on January 24, 2022, to obtain public input.

Education Code section 5019.5 requires the adjustments of area boundaries following each decennial federal census, if necessary

It is recommended that Resolution 2022/22 No. 849, adjusting trustee area boundaries from which district Governing Board Members will be elected be adopted, and that the Superintendent or designee be authorized to execute the necessary documents.

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Superintendent's Comment:

ADOPTION BY MAJORITY ROLL CALL VOTE.

**LOWELL JOINT SCHOOL DISTRICT**

**RESOLUTION 2021/22 NO. 849**

**A RESOLUTION OF THE BOARD OF TRUSTEES OF THE  
LOWELL JOINT SCHOOL DISTRICT OF  
LOS ANGELES AND ORANGE COUNTIES, CALIFORNIA,  
ADJUSTING TRUSTEE AREA BOUNDARIES FROM WHICH  
DISTRICT GOVERNING BOARD MEMBERS WILL BE ELECTED**

WHEREAS, on January 16, 2016, the governing board of the Lowell Joint School District (“District”) voted to adopt a trustee area plan and transition to by-trustee area elections by approval of Resolution Number 2017/18 No. 713; and

WHEREAS, the Orange County Committee on School District Organization approved the District’s by-trustee area plan and the plan took effect for an election that took place in November 6, 2018; and

WHEREAS, the District has reviewed the adopted trustee area plan and determined that adjustment of the trustee area boundaries is required based on the results of the 2020 census;

WHEREAS, the Board held a public hearing on January 24, 2022, to obtain public input; and

WHEREAS, Education Code section 5019.5 requires the adjustments of area boundaries following each decennial federal census, if necessary.

NOW THEREFORE, be it resolved by the Board of Trustees of the Lowell Joint School District as follows:

1. That the above recitals are true and correct.
2. That the Board hereby adjusts the current trustee area boundary plan for use in the November 2022 election and elections thereafter as set forth in Exhibit A attached hereto.
3. That the Superintendent and/or his designee take all actions necessary to notify the Orange County Committee on School District Organization of the Board’s determination forthwith and provide whatever assistance may be required by the Committee to complete the process.

ADOPTED, SIGNED, AND APPROVED this 7th day of February 2022.

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

I, \_\_\_\_\_, Clerk of the Board of Trustees of the Lowell Joint School District, do hereby certify that the foregoing Resolution was adopted by the Board of Trustees of

the Lowell Joint School District at a meeting of said Board held on the 7th day of February, 2022, and that it was so adopted by the following vote:

AYES:

NOES:

ABSTAIN:

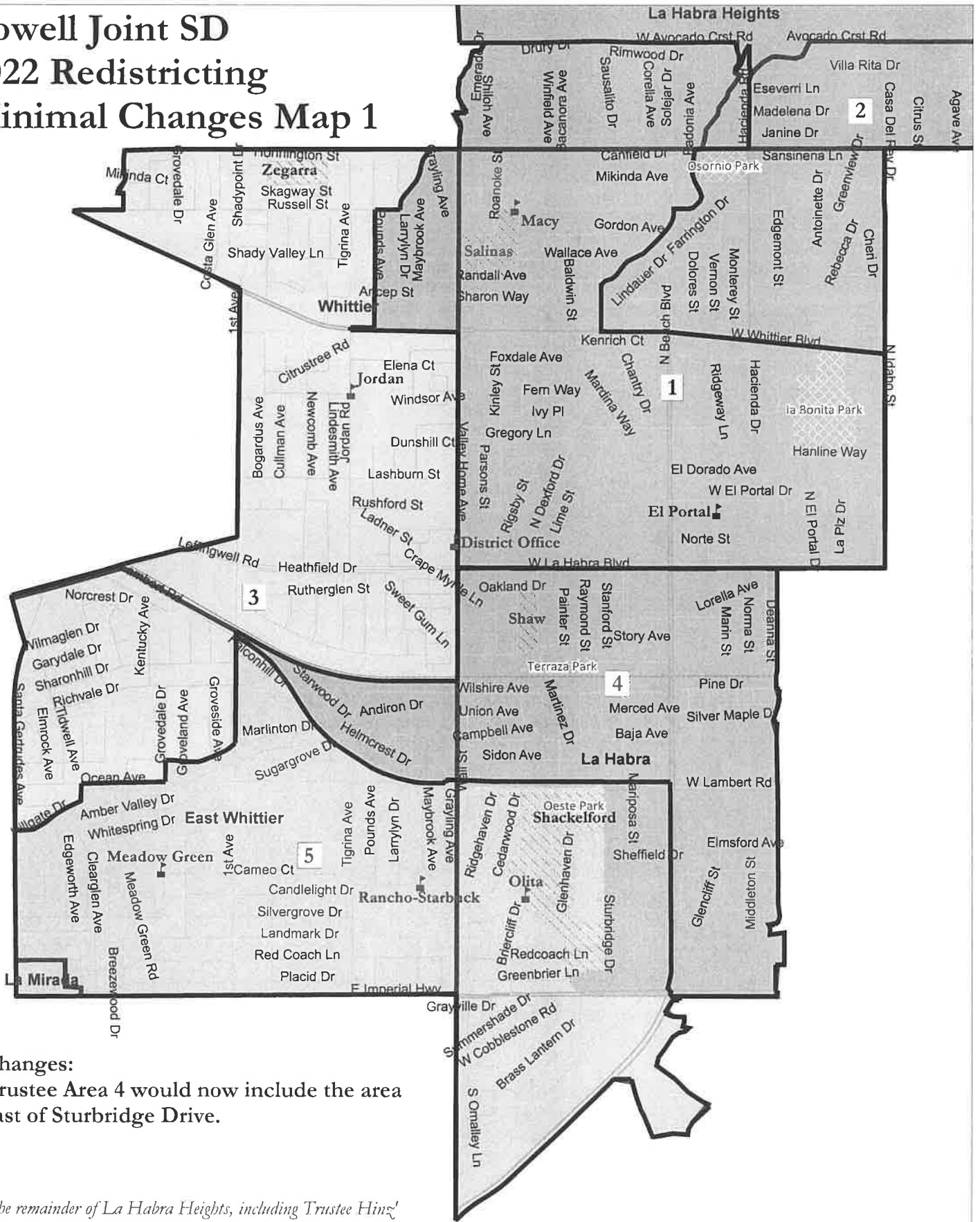
ABSENT:

---

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



# Lowell Joint SD 2022 Redistricting Minimal Changes Map 1



**Changes:**  
Trustee Area 4 would now include the area east of Sturbridge Drive.

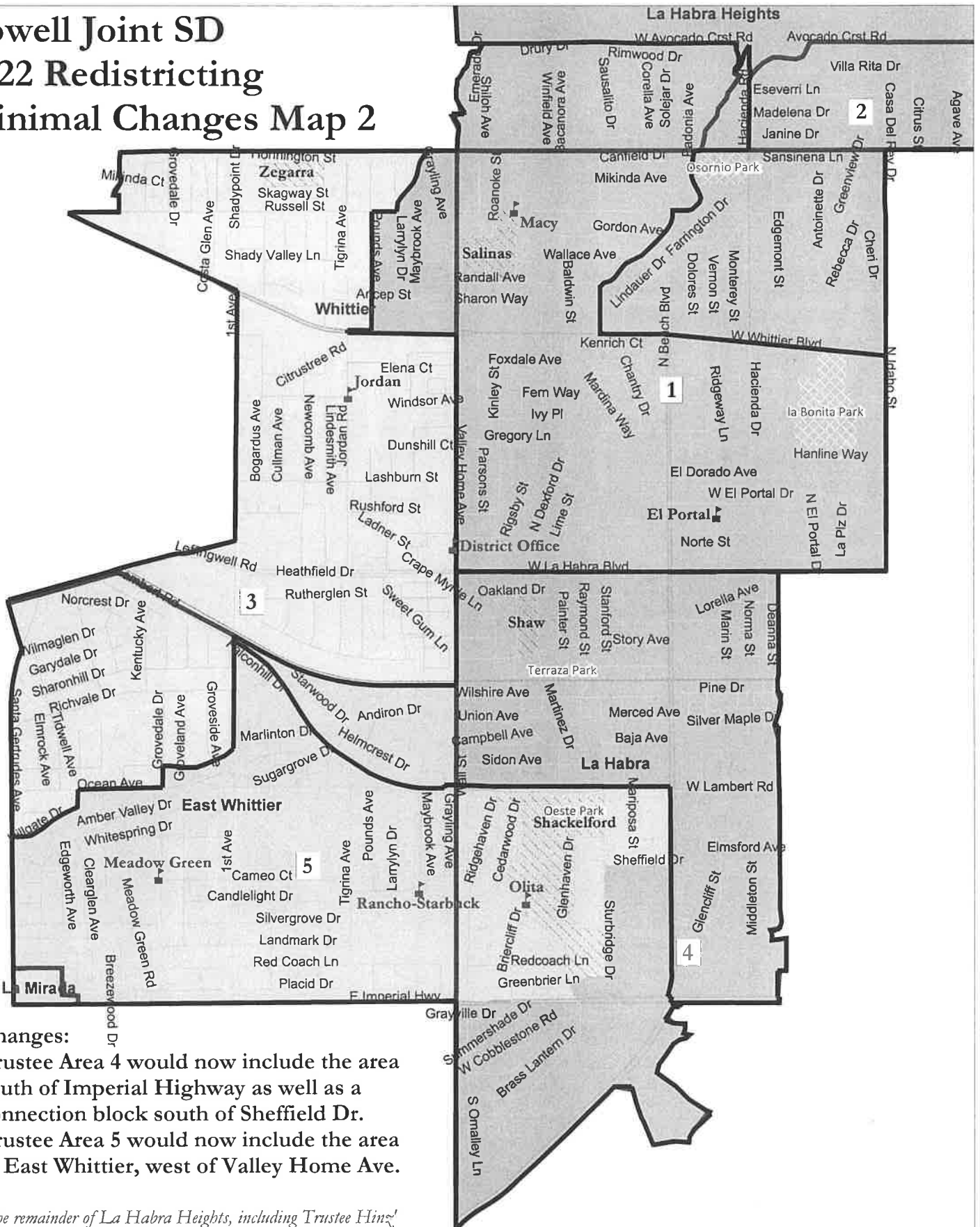
*The remainder of La Habra Heights, including Trustee Hinsz' address, is in Trustee Area 2*

**Lowell Joint School District - Minimal Changes Map 1**

District		1	2	3	4	5	Total
2020	2020 Census (Adj)	6,928	7,335	7,219	6,781	7,109	35,372
	Deviation from ideal	-146	261	145	-293	35	554
	% Deviation	-2.07%	3.68%	2.04%	-4.15%	0.49%	7.83%
2020 Total Pop	% Hisp	57%	37%	56%	51%	49%	50%
	% NH White	32%	41%	31%	29%	32%	33%
	% NH Black	2%	1%	1%	3%	2%	2%
	% Asian-American	6%	18%	9%	15%	13%	12%
Citizen Voting Age Pop	Total	4,967	6,485	5,316	4,290	5,147	26,205
	% Hisp	40%	31%	50%	45%	50%	43%
	% NH White	47%	50%	42%	41%	39%	44%
	% NH Black	4%	0%	1%	2%	1%	1%
	% Asian/Pac.Isl.	8%	18%	7%	12%	10%	11%
Voter Registration (Nov 2020)	Total	4,066	5,097	4,817	3,767	4,628	22,375
	% Latino est.	45%	28%	49%	47%	44%	42%
	% Spanish-Surnamed	41%	26%	44%	43%	40%	38%
	% Asian-Surnamed	3%	11%	4%	6%	6%	6%
	% Filipino-Surnamed	1%	1%	1%	1%	1%	1%
	% NH White est.	51%	62%	49%	48%	52%	52%
	% NH Black	3%	0%	1%	1%	0%	1%
Voter Turnout (Nov 2018)	Total	2,359	3,151	2,580	2,039	2,581	12,710
	% Latino est.	39%	23%	43%	43%	40%	36%
	% Spanish-Surnamed	36%	21%	40%	39%	36%	34%
	% Asian-Surnamed	2%	8%	3%	3%	5%	5%
	% Filipino-Surnamed	1%	1%	1%	1%	1%	1%
	% NH White est.	57%	69%	54%	55%	56%	59%
	% NH Black	4%	0%	1%	1%	0%	1%
Voter Turnout (Nov 2020)	Total	3,463	4,246	3,870	3,167	3,766	18,512
	% Latino est.	44%	27%	48%	46%	44%	41%
	% Spanish-Surnamed	41%	25%	44%	42%	40%	38%
	% Asian-Surnamed	3%	10%	4%	6%	6%	6%
	% Filipino-Surnamed	1%	1%	1%	1%	1%	1%
	% NH White est.	52%	63%	49%	49%	52%	53%
	% NH Black est.	3%	0%	1%	1%	0%	1%
ACS Pop. Est.	Total	7,133	8,666	7,036	6,281	6,740	35,856
Age	age0-19	26%	21%	21%	26%	21%	23%
	age20-60	53%	52%	53%	56%	56%	54%
	age60plus	20%	27%	26%	18%	23%	23%
Immigration	immigrants	18%	20%	15%	23%	22%	19%
	naturalized	56%	75%	71%	61%	63%	66%
Language spoken at home	english	71%	63%	77%	65%	67%	68%
	spanish	22%	21%	17%	22%	21%	21%
	asian-lang	6%	11%	4%	13%	10%	9%
	other lang	1%	5%	2%	1%	2%	2%
Language Fluency	Speaks Eng. "Less than Very Well"	12%	13%	8%	14%	11%	11%
Education (among those age 25+)	hs-grad	53%	38%	54%	55%	54%	50%
	bachelor	19%	26%	22%	19%	17%	21%
	graduatedegree	8%	18%	10%	8%	11%	12%
Child in Household	child-under18	40%	30%	31%	40%	30%	34%
Pct of Pop. Age 16+	employed	70%	60%	62%	66%	63%	64%
Household Income	income 0-25k	13%	6%	21%	14%	10%	13%
	income 25-50k	14%	11%	10%	15%	16%	13%
	income 50-75k	13%	13%	17%	16%	12%	14%
	income 75-200k	49%	43%	45%	47%	50%	47%
	income 200k-plus	11%	26%	8%	9%	12%	14%
Housing Stats	single family	74%	90%	83%	76%	77%	81%
	multi-family	26%	10%	17%	24%	23%	19%
	rented	37%	16%	23%	32%	28%	27%
	owned	63%	84%	77%	68%	72%	73%

Total population data from the California adjustment to the 2020 Decennial Census. Surname-based Voter Registration and Turnout data from the California Statewide Database. Latino voter registration and turnout data are Spanish-surname counts adjusted using Census Population Department undercount estimates. NH White and NH Black registration and turnout counts estimated by NDC. Citizen Voting Age Pop., Age, Immigration, and other demographics from the 2013-2019 American Community Survey and Special Tabulation 5-year data.

