

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

REGULAR MEETING OF THE BOARD OF TRUSTEES  
May 2, 2022 – 7:30 p.m.

## AGENDA

- I. Call to Order 6:00 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 IVA.
- B. Closed Session 6:00 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.

D. Regular Session

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.

INFORMATION

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 IVA.

E. Acknowledgement of Correspondence to the Board

INFORMATION

F. Approval of Agenda

ACTION

G. Approval of Minutes from the April 4, 2022, Regular Board Meetings

ACTION

III. Reports

INFORMATION

A. Timely Information from Board and Superintendent –  
Board President

B. Recognition of Rancho Starbuck Students

C. Recognition of Magna “Arts for All” – Let the Music Play Award

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

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

IV. A. Topics Not on the Agenda

V. General – Jim Coombs

A. Resolution 2021/22 No. 859, Recognizing May 3, 2022, as “Day of the Teacher” ACTION/  
(RESOLUTION)

B. Resolution 2021/22 No. 860, Recognizing May 12, 2022, as “School Nurses Day” ACTION/  
(RESOLUTION)

C. Resolution 2021/22 No. 861, Recognizing May 15 – 21, 2022, as “Classified School Employees Week” ACTION/  
(RESOLUTION)

D. Resolution 2021/22 No. 862, Designating the Observance of Lincoln Day on February 13, 2023 and the Observance of Washington Day on February 20, 2023 ACTION/  
(RESOLUTION)

E. Appointment of the Citizens Bond Oversight Committee ACTION

F. Approval of the 2021/22 Extended School Year (ESY) Program ACTION

VI. Business Services – Andrea Reynolds

A. Resolution 2021/22 No. 863 Approving an Increase in Statutory School Fees Imposed on New Residential and Commercial/ Industrial Construction Pursuant to Education Code Section 17620 and Government Code Section 65995 PUBLIC HEARING  
ACTION/  
(RESOLUTION)

B. Resolution 2021/22 No. 864 Establishing a Child Development Fund with the County Treasurer ACTION/  
(RESOLUTION)

C. Resolution 2021/22 No. 865 to Commit Restricted Funds ACTION/  
(RESOLUTION)

D. Approval of Transfer Between the General Fund and the Child Development Fund for Start Up Funding ACTION

- E. Approval to Open a Checking Account With the Credit Union of Southern California For the New Child Development Fund ACTION
- F. Approval of Agreement with Nigro & Nigro to Perform Audit Services-Children and Families Commission of Orange County Agreement FCI-SD4-15/First 5-KRI/Kindergarten Readiness Initiative Grant ACTION
- G. Approval of Contract with The City of La Habra Summer Enrichment Programs with Service Provided by the City of La Habra ACTION

VII. Human Resources – Jim Coombs

- A. Declaration of Need for Fully Qualified Educators to for the 2022/23 School Year ACTION
- B. Resolution 2021/22 No. 866 Implementing *Education Code 44256(b)*, Authorizing Stephanie Austin to Teach Social Science at Rancho-Starbuck Intermediate School for the 2022-2023 School Year ACTION/  
(RESOLUTION)

VIII. Educational Services – Sheri McDonald

- A. Presentation and Approval of Single School Plans For Student Achievement INFORMATION/  
ACTION
- B. Selection and Purchase of Dual Language Immersion (DLI) and Art Supplemental Materials INFORMATION/  
ACTION
- C. Selection of Kindergarten through Grade 8 Science Textbooks INFORMATION/  
FIRST READING
- D. Approval of the 2022 Intersession Offerings ACTION

IX. Facilities & Operations – David Bennett

- A. Approval of Professional Services Agreement, Hauffe Company Inc., (HCI) Division of State Architect (DSA) Inspections, Meadow Green Elementary School ACTION
- B. Approval of Agreement with King Office Services for Moving Services during the Meadow Green Elementary Relocation to Maybrook ACTION



- C. Approval of Change Order for Additional Professional Services Agreement with RMA Group for Monitoring, Testing, and Inspecting at Jordan Elementary School ACTION
- D. Award Marquee Installation Projects at the Rancho Starbuck, Macy Elementary, El Portal Elementary, and Olita Elementary to Tricore Enterprises dba Quiel School Signs (CUPCCAA Bid #202122-02) ACTION

X. Consent Calendar

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

A. General - Jim Coombs

- 1. Approval of OCDE to Provide Internet Access Service for the District per Agreement Number: 10001030 ACTION
- 2. Approval of OCDE to Provide Network Support and Cyber Security Service for the District per Agreement Number: 10000998 ACTION
- 3. Approval of Independent Contract with Dr. Olvera Psychology, A Professional Corporation for an Independent Educational Evaluation (IEE) for the 2021-2022 School Year ACTION/  
(RATIFICATION)
- 4. Approval of Amended Agreement with Orange County Department of Education to Provide Translation Services during the 2021/2022 school year. ACTION/  
(RATIFICATION)

B. Business Services – Andrea Reynolds

- 1. Purchase Order Listing Report/Check Register 2021/2022 #10 ACTION/  
(RATIFICATION)
- 2. Consolidated Check Register Listing Report 2021/2022 #9 ACTION/  
(RATIFICATION)
- 3. Approval of Agreement with Magic Jump Rentals, Inc. to Provide Inflatables for Rancho Starbuck Intermediate School, for the Grand ACTION

Slam Field Day fundraiser and 8<sup>th</sup> grade party for the 2021-2022 school year.