# Lowell Joint SD 2022 Redistricting Minimal Changes Map 2



**Changes:**  
Trustee Area 4 would now include the area south of Imperial Highway as well as a connection block south of Sheffield Dr. Trustee Area 5 would now include the area in East Whittier, west of Valley Home Ave.

*The remainder of La Habra Heights, including Trustee Hinz address, is in Trustee Area 2*

**Lowell Joint School District - Minimal Changes Map 2**

District		1	2	3	4	5	Total
2020	2020 Census (Adj)	6,928	7,335	7,219	7,141	6,749	35,372
	Deviation from ideal	-146	261	145	67	-325	586
	% Deviation	-2.07%	3.68%	2.04%	0.94%	-4.60%	8.28%
2020 Total Pop	% Hisp	57%	37%	56%	49%	52%	50%
	% NH White	32%	41%	31%	29%	33%	33%
	% NH Black	2%	1%	1%	3%	2%	2%
	% Asian-American	6%	18%	9%	17%	10%	12%
	Total	4,967	6,485	5,316	4,823	4,614	26,205
Citizen Voting Age Pop	% Hisp	40%	31%	50%	47%	49%	43%
	% NH White	47%	50%	42%	37%	42%	44%
	% NH Black	4%	0%	1%	2%	0%	1%
	% Asian/Pac.Isl.	8%	18%	7%	14%	8%	11%
	Total	4,066	5,097	4,817	3,875	4,520	22,375
Voter Registration (Nov 2020)	% Latino est.	45%	28%	49%	46%	45%	42%
	% Spanish-Surnamed	41%	26%	44%	42%	41%	38%
	% Asian-Surnamed	3%	11%	4%	8%	5%	6%
	% Filipino-Surnamed	1%	1%	1%	1%	1%	1%
	% NH White est.	51%	62%	49%	47%	52%	52%
	% NH Black	3%	0%	1%	1%	0%	1%
	Total	2,359	3,151	2,580	2,106	2,514	12,710
Voter Turnout (Nov 2018)	% Latino est.	39%	23%	43%	41%	41%	36%
	% Spanish-Surnamed	36%	21%	40%	38%	38%	34%
	% Asian-Surnamed	2%	8%	3%	4%	4%	5%
	% Filipino-Surnamed	1%	1%	1%	1%	1%	1%
	% NH White est.	57%	69%	54%	55%	55%	59%
	% NH Black	4%	0%	1%	2%	0%	1%
	Total	3,463	4,246	3,870	3,253	3,680	18,512
Voter Turnout (Nov 2020)	% Latino est.	44%	27%	48%	45%	45%	41%
	% Spanish-Surnamed	41%	25%	44%	41%	41%	38%
	% Asian-Surnamed	3%	10%	4%	7%	5%	6%
	% Filipino-Surnamed	1%	1%	1%	1%	1%	1%
	% NH White est.	52%	63%	49%	49%	52%	53%
	% NH Black est.	3%	0%	1%	1%	0%	1%
	Total	7,133	8,666	7,036	6,870	6,151	35,856
ACS Pop. Est.	Total	7,133	8,666	7,036	6,870	6,151	35,856
Age	age0-19	26%	21%	21%	25%	22%	23%
	age20-60	53%	52%	53%	57%	55%	54%
	age60plus	20%	27%	26%	18%	23%	23%
Immigration	immigrants	18%	20%	15%	29%	16%	19%
	naturalized	56%	75%	71%	64%	59%	66%
Language spoken at home	english	71%	63%	77%	62%	70%	68%
	spanish	22%	21%	17%	20%	23%	21%
	asian-lang	6%	11%	4%	17%	5%	9%
	other lang	1%	5%	2%	2%	1%	2%
Language Fluency	Speaks Eng. "Less than Very Well"	12%	13%	8%	16%	8%	11%
Education (among those age 25+)	hs-grad	53%	38%	54%	50%	59%	50%
	bachelor	19%	26%	22%	23%	12%	21%
	graduatedegree	8%	18%	10%	11%	9%	12%
Child in Household	child-under18	40%	30%	31%	37%	33%	34%
Pct of Pop. Age 16+	employed	70%	60%	62%	66%	63%	64%
Household Income	income 0-25k	13%	6%	21%	13%	11%	13%
	income 25-50k	14%	11%	10%	15%	17%	13%
	income 50-75k	13%	13%	17%	13%	15%	14%
	income 75-200k	49%	43%	45%	47%	50%	47%
	income 200k-plus	11%	26%	8%	12%	8%	14%
Housing Stats	single family	74%	90%	83%	76%	77%	81%
	multi-family	26%	10%	17%	24%	23%	19%
	rented	37%	16%	23%	31%	30%	27%
	owned	63%	84%	77%	69%	70%	73%

Total population data from the California adjustment to the 2020 Decennial Census. Surname-based Voter Registration and Turnout data from the California Statewide Database. Latino voter registration and turnout data are Spanish-surname counts adjusted using Census Population Department undercount estimates. NH White and NH Black registration and turnout counts estimated by NDC. Citizen Voting Age Pop., Age, Immigration, and other demographics from the 2015-2019 American Community Survey and Special Tabulation 5-year data.

LOWELL JOINT SCHOOL DISTRICT  
February 7, 2022

To: President Salinas and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Resolution 2021/22 No. 850, Recognizing February 7-11, 2022 as "School Counseling Week" ACTION/  
(RESOLUTION)

School Counseling Week will focus public attention on the unique contribution of school counselors. School Counseling Week, sponsored by ASCA, highlights the tremendous impact school counselors can have in helping students achieve school success and plan for a career.

It is recommended that Resolution 2021/22 No. 850, recognizing February 7-11, 2022, as "School Counseling Week" be adopted, and that the Superintendent or designee be authorized to execute the necessary documents.

---

Superintendent's Comment:

ADOPTION BY MAJORITY ROLL CALL VOTE.

**LOWELL JOINT SCHOOL DISTRICT**

**RESOLUTION 2021/2022 NO. 850**

**A RESOLUTION OF THE BOARD OF TRUSTEES OF  
LOWELL JOINT SCHOOL DISTRICT  
OF LOS ANGELES AND ORANGE COUNTIES, CALIFORNIA,  
RECOGNIZING FEBRUARY 7-11, 2022, AS  
“SCHOOL COUNSELING WEEK”**

**WHEREAS**, school counselors are employed in public and private schools to help students reach their full potential; and

**WHEREAS**, school counselors are actively committed to helping students explore their abilities, strengths, interests, and talents as these traits relate to career awareness and development; and

**WHEREAS**, School counselors help parents focus on ways to further the educational, personal and social growth of their children; and

**WHEREAS**, school counselors work with teachers and other educators to help students explore their potential and set realistic goals for themselves; and

**WHEREAS**, school counselors seek to identify and utilize community resources that can enhance and complement comprehensive school counseling programs and help students become productive members of society; and

**WHEREAS**, comprehensive developmental school counseling programs are considered an integral part of the educational process that enables all students to achieve success in school;

**NOW, THEREFORE BE IT RESOLVED** that we, the Board of Trustees on behalf of the students, parents, and community at large, does hereby recognize February 7-11, 2022, as “School Counseling Week” and that all school counselors in the Lowell Joint School District be commended for the contributions they make to successful student achievement.

**APPROVED AND ADOPTED** this 7<sup>th</sup> day of February, 2022, 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 7<sup>th</sup> day of February, 2022, and passed by a unanimous vote of those present.

**IN WITNESS WHEREOF**, I have hereunto set my hand and seal the 7<sup>th</sup> day of February, 2022.

---

Jim Coombs, Secretary to the Board of Trustees

LOWELL JOINT SCHOOL DISTRICT  
February 7, 2022

To: President Salinas, and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Resolution 2021/22 No. 851, Establishment of an Irrevocable Trust for Other Post-Employment Benefits with the California Employers' Retiree Benefit Trust through California Public Employees Retirement System ACTION/  
(RESOLUTION)

The district provides employees meeting certain eligibility criteria with health and welfare benefits during their retirement until they reach eligibility for Medicare. These are categorized as "Other Post Employment Benefits" (OPEB). The Board of Trustees has approved an assignment of \$440,000 in the General Fund Balance for several years in recognition of this obligation. The most recent actuarially determined unfunded liability for these retirement benefits is \$14.2 million.

Prefunding is a strategy to reduce the unfunded liability by participating in a trust, which enables the District to make contributions to partially, or eventually completely, fund future OPEB obligations. Earnings on assets invested reduce the District's employer contributions to future retirement benefits.

Prefunding will also contribute to a higher District credit rating when seeking to issue General Obligation Bonds and can enhance financial security for the District and retirees.

The California Employers' Retiree Benefit Trust (CERBT) Fund through California Public Employees Retirement System (CalPERS) is an Internal Revenue Service Section 115 Irrevocable Trust, which is set up for the purpose of receiving employer contributions that will prefund health and other post-employment benefit costs for retirees and their beneficiaries. This trust allows California public employers the ability to finance future costs in part from the investment earnings provided by CalPERS. Contributions to the trust are always voluntary and are held in the trust for the District's exclusive use to pay for retiree benefits.

In order to establish this trust with CalPERS the Governing Board must approve Resolution No. 851, which accomplishes the following: *Approves The Prefund Other Post-Employment Benefits Agreement; and Delegation of Authority to Request Disbursements.*

---

Superintendent's Comment:

ADOPTION BY MAJORITY ROLL CALL VOTE.

It is recommended the Board of Trustees Approve Resolution 2021/22 No. 851, Establishment of an Irrevocable Trust for Other Post-Employment Benefits with the California Employers' Retiree Benefit Trust through California Public Employees Retirement System, and that the Superintendent or designee be authorized to execute the necessary documents.

---

Superintendent's Comment:

ADOPTION BY MAJORITY ROLL CALL VOTE.



**LOWELL JOINT SCHOOL DISTRICT**

**RESOLUTION 2021/22 No. 851**

**RESOLUTION OF THE BOARD OF TRUSTEES OF THE  
LOWELL JOINT SCHOOL DISTRICT OF  
LOS ANGELES AND ORANGE COUNTIES, CALIFORNIA,  
ESTABLISHMENT OF AN IRREVOCABLE TRUST FOR OTHER POST-EMPLOYMENT  
BENEFITS THROUGH CALIFORNIA PUBLIC EMPLOYEES RETIREMENT SYSTEM**

**WHEREAS**, the Governing Board of the Lowell Joint School District wishes to establish an irrevocable trust; and,

**WHEREAS**, the California Public Employees Retirement System (CalPERS) has established the California Employers' Retirement Benefit Trust Fund (CERBT) for California Public Agencies to use to prefund future retiree health and other post-employment benefit costs; and;

**WHEREAS**, to participate in the CERBT program, CalPERS requires that the Governing Board approve the associated agreement.

**NOW, THEREFORE BE IT RESOLVED**, by the Governing Board of the Lowell Joint School District, hereby adopts the agreement with California Public Employees' Retirement Systems (CalPERS) to prefund retiree medical benefits through participation in the California Employer's Retiree Benefit Trust Program (CERBT); and appoints the incumbents in the following positions, Superintendent, Assistant Superintendent of Administrative Services, and the Director of Fiscal Services, as Plan Administrators of the Program;

**AND BE IT FURTHER RESOLVED** that the Plan Administrators are authorized to execute the Program legal and administrative documents on behalf of the district and to take whatever additional actions are necessary to maintain the district's participation, facilitate the funding, investment management and administration in the Program, and to maintain compliance of any relevant regulation issued or as may be issued; therefore, authorizing the Plan Administrators to take whatever additional actions are required to administer the district's Program.

**APPROVED AND ADOPTED** this 7<sup>th</sup> day of February 2022, 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 7<sup>th</sup> day of February 2022, and passed by a vote of those present.

**IN WITNESS WHEREOF**, I have hereunto set my hand and seal this 7<sup>th</sup> day of February 2022.

---

Jim Coombs  
Secretary to the Board of Trustees





Lowell Joint  
DEC 27 2021  
SCL

December 23, 2021

To the Board of Trustees and Management of  
Lowell Joint School District  
Whittier, California

We are pleased to confirm our understanding of the services we are providing for Lowell Joint School District. We will conduct a performance audit in accordance with *Government Auditing Standards* and Education Code section 41024 to ensure that school facility program (SFP) bonds have been appropriately spent according to State guidelines for Project No. 57/64766-00-001: Olita Elementary School.

### Objective

The objective of our performance audit is the expression of an opinion about whether the District complied with the State's requirements with regards to the use of school facility program (SFP) bonds.

Our audit will be conducted in accordance with auditing standards generally accepted in the United States of America and will include tests of the accounting records of Lowell Joint School District and other procedures we consider necessary to enable us to express an opinion on whether the District complied with State requirements regarding the use of school facility program (SFP) bonds. If our opinion is other than *unqualified*, we will fully discuss the reasons with you in advance. If, for any reason, we are unable to complete the audit or form an opinion, we may disclaim an opinion or not issue a report.

### Audit Procedures

An audit includes examining, on a test basis, evidence supporting the SAB 50-06 reports. Therefore, our audit will involve judgment about the number of transactions to be examined and the areas to be tested. Also, we will plan and perform the audit to obtain reasonable rather than absolute assurance about whether the District complied with the State's requirements with regards to the use of school facility program (SFP) bonds, whether from errors, fraudulent financial reporting, misappropriation of assets, or violations of laws or governmental regulations that are attributable to the entity or to acts by management or employees acting on behalf of the entity. An audit is not designed, though, to detect immaterial misstatements or violations of laws or governmental regulations that do not have a direct and material effect on the financial statements. However, because of the concept of reasonable assurance and because we will not perform a detailed examination of all transactions, there is a risk that material misstatements may exist and not be detected by us. We will inform you of any material errors, fraudulent financial reporting or misappropriation of assets that come to our attention. In addition, we will inform you of any violations of laws or governmental regulations that come to our attention, unless clearly inconsequential. Our responsibility as auditors is, of course, limited to the period covered by our audit and does not extend to any later periods for which we are not engaged as auditors.

As part of obtaining reasonable assurance about whether the District complied with the State's requirements with regards to the use of school facility program (SFP) bonds, we will perform tests of Lowell Joint School District's compliance with applicable laws and regulations and the provisions of contracts and agreements. However, the objective of our audit will not be to provide an opinion on overall compliance and we will not express such an opinion. Management maintains the responsibility for identifying and ensuring that Lowell Joint School District complies with applicable laws, regulations, contracts, and other agreements.

*An audit includes obtaining an understanding of internal control sufficient to plan the audit and to determine the nature, timing, and extent of audit procedures to be performed. An audit is not designed to provide assurance on internal control or to identify deficiencies in internal control. However, during the audit, we will communicate internal control-related matters to management and those charged with governance as required by professional standards.*

### **Management Responsibilities**

We understand that you will make all financial records and related information available to us for our audit and that you are responsible for the accuracy and completeness of that information. The management of Lowell Joint School District has the responsibility for the proper recording of transactions in the books of account, for establishing and maintaining effective internal controls, including monitoring ongoing activities, for the safeguarding of assets, for ensuring compliance with applicable laws and regulations, and for the preparation and substantial accuracy of the financial statements, in accordance with generally accepted accounting principles. Although we may advise you about appropriate accounting principles and their application, the selection and method of application are the sole responsibility of the Lowell Joint School District' management. As part of our engagement, we may also propose standard, adjusting, or correcting journal entries on your financial statements. Management, however, has final responsibility for reviewing the proposed entries and understanding the nature and impact of the proposed entries to the financial statements. It is our understanding that management has designated qualified individuals with the necessary expertise to be responsible and accountable for overseeing all services performed as part of this engagement as well as evaluating the adequacy and results of those services and accepting responsibility for the services. In addition, management is responsible for adjusting the financial statements for all material adjustments and for confirming to us in the management representation letter that all uncorrected misstatements aggregated by us during the current audit engagement are immaterial, both individually and in the aggregate, to the financial statements taken as a whole.

By your signature below, you acknowledge that you are responsible for the design and implementation of programs and controls to prevent and detect fraud, and for informing us about all known or suspected fraud affecting the government that involves management, employees who have significant roles in internal control, and others where the fraud could have a material effect on the financial statements. You are also responsible for informing us of your knowledge of any allegations of fraud or suspected fraud affecting the government that have been received in communications from employees, former employees, regulators, or others. In addition, you are responsible for identifying and ensuring that the entity complies with applicable laws and regulations and for taking timely and appropriate actions to remedy any fraud, illegal acts, or violations of contracts and agreements. You agree that you will confirm to us in your management representation letter your understanding of your responsibilities as defined in this letter.

### **Other**

Jeff Nigro, CPA, CFE is the engagement partner for the audit services specified in this letter. His responsibilities include supervising Nigro & Nigro's services performed as part of this engagement and signing or authorizing another qualified firm representative to sign the audit report.

It is our policy to keep records related to this engagement for seven (7) years. However, Nigro & Nigro does not keep any original client records, so we will return those to you at the completion of the services rendered under this engagement. When records are returned to you, it is your responsibility to retain and protect your records for possible future use, including potential examination by any government or regulatory agencies. By your signature below, you acknowledge and agree that upon the expiration of the seven-year period Nigro & Nigro shall be free to destroy our records related to this engagement.

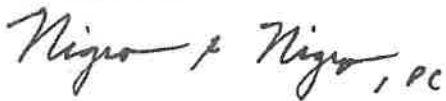
*Our fees for this work will be \$7,500. Our invoices for these fees will be rendered each month as work progresses and are payable upon presentation. In accordance with our firm policies, work may be suspended if your account becomes 90 days or more overdue and may not be resumed until your account is paid in full. The above fee is based on anticipated cooperation from your personnel and the assumption that unexpected circumstances will not be encountered during the audit. If significant additional time is necessary, we will discuss it with you and arrive at a new fee estimate before incurring additional costs.*

If a dispute arises among the parties hereto, the parties agree to first try in good faith to settle the dispute by mediation administered by the American Arbitration Association under its Rules for Professional Accounting and Related Services Disputes before resorting to litigation. The costs of any mediation proceeding shall be shared equally by all parties.

Client and accountant both agree that any dispute over fees charged by the accountant to the client will be submitted for resolution by arbitration in accordance with the Rules for Professional Accounting and Related Services Disputes of the American Arbitration Association. Such arbitration shall be binding and final. **IN AGREEING TO ARBITRATION, WE BOTH ACKNOWLEDGE THAT, IN THE EVENT OF A DISPUTE OVER FEES CHARGED BY THE ACCOUNTANT, EACH OF US IS GIVING UP THE RIGHT TO HAVE THE DISPUTE DECIDED IN A COURT OF LAW BEFORE A JUDGE OR JURY AND INSTEAD WE ARE ACCEPTING THE USE OF ARBITRATION FOR RESOLUTION.**

We appreciate the opportunity to be of service to Lowell Joint School District and believe this letter accurately summarizes the significant terms of our engagement. If you have any questions, please let us know. If you agree with the terms of our engagement as described in this letter, please sign the enclosed copy and return it to us.

Very truly yours,



Nigro & Nigro, PC

RESPONSE:

This letter correctly sets forth the understanding of Lowell Joint School District.

APPROVED:

\_\_\_\_\_  
Lowell Joint School District

\_\_\_\_\_  
Date

LOWELL JOINT SCHOOL DISTRICT  
February 7, 2022

To: President Salinas and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Resolution 2021/22 No. 852, Adopting Staffing Flexibility Measures in Accordance with Governor Newsom's Executive Order N-3-22 ACTION/  
(RESOLUTION)

On January 11, 2022, the Governor issued Executive Order N-3-22, providing staffing flexibility measures to address staffing needs for in-person instruction through March 31, 2022

The flexibility measures authorized by the Executive Order include, but are not limited to, suspending requirements that substitute teachers have an application on file with the California Commission on Teacher Credentialing prior to the issuance of temporary certificates. Extending substitute service in general education assignments to not more than 120 days through March 31, 2022. Suspending requirements that student teachers be under the direct supervision of a credentialed teacher. Providing incentives for CalSTRS' retirees to return to classroom service.

Between the period of January 3, 2021 and January 31, 2022, the instructional programs operated by the Lowell Joint School District had a need to fill five substitute teaching assignments for in-person instruction, at an average of five assignments per day for 120 working days.

Due to extreme substitute shortages caused by the Omicron-driven rise in COVID-19 cases, the instructional programs were unable to fill daily substitute assignments at an average of 20 percent (20%) per instructional day between January 3, 2021 and January 31, 2022.

The Governing Board of the Lowell Joint School District finds that the staffing flexibility measures specified in Executive Order N-3-22 will greatly assist instructional programs operated under my auspices to provide in person services to students despite the staffing shortages caused by the Omicron-driven rise in COVID-19 cases

It is recommended that Resolution 2021/22 No. 852, adopting staffing flexibility measures in accordance with Governor Newsom's executive order N-3-22 be adopted, and that the Superintendent or designee be authorized to execute the necessary documents.

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Superintendent's Comment:

ADOPTION BY MAJORITY ROLL CALL VOTE.

**LOWELL JOINT SCHOOL DISTRICT**

**RESOLUTION 2021/22 NO. 852**

**A RESOLUTION OF THE BOARD OF TRUSTEES OF  
LOWELL JOINT SCHOOL DISTRICT  
OF LOS ANGELES AND ORANGE COUNTIES, CALIFORNIA,  
ADOPTING STAFFING FLEXIBILITY MEASURES IN ACCORDANCE WITH GOVERNOR  
NEWSOM'S EXECUTIVE ORDER N-3-22**

**WHEREAS**, on January 11, 2022, the Governor issued Executive Order N-3-22, providing staffing flexibility measures to address staffing needs for in-person instruction through March 31, 2022; and

**WHEREAS**, the flexibility measures authorized by the Executive Order include, but are not limited to, suspending requirements that substitute teachers have an application on file with the California Commission on Teacher Credentialing prior to the issuance of temporary certificates; extending substitute service in general education assignments to not more than 120 days through March 31, 2022; suspending requirements that student teachers be under the direct supervision of a credentialed teacher; and providing incentives for CalSTRS' retirees to return to classroom service; and

**WHEREAS**, between the time period of January 3, 2021 and January 31, 2022, the instructional programs operated by the Lowell Joint School District had a need to fill five substitute teaching assignments for in-person instruction, at an average of five assignments per day for 120 working days; and

**WHEREAS**, due to extreme substitute shortages caused by the Omicron-driven rise in COVID-19 cases, the instructional programs were unable to fill daily substitute assignments at an average of 20 percent (20%) per instructional day between January 3, 2021 and January 31, 2022.

**NOW, THEREFORE BE IT RESOLVED**, by the Governing Board of the Lowell Joint School District, hereby finds that the staffing flexibility measures specified in Executive Order N-3-22 will greatly assist instructional programs operated under my auspices to provide in person services to students despite the staffing shortages caused by the Omicron-driven rise in COVID-19 cases.

**APPROVED AND ADOPTED** this 7<sup>th</sup> day of February 2022, 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 7<sup>th</sup> day of February 2022, and passed by at least a majority vote of those present.

**IN WITNESS WHEREOF**, I have hereunto set my hand and seal this 7<sup>th</sup> day of June 2022.

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Jim Coombs, Secretary to the Board of Trustees

LOWELL JOINT SCHOOL DISTRICT  
February 7, 2022

To: President Salinas and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: District Local Control Accountability Plan Mid- Year Update INFORMATION

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

- Due to some additional one-time dollars for the LCAP, the State Board of Education is requiring a mid-year update to be presented to the Board for the 2021-2022 school year. The update will ultimately be submitted for approval along with the LCAP in June of 2022.

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Superintendent's Comment:

INFORMATION ONLY.





# Lowell Joint School District

*A Tradition of Excellence Since 1906*

## Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Lowell Joint School District	Jim Coombs Superintendent	jcoombs@ljsd.org 562.902.4200

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021-22 Local Control and Accountability Plan (LCAP).

Because of the short timeline involved in developing plans along side the current planning for the Local Control Accountability Plan (LCAP), discussions related to the additional monies (Educator Effectiveness, Expanded Learning Opportunity Program, and the Universal Pre-Kindergarten) were held during the already scheduled meetings with educational partners 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 that fit within the categories identified for appropriate expenditures. With that in mind, educational partners were given the opportunity to provide input both during the meeting and as part of a Padlet created to capture the thoughts of various educational partners for both the LCAP and these new one-time funds. The Assistant Superintendent of Educational Services is meeting 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/Program even though the survey was specific to the LCAP process. Discussions specific to the development of all plans 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 the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

As a district, Lowell Joint doe snot receive and concentration monies and was therefore, not eligible for these additional funds.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Again, due to the short timeline involved in developing plans 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-G), the Learning Continuity Plan, and the Safe Return to Instruction plan were held during the already scheduled meetings with educational partners 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 categories identified for appropriate expenditures. With that in mind, educational partners were given the opportunity to provide input both during the meeting and as part of a Padlet created to capture the thoughts of various educational partners for both the LCAP and these new on-time and ongoing funds. The Assistant Superintendent of Educational Services is meeting 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/Program even though the survey was specific to the LCAP process. Discussions specific to the development of all plans 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 the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

The Elementary and Secondary School Emergency Relief Plan (ESSER III) is being monitored for implementation in terms of identified actions and expenditures on a regular basis. A coding system was implemented within the Purchase Request system to identify and track various expenditures back to the appropriate plan, goal, and action item whether it is one-time dollars or within the LCAP itself with ongoing funds. Within the seven categories for expenditure, as an example, summer school and intersession is one action item. Of the \$550,000 identified for this item, \$260,000 was expended in the first summer with the rest available for the summer of 2022. All expenses were coded back to this particular item to facilitate the monitoring and reporting of the items within the plan. This has been a tremendous success in tracking the expenditures. The greatest challenge has been the overlap in criteria for the various funding sources. This often requires the

movement of expenditures to funding that must be expended on a shorter timeline that meets the same criteria. Another serious challenge has been in finding staffing to expend some of the funds that were targeted for before and after school programs as well as other positions to support programs within the day. We have been able to ensure continuity of services through developing a Virtual Academy for long-term Independent Study, academic support for those students in short-term Independent Study, increasing sub pay to cover teacher absences due to Covid-related quarantine and isolation to be competitive with neighboring districts in the sub shortage, providing PPE for staff and students, providing regular testing as well as at-home testing kits to facilitate safe school environments, and having access to an additional school nurse to support the increased demands related to health and safety within the district.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

For each of the required plans for both one-time dollars and on-going funding in addition to the LCAP, a coding system has been developed in fiscal to identify the plans connection where appropriate to the goals and actions within the LCAP. This allows for the tracking of expenditures related to the individual plan as well as the connection to related expenditures within the LCAP to ensure alignment. These are reviewed on a regular basis by the Assistant Superintendent of Educational Services and the Director of Fiscal Services as Purchase Requests are submitted for various funding sources and plan items.

# Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

*For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (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

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

## Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to

reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

**Prompt 1:** “A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

**Prompt 2:** “A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California Education Code Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

**Prompt 3:** “A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

**Prompt 4:** “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA's implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

**Prompt 5:** "A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update."

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA's 2021–22 LCAP. For purposes of responding to this prompt, "applicable plans" include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education  
November 2021



# Lowell Joint School District

*A Tradition of Excellence Since 1906*

## 2021-22 Local Control Accountability Plan (LCAP) Actions & Services Mid-Year Report

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

### Goal 1

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

#### Rationale

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.

#### Expected Annual Measurable Objectives for Goal 1

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	Credentialed 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	The internship teacher has completed their credential while the teacher in the short-term staffing permit is now on a single year, credential waiver	All teachers will be fully credentialed and appropriately assigned.

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	Board minutes for William's sufficiency	Credential and then a full credential. All remaining teachers were fully credentialed and appropriately assigned in the 2020-2021 school year.	with an anticipated credential completion date of June 2022.	
	Certificated staff survey on implementation of standards	Every student has standards-aligned materials as measured by Williams compliance documentation.	Documentation for William's compliance was submitted to the Board at the October 4th Board meeting. Each Principal verified that all students have appropriate textbooks.	All students will continue to have standards-aligned materials.
	Distribution of devices and hot spots (as needed) to ensure access to instructional resources to support the development of proficiency in state 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.	The staff survey will be administered in February-March of 2022.	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".
	Documentation of training for SSC and DELAC members including the minutes, sign ins, and presentation materials	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 use. Qualifying families will also be able to check out a hot spot and/or be connected with low-cost internet providers.	All students were provided with devices at the beginning of the school year. For those needing a device in the home for elementary, additional Chromebooks are on each site for check out as necessary. The district continues to provide hot spots as needed.	All students will have access to devices and internet to support progress on state standards and proficiency in 21st century skills.
	SSC and DELAC training was conducted in the year prior to COVID. Training will be scheduled for the fall of 2021 for	Every student has standards-aligned materials as measured by Williams compliance documentation.	Documentation for William's compliance was submitted to the Board at the October 4th Board meeting. Each Principal verified that all students have appropriate textbooks.	All students will continue to have standards-aligned materials.



Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	<p>Parent involvement in the LCAP process as documented through sign-in sheets to ensure representation of parents of UDPs along with regularly scheduled meetings for parent input in "Coffee with Coombs" at each site.</p> <p>Attendance at PTA meetings by district staff to connect with parents and support efforts to involve the parents of UDPs .</p>	<p>each site as part of parental input into the decision-making process for the development of SPSAs and the LCAP .</p> <p>Virtual meetings were calendared in the 2020-2021 school year with limited participation. Digital sign in sheets were maintained to document participation.</p> <p>Sign in sheets document the participation of district staff at regularly scheduled PTA meetings along with the PTA Council meetings for La Habra.</p>	<p>trainings and meeting agendas are being uploaded there regularly. We have started the LCAP process in terms of parent input with attending PTA meetings. The PAC meetings are scheduled for February and March of 2022.</p>	<p>Meetings will be calendared each school year including the potential for reaching a wider audience by continuing with virtual options. Sign in sheets will be maintained to document participation.</p> <p>Sign in sheets will document the participation of district staff at regularly scheduled PTA meetings along with the PTA Council meetings for La Habra</p>
Survey Results		<p>95% of the parent respondents marked "Agree" or "Strongly Agree" with the statement, "I feel welcome at my student's school".</p> <p>97% of the parent respondents marked "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>93% of the parent respondents marked "Agree" or "Strongly Agree" with the statement, "Our</p>	<p>The parent survey will be administered in February-March of 2022.</p>	<p>95% or more of parent respondents marking "Agree" or "Strongly Agree" with the statement, "I feel welcome at my student's school".</p> <p>97% or more of parent respondents marking "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>93% or more of parent respondents marking "Agree" or "Strongly Agree" with the</p>

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
		<p>school is safe, orderly, and well disciplined".</p> <p>88% 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>		<p>statement, "Our school is safe, orderly, and well disciplined".</p> <p>92% 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>
Survey Results Sign Ins		<p>94% of parents responded Agree or Strongly Agree to the statement "I am aware of parent involvement opportunities such as School Site Council, English Learner Advisory Committee (ELAC), Parent Teacher Association (PTA), Back-to-School Night and Open House, and I have multiple opportunities to be involved in my child's education".</p> <p>Monitor sign ins and participation for SELPA involvement, meeting attendance, and the percentage of families of UPPs engaged in activities and decision-making committees.</p>	<p>The parent survey will be administered in February-March of 2022.</p>	<p>95% or more of parent respondents marking Agree of Strongly Agree with the statement "I am aware of parent involvement opportunities such as School Site Council, English Learner Advisory Committee (ELAC), Parent Teacher Association (PTA), Back-to-School Night and Open House, and I have multiple opportunities to be involved in my child's education".</p> <p>Once a baseline is established (since the data is not currently aggregated across multiple meetings), there will be a 5% increase in the number of families actively involved in activities and committees across the district.</p>

**Actions and Services**

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses			Non-Personnel Expenses			Total Funds	Mid-Year Report
1.1	<b>Certificated Staffing- Teachers</b> Fully credentialed 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.	Ongoing	No	LCFF 15,524,501 Other State 0 Local 0 Federal 83,862	LCFF 0 Other State 0 Local 0 Federal 0	\$15,608,363.00	\$4,769,763.00				
1.2	<b>Certificated Staffing- Administration and other Support Staff</b> This includes certificated personnel working at the district office, Principals, the Assistant Principal at Rancho Starbuck, School Psychologists, and SLPs (Speech and Language Pathologists).	Ongoing	No	LCFF 2,582,333 Other State 0 Local 0 Federal 113,605	LCFF 0 Other State 0 Local 0 Federal 0	\$2,695,938.00	\$912,749.00				
1.3	<b>Classified Staffing- Technology Department</b> 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.	Ongoing	No	LCFF 407,997 Other State 0 Local 0 Federal 0	LCFF 0 Other State 0 Local 0 Federal 0	\$407,997.00	\$39,408.00				

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>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 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.</p>						

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
1.4	<b>Classified Staffing- Custodial, Maintenance, and Grounds</b> Provide basic custodial, maintenance, and grounds services.	Ongoing	No	LCFF 1,773,857 Other State 0 Local 0 Federal 0	LCFF 0 Other State 0 Local 0 Federal 0	\$1,773,857.00	\$203,701.00
1.5	<b>Basic Utilities</b> Basic utilities including electrical and water.	Ongoing	No	LCFF 0 Other State 0 Local 0 Federal 0	LCFF 830,328 Other State 0 Local 0 Federal 0	\$830,328.00	\$378,364.00
1.6	<b>Instructional Materials- Textbooks and Software</b> 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	Ongoing	No		LCFF 313,567	\$313,567.00	\$12,373.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
1.7	<b>Site Technology Allocation</b> 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 needs and goals in their School Plan for Student Achievement (SPSA).	Ongoing	No	LCFF 0 Other State 0 Local 0 Federal 0	LCFF 45,000 Other State 0 Local 0 Federal 0	\$45,000.00	\$1,943.00
1.8	<b>Instructional Supplies-Per Pupil Site Allocation</b> 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).	Ongoing	No	LCFF 0 Other State 0 Local 0 Federal 0	LCFF 271,180 Other State 0 Local 0 Federal 0	\$271,180.00	\$81,012.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
1.9	<b>Maintenance of Chromebooks</b> 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.	Ongoing	No	LCFF 0 Other State 0 Local 0 Federal 0	LCFF 0 Other State 0 Local 0 Federal 0	\$0.00	
1.10	<b>Classified Staffing-Data Systems Analyst</b> 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.	Ongoing	No	LCFF 51,916 Other State 0 Local 0 Federal 0	LCFF 0 Other State 0 Local 0 Federal 0	\$51,916.00	\$4,943.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
1.11	<p><b>Single Plan for Student Achievement (SPSA)</b>            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). As part of managing and tracking the action items and expenditures in the SPSA, we are looking to purchase Title 1 Crate from 806 Technologies to support the monitoring of services for our Unduplicated Pupils who drive the development of goals in the SPSA.</p>	Ongoing	No	LCFF 0 Other State 0 Local 0 Federal 0	LCFF 5,000 Other State 0 Local 0 Federal 0	\$5,000.00	\$0.00
1.12	<p><b>School Site Council and DELAC</b>            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</p>	Ongoing	No	LCFF 0 Other State 0 Local 0 Federal 0	LCFF 0 Other State 0 Local 0 Federal 0	\$0.00	\$0.00



Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
1.13	<p>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. This is a vital part of involving parents in the decision-making process.</p>			LCFF 0 Other State 0 Local 0 Federal 0	LCFF 0 Other State 0 Local 0 Federal 0	\$0.00	\$0.00
1.13	<p><b>Parent Teacher Associations (PTA)</b>            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</p>	Ongoing	No	LCFF 0 Other State 0 Local 0 Federal 0	LCFF 0 Other State 0 Local 0 Federal 0	\$0.00	\$0.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	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.						
1.14	<b>Family Engagement</b> 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. The Director of Special Education will continue to support families in accessing resources and training through the SELPA to ensure our students with special needs are being supported.	Ongoing	No	LCFF 0 Other State 0 Local 0 Federal 0	LCFF 34,647 Other State 0 Local 0 Federal 0	\$34,647.00	\$72,279.00
1.15	<b>Classified Staff- Administration and other Support</b> The costs associated with Office Managers, Fiscal Services, Attendance Clerks, and other classified support staff necessary for the basic operations at the	Ongoing	No	LCFF 2,552,183 Other State 26,609 Local 81,807 Federal 35,404	LCFF 0 Other State 0 Local 0 Federal 0	\$2,696,003.00	\$98,294.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	district office and sites are included here.						

## Goal 2

### Early Literacy

#### Rationale

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 LCCFF 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.

#### Expected Annual Measurable Objectives for Goal 2

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	Early Childhood Accountability Plan and quarterly updates on progress.	The Early Childhood Leadership Team has met to develop the 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	The plan is in development as part of the deliverables for the funding we receive under First Five. The scope of the plan is being broadened with the new requirements under Universal Pre-Kindergarten (UPK). This plan will be submitted to the Board in June for approval and	The three-year plan will have been developed and implemented including quarterly updates to the plan.

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
		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.	will encompass much of what had already been started as a plan for First Five.	
	Agendas and Minutes from the Early Childhood Leadership Team.	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 community members to support outreach to families with children ages 0-5 that are not enrolled within our school system.	The committee has continued to provide input to help develop the overall plan for early learners. With the new requirements under Universal Pre-Kindergarten funding, we are working to develop a cohesive plan to align our practices from Learning Link to preschool to school-age children. Our Kindergarten teachers were trained in the Early Developmental Index to be able to assess our Kindergarteners this year. This assessment is done every other year as part of our work with First Five, and it will result in a wealth of data to help inform our community partners about the needs of our families with children aged 0-5.	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.
	Data from Constant Contact for Newsletters and Brochures with Early Literacy Information; Participation with Ready4K	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	We have shared 5 issues of the Young Essential Scholars Newsletter to 70 families. Based on one of the surveys we are collaborating with Help Me Grow to provide parent forums around topics related to the domains outlined in the Early Developmental Index (EDI)	Data from Constant Contact and Ready4K will show an increase in the number of families subscribed to these resources.

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	Sign-ins to document parent involvement in the Learning Link.	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.	data. We developed a brochure based on the EDI data around our most vulnerable areas (Gross and Fine Motor Skills) that has information, activities and resources. This brochure has been shared on our Learning Link webpage, at PTA meetings, the Learning Link and with community providers. Ready4K has 52 families that have received 2970 messages via text aligned with skills based on their child's age.	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-free option is being developed for the beginning of the 2022 year with the potential for a state-funded preschool should funding become available.	We have been able to open the Learning Link two days a week serving over 20 families. The response has been overwhelmingly positive with regular requests to open for more days. We have been able to add another two days starting in February.	All slots within a for-free 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	We have completed the licensing process for our preschool and are beginning the process of adding an additional site for when Jordan is no longer at Maybrook.	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
			We have an additional 8 teachers completing the 2-Day training in February of 2022. With sub issues related to Covid, we have had to postpone the 4-day Demo that was originally scheduled for march.	

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
		<p>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.</p> <p>A google site was started to provide resources across grade levels that is specific to the implementation of OCDE Project GLAD within Lowell Joint</p>	<p>The plan is to offer if in the summer and then again next fall to continue to move forward.</p>	<p>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 room and shared resources developed by teachers in on the google site.</p>

### Actions and Services

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
2.1	<p><b>Early Literacy Teacher on Special Assignment (TOSA)</b></p> <p>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</p>	2021-2024	Yes	<p>LCFF 0</p> <p>Other State 0</p> <p>Local 53,398</p> <p>Federal 72,508</p>	<p>LCFF 10,000</p> <p>Other State 0</p> <p>Local 0</p> <p>Federal 0</p>	\$135,906.00	\$47,746.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses			Non-Personnel Expenses			Total Funds	Mid-Year Report
	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.										
2.2	<b>Early Literacy Committee</b> Convene an Early Childhood Leadership Team that will develop an Early Childhood Accountability Plan (ECAP) with evidence of implementation and support.	2021-2024	No	LCFF 0 Other State 0 Local 0 Federal 0	LCFF 0 Other State 0 Local 1,000 Federal 0	\$1,000.00	\$0.00				
2.3	<b>Early Literacy-Community Engagement</b> 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: <ul style="list-style-type: none"> <li>• Establish relationships with neighboring community providers, parent groups and individuals</li> </ul>	2021-2024	No	LCFF 0 Other State 0 Local 0 Federal 0	LCFF 0 Other State 0 Local 30,002 Federal 0	\$30,002.00					

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<ul style="list-style-type: none"> <li>• 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</li> </ul>						



Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
2.4	<p><b>Early Literacy-Preschool Program and Learning Link</b></p> <p>documenting early childhood milestones for families supporting children ages 0-5.</p>	2021-2022	Yes	Local 30,000	LCFF 1,000 Other State 25,000	\$56,000.00	\$4,039.00
<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</p>							

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	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.						
<b>2.5</b>	<b>Transitional Kindergarten</b> Transitional Kindergarten is not currently compulsory, however, those students who would not otherwise be enrolled in preschool or other 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.	Ongoing	Yes	LCFF 632,359 Other State 0 Local 0 Federal 0	LCFF 0 Other State 0 Local 0 Federal 0	\$632,359.00	\$221,092.00

### Goal 3

#### Modernization and Maintenance of Facilities

#### Rationale

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 Maybrook site within the district that had been leased to a private school. 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).

### Expected Annual Measurable Objectives for Goal 3

Priority	Metric	Baseline	Year 1 Mid-Year Progress	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 of Trustees on progress.	Regular updates are provided to the Board both in open Board meetings and the Weekly (email).	Identified timelines for priorities within the Facilities Master Plan will be met including projects completed under the bond.
	SARCs and FIT Reports	All school sites were inspected using the Facilities Inspection Tool (FIT) to ensure that facilities are in "Good Repair" or higher.	All school sites were inspected using the Facilities Inspection Tool (FIT) to ensure that facilities are in "Good Repair" or higher. The information was provided on the School Accountability Report Cards and posted to the district website by Feb. 1st, 2022.	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	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).	In addition to the three completed sites, Jordan is currently housed at Maybrook while work is completed. New modular buildings have been placed along with HVAC and other work on existing buildings. The painting was completed with some touch ups still needed. The marques have not been installed but they are ready and should be completed within the 2021-2022 school year.	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 and Services**

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
3.1	<b>Facilities Master Plan</b> 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 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. There are \$2,056,000 dollars budgeted for non-personnel expenses out of Fund 14, 25, and 40. These are not included in the general fund budget.	Ongoing	No	LCFF 0 Other State 0 Local 0 Federal 0	LCFF 0 Other State 0 Federal 0	\$0.00	\$0.00
3.2	<b>FIT Reports</b> Continue to inspect all school sites to ensure that	Ongoing	No	LCFF 0 Other State 0 Local 0	LCFF 0 Other State 0 Local 0	\$0.00	\$0.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
3.3	<b>Measure LL-Bond</b> In November of 2018 the community passed a bond to support the much needed facilities work at each of the six sites. The scope of work is outlined in the Master Plan and the expenditures are documented here to support the ongoing work in meeting this goal beyond the use of general fund monies. There is \$13,267,359 budgeted in non-personnel for major maintenance and modernization for the 2021-2022 school year with an additional \$115,392 in personnel. These costs are not included in the general fund budget since they are a reflection of the bond monies.	Ongoing	No	Federal 0 LCFF 0 Other State 0 Local 0 Federal 0	Federal 0 LCFF 0 Other State 0 Local 0 Federal 0	\$0.00	

## Goal 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.**

### Rationale

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 UDFs, 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 LCFE 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.

### Expected Annual Measurable Objectives for Goal 4

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	California School Dashboard English Learner Progress Indicator (ELPI) ELPAC Data Las Links	Roughly 48% of English learner students were making progress towards English Language proficiency in 2019 on the English Learner Progress Indicator. In the 2018-2019 year, we had 19% scoring well-developed (4) on the ELPAC and another 44% at moderately developed (3). We have current data for our 3rd-8th grade students with 19% still at the well-developed (4) on the ELPAC and another 36% at moderately developed (3) for 2021. We do not have the TK-	With the addition of scores for TK-2nd grade, we are at 18% for well-developed (4) and 41% for moderately developed (3) based on ELPAC data in the Spring of 2021.	60% of English Learners will be making progress towards English language proficiency with 25% scoring well-developed and 50% at moderately developed. For the summative ELPAC, we would like to increase the number of students scoring at the well-developed range by 5% while also increasing those in the moderate range by 5%

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	SBAC Data	2nd grade scores for 2021 from the state as of yet.  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.	We did have students participate in CAASPP testing in the 2020-2021 school year. About 19% met or exceeded the standard with 14% for mathematics. This is in comparison to 54% for English Only in ELA and 36% in mathematics. Given the context of Covid, it's interesting to note that our English learners only dropped 4% in ELA compared to our English only that dropped 10% with both declining 2% in 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 8.1% and the state at 8.6%.	The reclassification process will begin once the Summative ELPAC is completed.	Reclassification rates will remain above both county and state rates.
	iReady Data	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. 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.	The initial diagnostic was completed along with training for teachers on analyzing the results. The second diagnostic was just completed in January of 2022 along with another professional development opportunity for teachers in looking at results to plan for instructional practice.	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.  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

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	Professional Development records Classroom Observations	All teachers hired before the pandemic have been trained in Thinking Maps with 2 additional days in Write from the Beginning. 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 all elementary teachers were trained in 2013-3015.	We have had to postpone a lot of professional development that had been planned for the year. However, we have had one day of Write from the Beginning and Beyond training with a second scheduled for March. We have another group of teachers that will be trained in the 2-day Project GLAD in the month of February. We continue to provide support for iReady as a new benchmark system this year as well as GATE certification. We will work on catching up teachers with other initiatives when the substitute situation is a little more stable.	All teachers will be trained in both Thinking Maps and Write from the Beginning. 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. All teachers will be trained in Explicit, Direct Instruction (EDI).
	Absentee letters SARB packets Monthly Chronic Absentee lists Attendance rates Chronic absenteeism Middle school drop out rate	Letters are automatically generated in Aeries on the 3rd, 5th, 7th, 9th, and 13th absence to notify parents for both truancy and chronic absenteeism. One student was taken through the SARB process prior to school closures. Principals are given monthly Chronic Absentee lists to follow up with students. This is monitored along with the	Letters continue to be generated for truancy and chronic absenteeism. There have been some adjustments due to the overwhelming number of students with increased absences due to quarantine. Principals are receiving Chronic Absentee lists to follow up on and we are monitoring absences although meaningful rates are difficult to calculate	Continue to generate letters and monitor student attendance. All students who are severely chronically absent (more than 25% of days enrolled) will begin the SARB process. Principals will continue to receive monthly lists of chronically absent students as well as those in danger of becoming chronically absent to engage in preventative measures.



Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	<p>CREW logs Nurse Documentation of supports EL Goal Sheets (Intervention Coordinators)</p>	<p>percentage of students chronically absent, the overall attendance rate, and the middle school drop out rate to measure student engagement.</p> <p>With the change in attendance protocols for the 2019-2020 school year, no P2 data was available, However, prior to the school closures in March we were on target in month 7 with about 96% attendance based on a query of within Aeries.</p> <p>Because of the school closures in March of 2019, there is not a direct comparison point for Chronic Absenteeism on the CA Dashboard. However, SARB documentation for the county shows a rate of 4.34%. This is an average across all grade levels.</p> <p>We had no drop outs in the 2019-2020 school year.</p>	<p>with all of the quarantine and isolation requirements.</p> <p>Support staff are meeting regularly with Foster Youth, low income (specifically Homeless), and English learners to monitor progress academically, behaviorally, and socially to make any necessary adjustments to supports.</p>	<p>Attendance rates will continue to be at 96% or higher.</p> <p>The Chronic Absentee rate will be less than 3% overall with significant student groups being no more than 5%.</p> <p>Maintain the drop out rate at less than 1% for middle school students.</p> <p>Support staff will continue to meet regularly with Foster Youth, low income (specifically Homeless), and English learners to monitor progress academically, behaviorally, and socially to make any necessary adjustments to supports.</p>

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24	
	Suspension and Expulsion Rates	generated to summarize the meetings held and review any identified needs.	Due to school closures in March of 2019, there is not a direct comparison point on the CA Dashboard for suspensions and expulsion rates. However, we had no expulsions and a 1.6% Suspension Rate reported on Dataquest for the 2019-2020 school year.	There have been no expulsions in the current year nor in the 2020-2021 school year. For suspensions, the district rate for 2020-2021 was .18 which is slightly lower than the state average of .20.	The overall suspension rate for the district will be less than 3% with no significant student group being higher than 6%. The district will continue to maintain less than 1% in expulsions.

### Actions and Services

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
4.1	<b>Professional Development (District-wide)</b> 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 for Unduplicated Pupils across the district. Having the ability to use nonlinguistic representations of complex thinking to remove language barriers is a critical component in	2021-2024	Yes	LCFF 420,000		\$420,000.00	\$0.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>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.</p>						
<b>4.2</b>	<p><b>Professional Development- English Learners</b> 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 Design).</p>	Ongoing	Yes	LCFF 20,000 Federal 10,000	Federal 5,000	\$35,000.00	\$0.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
4.3	<p>Training will also include support for teachers in understanding the ELD Standards along with strategies for both Designated and Integrated ELD.</p> <p><b>Progress Monitoring and Support of English Learners</b>            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</p>	Ongoing	Yes	LCFF 136,491 Other State 54,356 Local 0 Federal 23,122	LCFF 0 Other State 0 Local 0 Federal 20,000	\$233,969.00	\$38,146.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	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.						
<b>4.4</b>	<b>Dual Immersion Program</b> 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.	Ongoing	Yes	LCFF 300,216 Other State 75,566 Local 0 Federal 79,807	LCFF 0 Other State 0 Local 0 Federal 0	\$455,589.00	\$175,838.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses			Non-Personnel Expenses			Total Funds	Mid-Year Report
4.5	<b>ELD, Reading Intervention, and Spanish Elective at Rancho</b> 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.	Ongoing	Yes	LCFF 53,584 Other State 0 Local 0 Federal 0	LCFF 0 Other State 0 Local 0 Federal 0	\$53,584.00	\$13,312.00				
4.6	<b>Before and After School Intervention</b> 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	Ongoing	Yes	LCFF 80,000		\$80,000.00	\$5,270.00				

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	increase the number of staff available and/or to partner with outside agencies to provide targeted support for our students needing tutoring.						
4.7	<b>Intervention Coordinators</b> 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.	Ongoing	Yes	LCFF 9,092 Other State 9,092 Local 0 Federal 3,637		\$21,821.00	\$4,566.00
4.8	<b>Intervention Support During the Day</b> 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	2021-2022	No	Other State 160,000		\$160,000.00	\$0.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	the greater need for targeted supports and small group instruction, the district will fund a support person for each site.						
4.9	<b>Teacher Planning/Choir Teacher</b> 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.	Ongoing	No	LCFF 98,437	-	\$98,437.00	\$36,708.00
4.10	<b>Classified Staff- Instructional Assistants &amp; Special Ed Support Aides</b> These assistants and aides provide direct support to our students with special needs. This can include one-on-one instruction or guided practice, small group support, support for a specific student while mainstreamed, and work within a self-contained classroom.	Ongoing	No	LCFF 130,494 Other State 307,698 Local 0 Federal 700,952	LCFF 0 Other State 0 Local 0 Federal 0	\$1,139,144.00	\$12,086.00
4.11	<b>Math Intervention- Rancho Starbuck</b> Maintain Math Intervention sections at the intermediate	Ongoing	Yes	LCFF 37,535		\$37,535.00	\$8,006.00



Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	school for targeted students (one seventh grade section and one eighth grade section).						
4.12	<b>Illuminate</b> 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.	2021-2022	Yes		LCFF 25,000	\$25,000.00	40.00
4.13	<b>Reading Intervention-Rancho Starbuck</b> Maintain sections to the Rancho Starbuck master schedule for reading intervention (one for grade 7 and one for grade 8).		Yes	LCFF 40,000		\$40,000.00	\$0.00
4.14	<b>Coordination of Services</b> 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	Ongoing	Yes	LCFF 243,769		\$243,769.00	\$75,871.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
4.15	<p>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.</p> <p><b>ABA Class and Program Specialist Position</b> 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.</p>	Ongoing	No	LCFF 0 Other State 275,349 Local 0 Federal 0	LCFF 0 Other State 0 Local 0 Federal 0	\$275,349.00	\$105,302.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
4.16	<b>Learning Hubs-Libraries</b> 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.	Ongoing	Yes	LCFF 86,731 Other State 150,669 Local 0 Federal 0	LCFF 0 Other State 0 Local 0 Federal 0	\$237,400.00	\$3,865.00
4.17	<b>MTSS Coordination and Monitoring of UDPs</b> 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 support for and achievement of our Homeless students in coordination with sites and the counselor at Rancho Starbuck. The Director of	Ongoing	Yes	LCFF 165,220 Other State 0 Local 0 Federal 41,305	LCFF 20,000	\$226,525.00	\$101,126.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
4.18	<p><b>Assessment System</b>            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. The Dashboard will allow for filtering based on high need student groups so that English learners, Foster Youth and low income students can be readily identified in terms of both need and targeted supports. This is funding for</p>	2021-2024	No	Other State 40,000	Other State 120,000	\$160,000.00	\$0.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
4.19	<b>Classified Staff-Custodial Support</b> 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.	Ongoing	Yes	LCFF 232,018 Local 0 Federal 0		\$232,018.00	\$47,938.00
4.20	<b>Attendance Monitoring</b> 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	Ongoing	No		LCFF 12,000	\$12,000.00	\$0.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
4.21	<b>Creative Response to Emotional and Educational Wellness</b> 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. Contacts with Foster Youth, ELs, and low income students (primarily Homeless) are documented	Ongoing	Yes	LCFF 545,129 Other State 206,040 Local 0 Federal 0	Other State 20,000	\$771,169.00	\$224,950.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>weekly to ensure timely supports.</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>						
4.22	<p><b>Nurse and Nursing Assistant</b> 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</p>	Ongoing	Yes	<p>LCFF 18,833 Other State 63,917 Local 0 Federal 95,304</p>	<p>LCFF 0 Other State 0 Local 0 Federal 0</p>	\$178,054.00	\$29,1000.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>along with other local funds has allowed us to hire a nursing assistant who checks in with Foster Youth specifically each week. There is a focus on monitoring the specific needs of our low income families who may need assistance with no or low cost healthcare, screeners, immunizations, or other healthcare supports.</p>						



## Goal 5

### Enrichment and 21st Century Skill Development

#### Rationale

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.

#### Expected Annual Measurable Objectives for Goal 5

Priority	Metric	Baseline	Year 1 Mid-Year Progress	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.	More than 45 teachers have been or will complete GATE certification before the end of this year. We are beginning the 4th cohort of training in the Spring of 2022.	All teachers within the district will be GATE certified.
	GATE Assessments and Local Norms	We are in the process of purchasing assessments and developing local norms.	We have might to solidify the universal screener and battery of assessments to place orders.	Appropriate staff will be trained on 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	The STEAM/GATE TOSA has been able to model the introduction of Depth and Complexity prompts in the classroom with teachers in addition to supporting teachers within the GATE Certification trainings in planning and developing instruction.	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.

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	STEAM lab purchases and activity logs Professional Development records	to schedule time to support teachers with implementation of strategies within the classroom in the 2021-2022 school year.	Purchases have been made for the other two sites to complete their STEAM lab set up. One has been set up and the other is ready to go once the space is available. The site is temporarily housed at the Maybrook campus while renovations are taking place.	All sites will have a STEAM lab built out with resources on hand for STEAM activities. Teachers will have toured the labs and received professional development on how to integrate the lab into their core curriculum.
	STEAM Participation- Students have multiple opportunities to participate in STEAM activities: Within their classrooms, Computer Science club, AP Computer Science and/or Robotics during the school day and as part of after school enrichment.	Activity logs for the elementary STEAM labs reflect some teacher participation in bringing students to the lab for activities (about 20%). Sign in sheets/Attendance show 300 students participated in the Computer Science club, AP Computer Science, and/or Robotics during the 20/21 year.	We have not begun tracking usage in a formal manner. With the issues connected to Covid still very present in the 2021-2022 school year, teachers have focused more on STEAM activities within their classroom or outdoors to avoid mixing groups.	Activity logs will reflect all students having multiple opportunities to access the lab and participate in enrichment activities during the school day in addition to after school enrichment opportunities. Participation in Computer Science club, AP Computer Science and/or Robotics will increase by 5%.

**Actions and Services**

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
5.1	<b>Professional Development-GATE Certification</b> 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	2021-2024	No	LCFF 60,000 Other State 20,000	LCFF 5,000 Other State 23,000	\$108,000.00	\$0.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	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 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.						
<b>5.2</b>	<b>GATE Identification</b> 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.	Ongoing	Yes		LCFF 15,000	\$15,000.00	\$0.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
5.3	<p><b>STEAM Enrichment</b> 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</p>	Ongoing	No	LCFF 0 Other State 0 Local 0 Federal 124,919	Other State 45,000	\$169,919.00	\$49,626.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
5.4	<b>Technology Integration- 21st Century Skills</b> 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	Ongoing	Yes	LCFF 155,306 Other State 0 Local 0 Federal 0	Other State 100,000	\$255,306.00	\$35,917.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	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.						

LOWELL JOINT SCHOOL DISTRICT  
February 7, 2022

To: President Salinas 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 El Portal Elementary School:

El Portal Parent Teacher Association	ViewSonic Board ViewBoard 65" Class LED disp interactive Communication w/ built-in media player touchscreen (multitouch) 4K UHD (2160 P) 3840 x w/ Viewsonic LB wifi-001 Dual Band Wireless Module Bd-STND-001 Mobile Trolley Cart. Valued at \$3676.80.
David Bennett	Bells and Drum Practice set donated to Rancho Starbuck Intermediate School band program. Valued at \$500.00.

It is recommended that the gifts/donations mentioned above, which have been donated, be accepted and letters of appreciation be written to the donors.

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Superintendent's Comment:

APPROVAL RECOMMENDED.

LOWELL JOINT SCHOOL DISTRICT  
February 7, 2022

To: President Salinas and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Purchase Order Listing Report/Check Register  
2021/22 #6

ACTION/  
(RATIFICATION)

In accordance with the law, Purchase Order Report/Check Register 2021/22 #6 is recommended for approval. The report lists all purchase orders issued December 1, 2021, through December 31, 2021.

AR:sb

Attachment

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Superintendent's Comment:

APPROVAL RECOMMENDED.

X-B1-1



**LOWELL JOINT SD**  
**PURCHASE ORDER DETAIL REPORT**  
 BOARD OF TRUSTEES MEETING 02/07/2022

FROM 12/01/2021 TO 12/31/2021

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>OBJECT DESCRIPTION</u>
R99A0011	ASSOCIATION OF CALIF. SCHOOL A	700.00	700.00	0100000065 5200	Travel and Conferences
R99B0034	GHATAODE BANNON ARCHITECTS	562,425.00	562,425.00	2100000011 6210	Architect Fees/Reimbursables
R99B0035	ADMINISTRATIVE SERV. CO-OP	48,000.00	48,000.00	2100000009 5800	Prof/Consulting Serv & Oper Exp
R99F0068	DANIELS TIRE SERVICE INC.	531.13	531.13	0100000098 5631	Repairs/Vehicles
R99F0069	DANIELS TIRE SERVICE INC.	1,249.66	1,249.66	0100000098 5631	Repairs/Vehicles
R99F0070	AAA ELECTRIC MOTOR SALES & SER	120.79	120.79	0100000092 4300	Materials and Supplies
R99F0071	IMPERIAL SPRINKLER SUPPLY	1,535.32	1,535.32	0100000108 4300	Materials and Supplies
R99F0072	BRUCE CAMPBELL SAND & GRAVEL	1,741.95	1,741.95	0100000103 4300	Materials and Supplies
R99F0073	ENCORP	1,250.00	1,250.00	0100000119 5800	Prof/Consulting Serv & Oper Exp
R99F0074	CASE PARTS COMPANY	64.45	64.45	0100000098 4300	Materials and Supplies
R99F0075	THE HOME DEPOT PRO INSTITUTION	1,925.77	203.45	0100000091 4300	Materials and Supplies
			39.32	0100000092 4300	Materials and Supplies
			1,057.86	0100000094 4300	Materials and Supplies
			34.30	0100000096 4300	Materials and Supplies
			224.59	0100000098 4300	Materials and Supplies
			134.34	0100000102 5610	Rentals & Leases
			231.91	0100000103 4300	Materials and Supplies
R99F0076	GLASBY MAINTENANCE SUPPLY	4,687.35	1,791.29	0185100008 4300	Materials and Supplies
			136.36	0185100009 4300	Materials and Supplies
			2,759.70	1851000003 4300	Materials and Supplies
R99F0077	PLUMBING WHOLESALE OUTLET	1,947.22	1,437.70	0100000089 4300	Materials and Supplies
			320.29	0100000091 4300	Materials and Supplies
			95.78	0100000092 4300	Materials and Supplies
			85.79	0100000094 4300	Materials and Supplies
			7.66	0100000098 4300	Materials and Supplies
R99F0078	BUG FLIP	1,955.00	165.00	0100000113 5570	Pest Control

**LOWELL JOINT SD  
PURCHASE ORDER DETAIL REPORT  
BOARD OF TRUSTEES MEETING 02/07/2022**

FROM 12/01/2021 TO 12/31/2021

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>OBJECT DESCRIPTION</u>
R99F0078	*** CONTINUED ***		165.00	0100000117 5570	Pest Control
			680.00	0100000121 5570	Pest Control
			165.00	0100000137 5570	Pest Control
			395.00	0100000138 5570	Pest Control
			195.00	0100000141 5570	Pest Control
			190.00	0100000142 5570	Pest Control
R99M0081	AMERICAN EXPRESS	251.19	251.19	0100000317 4300	Materials and Supplies
R99M0099	AMERICAN EXPRESS	246.79	246.79	010058004 4300	Materials and Supplies
R99M0100	AMERICAN EXPRESS	352.65	352.65	0156400033 4300	Materials and Supplies
R99M0101	AMERICAN EXPRESS	319.65	319.65	0156400033 4300	Materials and Supplies
R99M0102	AMERICAN EXPRESS	986.30	986.30	0105110044 4300	Materials and Supplies
R99M0103	AMERICAN EXPRESS	1,482.75	296.53	0132130005 4300	Materials and Supplies
			296.55	0132130006 4300	Materials and Supplies
			296.55	0132130007 4300	Materials and Supplies
			296.55	0132130008 4300	Materials and Supplies
			296.57	0132130009 4300	Materials and Supplies
R99M0104	AMERICAN EXPRESS	166.25	142.98	0108880020 4300	Materials and Supplies
			23.27	0108880038 4300	Materials and Supplies
R99M0105	AMERICAN EXPRESS	300.00	300.00	0100000009 5300	Dues and Memberships
R99M0106	AMERICAN EXPRESS	862.50	862.50	0100000009 5200	Travel and Conferences
R99M0107	AMERICAN EXPRESS	1,514.84	1,514.84	0174250056 5200	Travel and Conferences
R99M0108	AMERICAN EXPRESS	825.00	825.00	0100000071 5200	Travel and Conferences
R99M0109	AMERICAN EXPRESS	2,000.00	2,000.00	0100000071 5810	Licenses/Technology
R99M0110	AMERICAN EXPRESS	563.34	563.34	0100000065 5200	Travel and Conferences

**LOWELL JOINT SD  
PURCHASE ORDER DETAIL REPORT  
BOARD OF TRUSTEES MEETING 02/07/2022**

FROM 12/01/2021 TO 12/31/2021

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>OBJECT DESCRIPTION</u>
R99M0111	AMERICAN EXPRESS	64.90	24.14	0156400012 4300	Materials and Supplies
			40.76	0156400033 4300	Materials and Supplies
R99M0112	APPLE INC.	334.06	334.06	0156400012 4300	Materials and Supplies
R99M0113	AMERICAN EXPRESS	33.05	33.05	0190200006 4300	Materials and Supplies
R99M0114	AMERICAN EXPRESS	137.81	137.81	0156400022 5200	Travel and Conferences
R99M0115	AMERICAN EXPRESS	98.13	98.13	0105110043 4300	Materials and Supplies
R99M0116	AMERICAN EXPRESS	449.82	449.82	0140350029 5200	Travel and Conferences
R99M0117	AMERICAN EXPRESS	330.75	330.75	0140350029 5200	Travel and Conferences
R99M0118	AMERICAN EXPRESS	1,576.00	1,576.00	0140350030 5200	Travel and Conferences
R99M0119	AMERICAN EXPRESS	450.00	450.00	0140350029 5200	Travel and Conferences
R99R0205	CDW GOVERNMENT INC.	517.07	517.07	0100560002 4300	Materials and Supplies
R99R0206	RIVERSIDE INSIGHTS	598.23	598.23	0165000012 4300	Materials and Supplies
R99R0207	DASH MEDICAL GLOVES	181.80	181.80	0156400033 4300	Materials and Supplies
R99R0208	AMERICAN EXPRESS	319.65	319.65	0156400033 4300	Materials and Supplies
R99R0209	VERIZON WIRELESS-LA	965.22	965.22	0156400033 4300	Materials and Supplies
R99R0210	VERIZON WIRELESS-LA	376.85	376.85	0108880045 4300	Materials and Supplies
R99R0211	BUENA PARK PLAQUE & TROPHY	95.90	95.90	0100000317 4300	Materials and Supplies
R99R0212	BUENA PARK PLAQUE & TROPHY	51.72	51.72	0100000317 4300	Materials and Supplies
R99R0213	IPRINT TECHNOLOGIES	65.05	65.05	0156400012 4300	Materials and Supplies
R99R0214	BUENA PARK PLAQUE & TROPHY	620.64	620.64	0100000317 4300	Materials and Supplies
R99R0215	SPIRIT MONKEY	2,976.75	2,976.75	0100510007 4300	Materials and Supplies
R99R0216	LA HABRA ROTARY FOUNDATION	160.00	160.00	0100000317 5300	Dues and Memberships
R99R0217	BAUDVILLE	490.61	490.61	0105110044 4300	Materials and Supplies

LOWELL JOINT SCHOOL DISTRICT  
February 7, 2022

To: President Salinas and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Consolidated Check Register Listing Report  
2021/22 #6

ACTION/  
(RATIFICATION)

The Consolidated Check Register Listing Report 2021/22 #6 is recommended for approval. The consolidated check register lists all warrants issued December 1, 2021, through December 31, 2021.

AR:sb

Attachment

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Superintendent's Comment:

APPROVAL RECOMMENDED.

X-B2-1

**LOWELL JOINT SD**  
**Consolidated Check Register**  
 from 12/1/2021 to 12/31/2021

Check	Payee ID	Payee Name	Reference	Subs Check Date	Cancel Date	Type	Status	Check Amount
99	00000635	V9903264	DIANA GONZALEZ	11/15-11/19/2021		MW	IS	126.56
99	00000636	U9900002	FRONTIER	NOV21		MW	IS	1,174.72
99	00000637	V9900077	FULLERTON SCHOOL DISTRICT	22RI0113		MW	IS	564.00
99	00000638	I9900011	GT DESIGNS	R99J0005-A		MW	IS	421.58
99	00000639	V9900094	J.W.PEPPER & SON INC.	363417779		MW	IS	4,590.77
99	00000640	F9900040	JAMES HARDWARE COMPANY	358606		MW	IS	587.17
99	00000641	F9900053	PEST OPTION INC.	388571		MW	IS	786.19
99	00000642	V9900159	RIVERSIDE INSIGHTS	1625573		MW	IS	432.95
99	00000643	F9900057	SOUTHEAST CONSTRUCTION PRODUCT	2109-003455		MW	IS	1,875.96
99	00000644	U9900004	SOUTHERN CALIFORNIA EDISON	SEP-OCT ELECT		MW	IS	14,334.91
99	00000645	U9900005	SOUTHERN CALIFORNIA GAS CO	OCT-NOV GAS		MW	IS	970.45
99	00000646	U9900006	SUBURBAN WATER SYSTEMS	181003025734		MW	IS	3,167.04
99	00000647	U9900008	T-MOBILE	NOV21		MW	IS	808.00
99	00000648	V9903268	DANIEL QUINTANILLA	POS911139		MW	IS	192.50
99	00000649	V9903269	LISET GOMEZ	AUG2021		MW	IS	108.00
99	00000650	R9900001	BRENT ALLSMAN	DECEMBER		MW	IS	526.77
99	00000651	F9900014	BUG FLIP	475554		MW	IS	225.00
99	00000652	R9903247	CAROLYN KANE	DECEMBER		MW	IS	1,196.69
99	00000653	R9900003	CLAUDIA SCHALCHLIN	DECEMBER		MW	IS	526.84
99	00000654	R9900004	DAWN AANDAHL	DECEMBER		MW	IS	526.84
99	00000655	R9900005	ELIZABETH KANESHIRO	DECEMBER		MW	IS	990.16
99	00000656	R9900006	EMILY WAKEFIELD	DECEMBER		MW	IS	526.84
99	00000657	R9900007	GAYLE ROGERS	DECEMBER		MW	IS	238.25
99	00000658	R9903248	JULIE ROTH	DECEMBER		MW	IS	526.84
99	00000659	R9900009	NANCY WHITE	DECEMBER		MW	IS	1,196.69
99	00000660	V9900132	NMK CORPORATION	LJSD-0005		MW	IS	515.97
99	00000661	R9900010	PENNY MAYERCHECK	DECEMBER		MW	IS	1,196.69
99	00000662	R9900011	RONALD RANDOLPH	DECEMBER		MW	IS	619.50
99	00000663	V9903224	SCHOLASTIC MAGAZINES	M7076746.2		MW	IS	1,799.90
99	00000664	R9900012	SHELLEY MARKER	DECEMBER		MW	IS	526.84
99	00000665	R9900002	BRUCE PATTILLO	DECEMBER		MW	IS	526.77
99	00000666	V9900008	ADMINISTRATIVE SERV. CO-OP	12784		MW	IS	9,652.48
99	00000667	V9900094	J.W.PEPPER & SON INC.	363702614		MW	IS	73.35
99	00000668	V9903225	LACOE	10012021		MW	IS	2,658.00

**LOWELL JOINT SD**  
**Consolidated Check Register**  
 from 12/1/2021 to 12/31/2021

Check	Payee ID	Payee Name	Reference	Subs	Check Date	Cancel Date	Type	Status	Check Amount
99	00000669	NIGRO & NIGRO	15434	OH	12/07/2021		MW	IS	9,810.00
99	00000670	NIGRO & NIGRO	15435	OH	12/07/2021		MW	IS	4,500.00
99	00000671	CARTY, LYN	CLSRM PURCH	OH	12/08/2021		MW	IS	165.37
99	00000672	CDW GOVERNMENT INC.	N698739	OH	12/08/2021		MW	IS	1,270.71
99	00000673	COLLEEN PATTERSON	LOWELL103021	OH	12/08/2021		MW	IS	1,020.00
99	00000674	DATA IMPRESSIONS	17696-IN	OH	12/08/2021		MW	IS	4,499.79
99	00000675	DEBRA LEES	024	OH	12/08/2021		MW	IS	1,400.00
99	00000676	F.M. THOMAS AIR CONDITIONING	43224	OH	12/08/2021		MW	IS	1,923.61
99	00000677	QUADIANT LEASING USA INC.	N9149330	OH	12/08/2021		MW	IS	449.82
99	00000678	SAN JOAQUIN COUNTY OFFICE OF E	211806	OH	12/08/2021		MW	IS	800.00
99	00000679	SCHOOL DATEBOOKS	S21-0211248	OH	12/08/2021		MW	IS	486.63
99	00000680	SEESAW LEARNING, INC.	2021-48482	OH	12/08/2021		MW	IS	12,539.20
99	00000681	SPARKLETT'S	15734879112121	OH	12/08/2021		MW	IS	157.77
99	00000682	TEXTHELP	53956	OH	12/08/2021		MW	IS	145.00
99	00000683	ENCORP	921338.L15	OH	12/08/2021		MW	IS	1,740.00
99	00000684	ERICKSON-HALL CONSTRUCTION	PAY APP#7	OH	12/08/2021		MW	IS	480,929.37
99	00000685	RMA GROUP	77047	OH	12/08/2021		MW	IS	12,674.50
99	00000686	HAUFFE COMPANY	424	OH	12/08/2021		MW	IS	37,500.00
99	00000687	AAA ELECTRIC MOTOR SALES & SER	51844	OH	12/09/2021		MW	IS	120.79
99	00000688	ALL FOR KIDZ	218114	OH	12/09/2021		MW	IS	1,025.00
99	00000689	ASSOCIATION OF CALIF. SCHOOL A	INV21765	OH	12/09/2021		MW	IS	750.00
99	00000690	ATKINSON ANDELSON LOYA RUUD &	636481	OH	12/09/2021		MW	IS	612.50
99	00000691	BUREAU OF EDUCATION & RESEARCH	5058021	OH	12/09/2021		MW	IS	279.00
99	00000692	C & A SAFETY CONSULTANTS	110121	OH	12/09/2021		MW	IS	423.00
99	00000693	DANIELS TIRE SERVICE INC.	140102791	OH	12/09/2021		MW	IS	1,780.79
99	00000694	DIANA GONZALEZ	11/29-12/3/2021	OH	12/09/2021		MW	IS	126.56
99	00000695	FITNESS FINDERS INC.	INV7869	OH	12/09/2021		MW	IS	314.34
99	00000696	HOLLY BRANDER	LIVE SCAN	OH	12/09/2021		MW	IS	102.00
99	00000697	IMPERIAL SPRINKLER SUPPLY	4853415	OH	12/09/2021		MW	IS	1,535.32
99	00000698	JOHN ZAPPULLA	NOVEMBER 2021	OH	12/09/2021		MW	IS	51.88
99	00000699	MCI A VERIZON COMPANY	409066316	OH	12/09/2021		MW	IS	60.74
99	00000700	SANDRA JAN	MAIL-11/15/21	OH	12/09/2021		MW	IS	7.38
99	00000701	SHERYL MCDONALD	LIVESCAN	OH	12/09/2021		MW	IS	60.00
99	00000702	T-MOBILE	10211120.1	OH	12/09/2021		MW	IS	1,160.20

**LOWELL JOINT SD**  
**Consolidated Check Register**  
 from 12/1/2021 to 12/31/2021

Check	Payee ID	Payee Name	Reference	Subs	Check Date	Cancel Date	Type	Status	Check Amount
99 00000703	U9900009	VERIZON WIRELESS-LA	9892991015	OH	12/09/2021		MW	IS	1,243.43
99 00000704	U9900010	WARE DISPOSAL	863957	OH	12/09/2021		MW	IS	3,044.74
99 00000705	V9900013	AMERICAN EXPRESS	ZOOM	OH	12/13/2021		MW	IS	12,855.89
99 00000706	V9903309	ASAD ZAMAN	POS911338/812066	OH	12/13/2021		MW	IS	56.83
99 00000707	N9900015	Continental Sales	NOV2021	OH	12/13/2021		MW	IS	4,473.14
99 00000708	N9900004	DRIFTWOOD DAIRY	NOV2021	OH	12/13/2021		MW	IS	8,128.90
99 00000709	V9903308	KATE WINZIG	POS112147/111887	OH	12/13/2021		MW	IS	147.50
99 00000710	F9900045	LADY BUGS ENVIRONMENTAL TERMIT	#145311	OH	12/13/2021		MW	IS	55.00
99 00000711	V9903228	LOVE TO SNACK LLC	#33971	OH	12/13/2021		MW	IS	315.63
99 00000712	V9903307	Martha Massei	POS#611077	OH	12/13/2021		MW	IS	22.85
99 00000713	N9900009	P & R PAPER SUPPLY COMPANY	NOV2021	OH	12/13/2021		MW	IS	3,525.80
99 00000714	U9900001	CITY OF LA HABRA WATER DEPARTM	10041103	OH	12/14/2021		MW	RV	9,184.68
99 00000715	E9900143	MATTHEW CUKRO	111021	OH	12/14/2021		MW	IS	189.72
99 00000716	V9903301	MELISSA WILKENS	111221	OH	12/14/2021		MW	IS	71.68
99 00000717	U9900004	SOUTHERN CALIFORNIA EDISON	1121111921	OH	12/14/2021		MW	RV	28,543.50
99 00000718	U9900005	SOUTHERN CALIFORNIA GAS CO	1128113021	OH	12/14/2021		MW	RV	1,271.04
99 00000719	U9900006	SUBURBAN WATER SYSTEMS	180071259220	OH	12/14/2021		MW	RV	16,056.14
99 00000720	V9900010	ALLIANCE OF SCHOOLS FOR COOPER	120121VSR	OH	12/15/2021		MW	IS	75,068.77
99 00000721	S9990002	GALLAGHER PEDIATRIC THERAP	9366	OH	12/15/2021		MW	IS	1,151.66
99 00000722	V9903303	iPRINT TECHNOLOGIES	845694	OH	12/15/2021		MW	IS	163.20
99 00000723	V9903271	J TAYLOR CORPORATION	1121-20	OH	12/15/2021		MW	IS	1,455.30
99 00000724	V9900102	LA HABRA ROTARY FOUNDATION	408	OH	12/15/2021		MW	IS	160.00
99 00000725	V9900104	LEADER SERVICES	CDS5699	OH	12/15/2021		MW	IS	326.50
99 00000726	V9900132	NMK CORPORATION	LJSD-0006	OH	12/15/2021		MW	IS	1,200.00
99 00000727	V9903264	DIANA GONZALEZ	12/6-12/10/21	OH	12/16/2021		MW	IS	126.56
99 00000728	V9900010	ALLIANCE OF SCHOOLS FOR COOPER	120121VL	OH	12/17/2021		MW	IS	2,482.91
99 00000729	U9900007	TIME WARNER CABLE	1218110921	OH	12/17/2021		MW	IS	16,217.08
99 00000730	V9900160	RMA GROUP	77562	OH	12/20/2021		MW	IS	7,646.00
99 00000731	V9903275	SILVER CREEK INDUSTRIES	PAY APP# 1	OH	12/20/2021		MW	IS	2,070,874.89
99 00000732	V9900008	ADMINISTRATIVE SERV. CO-OP	12490	OH	12/21/2021		MW	IS	9,246.03
99 00000733	E9900004	ALAN MAO	TUBS,	OH	12/21/2021		MW	IS	385.90
99 00000734	E9900022	ARIANA CAZARES	ART SUPPLIES	OH	12/21/2021		MW	IS	508.52
99 00000735	V9900006	ASSOCIATION OF CALIF. SCHOOL A	INV22677	OH	12/21/2021		MW	IS	1,250.00
99 00000736	V9900020	ATKINSON ANDELSON LOYA RUUD &	638935	OH	12/21/2021		MW	IS	310.00

**LOWELL JOINT SD**  
**Consolidated Check Register**  
 from 12/1/2021 to 12/31/2021

Check	Payee ID	Payee Name	Reference	Subs	Check Date	Cancel Date	Type	Status	Check Amount
99 00000737	V9900023	BAUDVILLE	3852178	OH	12/21/2021		MW	IS	392.44
99 00000738	F9900013	BRUCE CAMPBELL SAND & GRAVEL	202111-73	OH	12/21/2021		MW	IS	1,741.95
99 00000739	V9900028	BUENA PARK PLAQUE & TROPHY	15863	OH	12/21/2021		MW	IS	768.26
99 00000740	V9903311	CASE PARTS COMPANY	2976400	OH	12/21/2021		MW	IS	64.13
99 00000741	V9900046	CPI	IUS0208804	OH	12/21/2021		MW	IS	200.00
99 00000742	E9903244	CRISTIAN BOGDAN	NOV	OH	12/21/2021		MW	IS	52.24
99 00000743	V9900052	DASH MEDICAL GLOVES	1251289	OH	12/21/2021		MW	IS	181.80
99 00000744	V9900053	DATA IMPRESSIONS	17785	OH	12/21/2021		MW	IS	3,675.08
99 00000745	V9900056	DELTA DENTAL OF CALIFORNIA	BE004711373	OH	12/21/2021		MW	IS	1,780.89
99 00000746	V9903296	DFA-ACTUARIES LLC	20211106	OH	12/21/2021		MW	IS	500.00
99 00000747	V9903252	GENERATION GENIUS	GG110533	OH	12/21/2021		MW	IS	125.00
99 00000748	V9903282	GOVCONNECTION INC.	72147823	OH	12/21/2021		MW	IS	7,905.06
99 00000749	E9900084	JIM COOMBS	LUNCH-SALINAS	OH	12/21/2021		MW	IS	27.67
99 00000750	V9900175	SENTRY SIGNS & PRINTING	3523	OH	12/21/2021		MW	IS	6,677.98
99 00000751	V9900200	UNUM LIFE INSURANCE COMPANY	BL0160188	OH	12/21/2021		MW	IS	542.73
99 00000752	F9900014	BUG FLIP	NOV2021	OH	12/21/2021		MW	IS	180.00
99 00000753	V9900036	CDW GOVERNMENT INC.	P217900	OH	12/21/2021		MW	IS	1,068.99
99 00000754	N9900007	GOLD STAR FOODS	NOV2021	OH	12/21/2021		MW	IS	18,311.86
99 00000755	N9900013	SOUTHERN CALIFORNIA PIZZA	NOV2021	OH	12/21/2021		MW	IS	6,176.50
99 00000756	V9900008	ADMINISTRATIVE SERV. CO-OP	12783	OH	12/21/2021		MW	IS	14,300.00
99 00000757	B9903229	HAULWAY STORAGE CONTAINERS	2028086	OH	12/21/2021		MW	IS	1,079.92
99 00000758	B9990011	GHATAODE BANNON ARCHITECTS	4620	OH	12/22/2021		MW	IS	337,456.00
99 00000759	B9990013	HAUFFE COMPANY	423	OH	12/22/2021		MW	IS	13,440.00
99 00000760	F9900018	CINTAS FIRE PROTECTION	0F19624283	OH	12/27/2021		MW	IS	3,899.85
99 00000761	U9900001	CITY OF LA HABRA WATER DEPARTM	10041103.2	OH	12/27/2021		MW	IS	4,592.34
99 00000762	F9900033	GLASBY MAINTENANCE SUPPLY	320547A	OH	12/27/2021		MW	IS	4,687.35
99 00000763	F9900054	PLUMBING WHOLESAL OUTLET	S100545440.001	OH	12/27/2021		MW	IS	1,947.22
99 00000764	U9900004	SOUTHERN CALIFORNIA EDISON	112111921.2	OH	12/27/2021		MW	IS	14,271.75
99 00000765	U9900005	SOUTHERN CALIFORNIA GAS CO	1128113021.2	OH	12/27/2021		MW	IS	635.52
99 00000766	U9900006	SUBURBAN WATER SYSTEMS	180051608958.3	OH	12/27/2021		MW	IS	8,028.07
99 00000767	F9900059	THE HOME DEPOT PRO INSTITUTION	654739333	OH	12/27/2021		MW	IS	1,925.77

**Issued:** 3,313,953.29



**LOWELL JOINT SD**  
**Consolidated Check Register**  
 from 12/1/2021 to 12/31/2021

Check	Payee ID	Payee Name	Reference	Subs Check Date	Cancel Date	Type	Status	Check Amount
Reversed:								55,055.36
99 Bank Total:								3,369,008.65
Grand Total:								3,369,008.65

LOWELL JOINT SCHOOL DISTRICT  
February 7, 2022

To: President Salinas and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Employer-Employee Relations/Personnel Report 2021-22  
#7 Which Includes Hiring, Resignations, Contract  
Adjustments, and Retirements for Certificated, Classified,  
and Confidential Employees

ACTION/  
(RATIFICATION)

The attached Employer-Employee Relations/Personnel Report 2021-22 #7, 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 2021-22 #7, 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 2021-22 #7

February 7, 2022

I. CERTIFICATED EMPLOYEES

A. CONTRACTS

NAME	EFFECTIVE DATE	END DATE	SITE	COMMENT
Sober, Jessica	01/03/2022	06/03/2022	DO	Virtual Academy/ Home School Teacher. Temporary Contract

B. CHANGE OF STATUS

NAME	EFFECTIVE DATE	END DATE	SITE	COMMENT
Fonti, Allison	01/24/2022	03/26/2022	MA	(AB375) FMLA Medical Leave
Irving, Tamara	01/18/2022	05/01/2022	RS	(AB375) FMLA Medical Leave
Perumean, Stacy	02/07/2022	06/03/2022	MG	Unpaid leave of absence
Peloquin, Karen	01/03/2022	01/14/2022	OL	(AB375) FMLA Medical Leave
Castillo, Barbara	01/18/2022	01/25/2022	EP	(AB375) FMLA Medical Leave
Galli, Jessica	01/31/2022	02/26/2022	RS	(AB375) FMLA Medical Leave
Kosareff, Breana	03/07/2022	03/18/2022	JO	(AB375) FMLA Baby Bonding Leave
Allsman, Kathryn	02/03/2022	02/21/2022	OL	(AB375) FMLA Medical Leave

C. STIPENDS/EXTRA DUTY

NAME	EFFECTIVE DATE	END DATE	SITE	COMMENT
Oke, Melissa	01/03/2022	05/30/2022	RS	To be paid a total of \$700.00 monthly, not to exceed \$700.00 for the 2021/22 school year, for Coaching After-School Sports – Girls’ Soccer. Monies to be paid from the LJEJF donation in the General Fund
Langer, Garrick	02/01/2022	03/30/2022	RS	To be paid a total of \$750.00 monthly, not to exceed \$1500.00 for the 2021/22 school year, for Esports Program Monies to be paid from the Rancho Site Budget
Galli, David	02/01/2022	03/30/2022	RS	To be paid a total of \$750.00 monthly, not to exceed \$1500.00 for the 2021/22 school year, for Esports Program Monies to be paid from the Rancho Site Budget

\* It is further recommended that these individuals be approved for substitute teaching at the rate of \$200.00 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 LCFF 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.

D.

Employment of substitutes effective 08/16/2021 for the 2021-2022 school year @ 200 per day and \$100.00 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 \$250.00 long term sub rate.

Kevin Kjer

E. SUBSTITUTE CHANGE OF PAY

NAME	EFFECTIVE DATE	END DATE	SIE	COMMENT
Bradshaw, Casey	01/18/2022	05/01/2022	DO	To be paid a rate of \$200.00 (special long term rate \$250.00 beginning 2/1/22) for Rancho Starbuck English teaching position
Scarsciotti, Alyssa	01/31/2022	02/01/2022	DO	To be paid a rate of \$200.00 for Rancho Starbuck Science teaching position
Brooks, Edward	02/02/2022	02/25/2022	DO	To be paid a rate of \$200.00 for Rancho Starbuck Science teaching position
Mgrdichian, Jennifer	01/18/2022	01/25/2022	DO	To be paid a rate of \$200.00 for El Portal 3 <sup>rd</sup> grade teaching position
Quinlan, Dyana	01/03/2022	01/14/2022	DO	To be paid a rate of \$200.00 Olita 5 <sup>th</sup> grade teaching position
McCoy, Stacey	02/07/2022	06/03/2022	DO	To be paid special long term rate of \$250.00 for Meadow Green 5/6 combo teaching position
Larsen, Danica	01/24/2022	03/26/2022	DO	To be paid special long term rate of \$250.00 for Macy 3 <sup>rd</sup> grade teaching position
Petersen, Kaycee	03/08/2022	03/18/2022	DO	To be paid a rate of \$200.00 for Jordan 4 <sup>th</sup> grade teaching position
Haworth, Acacia	02/03/2022	02/21/2022	DO	To be paid a rate of \$100.00 for Olita 1 <sup>st</sup> grade teaching position

II. CLASSIFIED EMPLOYEES February 7, 2022

A. 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>
Jan, Sandy	12/03/21		R2I/S8	DO	Increase of hours from 7 to 8 hours. Updated range.

B. HOURLY – GENERAL FUND

<u>NAME/ EMPLOYEE ID#</u>	<u>EFFECTIVE DATE</u>	<u>END DATE</u>	<u>RANGE/ STEP</u>	<u>SITE</u>	<u>COMMENTS</u>
Aguayo, Leo	12/4/2021	12/7/2021	R18/S5	EP	Night Custodian- FMLA/Medical Leave
Aguayo, Leo	12/8/2021	12/12/2021	R18/S5	EP	Night Custodian- FMLA/Medical Leave
Aguayo, Leo	12/13/2021	12/17/2021	R18/S5	EP	Night Custodian- FMLA/Medical Leave
Aguayo, Leo	01/6/2022	01/10/2022	R18/S5	EP	Night Custodian- FMLA/Medical Leave
Abbond, Karey	01/18/2022		R14/S1	DO	Instructional Assistant/Substitute
Alcantara, Marissa	12/20/2021	2/14/2022	R1/S1	MG	Noon Duty Aide- FMLA/Medical Leave
Anderson, Adriana	1/19/2022		R1/S1	DO	Noon Duty Substitute
Armijo, Jessica	8/7/2021		R21/S6	DO	Day Custodian Step Increase
Barahona, Krystina	8/3/2021		R18/S6	MA	Night Custodian Step Increase
Barber, Alexandria	2/2/2022		R14/S1	DO	Instructional Assistant/Substitute
Barber, Alexandria	2/2/2022		R1/S1	DO	Noon Duty Substitute
Benson, Robynn	1/27/2022		R1/S1	DO	Noon Duty Substitute
Brown, Matthew	12/20/2021	2/6/2022	R14/S1	DO	Day Custodian-FMLA/Medical Leave
Cacioppo, Sherrie	2/1/2022	3/4/2022	R7/S6	RS	Cafeteria Worker-FMLA/Medical Leave
Estrada, Elizabeth	12/02/2021		R14/S6	OL	Bilingual Aide Step Increase
Evanoff, Mary Jo	2/13/2022		RN/S8	DO	Executive Assistant/Superintendent Step Increase
Francis, Annalisa	1/10/2022	1/22/2022	R20/S7	DO	Nurse Assistant-FMLA/Medical Leave
Garcia, Gabriella	01/27/2022		R14/S1	DO	Instructional Assistant/Substitute
Garcia, Gabriella	01/27/2022		R1/S1	DO	Noon Duty Substitute
Jan, Sandy	06/17/2022		R21/S8	DO	Secretary SPED Retirement
Jan, Sandy	06/17/2022		R21/S8	DO	Secretary SPED Substitute
McGill, Lorie	1/24/2022		R20/S1	EP	Library Media Tech
Navarro, Amber	01/16/22	06/03/22	\$1,200/Mo	DO	School Counselor/Intern CORRECTION TO 2022
Obezo, Brittney	01/27/2022		R14/S1	DO	Instructional Assistant/Substitute
Obezo, Brittney	01/27/2022		R1/S1	DO	Noon Duty Substitute
Pascual, Kelly		1/13/21	R14/S1	DO	Resignation of IA, ND, and HT/Substitute-never worked for LJSD
Preciado, Rosana	01/01/2022	01/01/22	R15/S3	MG	Resignation of Instructional Aide-Preschool
Romero, Adriana	2/2/2022		R1/S1	DO	Noon Duty Substitute

C. 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>
Anderson, Adriana	1/19/2022		R07/S4	DO	Cafeteria Worker/Substitute
Benson, Robynn	1/27/2022		R07/S4	DO	Cafeteria Worker/Substitute
Romero, Adriana	2/2/2022		R07/S4	DO	Cafeteria Worker/Substitute

LOWELL JOINT SCHOOL DISTRICT  
February 7, 2022

To: President Salinas and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Approval of Agreement #14042 with Inside the Outdoors, Orange County Department of Education, to Provide a Traveling Scientist Assembly for the TK/K and Second Grade Students of El Portal Elementary School ACTION

Arrangements have been made with Inside the Outdoors, Orange County Department of Education to provide a Traveling Scientist Assembly on Amazing Animals for the second-grade students of El Portal Elementary School on April 6, 2022 and an assembly entitled Me In My World for the TK/K students on April 12, 2022. The cost of these assemblies is not to exceed \$1,110.00 and will be covered by El Portal PTA.

It is recommended that the contract with Inside the Outdoors, Orange County Department of Education to provide two Traveling Scientist Assemblies for the second-grade and TK/K students of El Portal Elementary School, be approved, and that the Superintendent or designee be authorized to execute the necessary documents.

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Superintendent's Comment:

APPROVAL RECOMMENDED.