C. Human Resources – Jim Coombs

- |    |  |                           |
|----|--|---------------------------|
| 1. | Employer-Employee Relations/Personnel Report 2021/22 #10 Which Includes Hiring, Resignations, Contract Adjustments, and Retirements for Certificated, Classified, and Confidential Employees | ACTION/<br>(RATIFICATION) |
|----|--|---------------------------|

D. Educational Services – Sheri McDonald

- |    |   |                           |
|----|---|---------------------------|
| 1. | Approval of Ratification of Agreement #12769 with Thinking Maps Inc. to Provide Professional Development During the 2021-22 School Year | ACTION/<br>(RATIFICATION) |
| 2. | Approval of Agreement #13060 with Thinking Maps Inc. to Provide an Additional Training Session on April 15, 2022                        | ACTION/<br>(RATIFICATION) |

XI. Board Member/Superintendent Comments INFORMATION

XII. Adjournment ADJOURNMENT

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

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

The next scheduled Lowell Joint School District Board of Trustees Meeting is Monday, June 13, 2022.

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

MINUTES REGULAR MEETING OF THE BOARD OF TRUSTEES  
April 4, 2022

Call to Order	President Salinas called the meeting to order at 5:09 p.m. at Lowell Joint School District, 11019 Valley Home Avenue, Whittier, CA 90603
Topics Not on the Agenda	None.
Closed Session	President Salinas declared the meeting recessed to closed session at 5:10 p.m.
Call to Order	President Salinas reconvened the meeting to order at 7:34 p.m.
	The flag salute was led by Anthony Zegarra, Board of Trustees 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	This evening in closed session, pursuant to Education Code section 44920, the Board took action in a unanimous roll call vote (5-0) to suspend Employee # 9900000369 for fifteen (15) days without pay, and delegated the authority to the Superintendent or designee be authorized to execute the necessary documents.
Introduction / Welcome	President Salinas welcomed the many guests in attendance, staff members present, guests, Allison Fonti, LJEA lead negotiator and CSEA President, Darleene Pullen, Dr. Spruston and Mrs. Jan Averill, former Board member and Mrs. Shambeck.
Acknowledgement of Correspondence	None.
Approval of Agenda	It was moved, seconded, and carried by unanimous roll call vote, (5 – 0) to approve the April 4, 2022, Board agenda.
Approval of Minutes	It was moved, seconded, and carried by unanimous roll call vote, (5 – 0) to

approve the minutes from the March 7, 2022, Regular Board Meeting.

Timely Information from Board and Superintendent – Board President

Mrs. Salinas acknowledged the four El Portal teachers in attendance that were instrumental in the presentation of “The Lion King”. Mr. Coombs introduced Mrs. Brimmage, Mrs. Ilinksy, Mrs. Abell and Mrs. Carty and thanked them with a Simba “hear their roar” in appreciation for all of their dedication and hard work in organizing and producing the play at El Portal Elementary.

Recognition of the Republican Women’s Federated Essay Awards

Mr. Coombs introduced the 2022 Rancho La Habra Republican Women Federated “America, Land of the Free and Home of the Brave” ...“What Does This Mean to Me?” essay contest winners. Each winner read their award winning essay.

Grade 1	Maxwell Cerda	Olita Elementary School
Grade 2	Alejandro Garcia	Macy Elementary School
Grade 3	Joseph Jaloma	Olita Elementary School
Grade 4	Cambria Berg	El Portal Elementary School
Grade 5	Sophie Oliver	El Portal Green Elementary School
Not in attendance and acknowledged:		
Grade 6	Myla Gordovez	Macy Elementary School
Grade 7	Ashley Irving	Rancho Starbuck Intermediate
Grade 8	Anya Matchniff	Rancho Starbuck Intermediate

Art Contest Winners

Grade 7	Elijah Sterling	Rancho Starbuck
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Mrs. Salinas presented each student with a certificate in honor of their achievements. She also thanked Dr. Spruston and Mrs. Averill for having this essay contest, their hard work and judging the contest and giving the students the opportunity to participate.

Mr. Coombs mentioned and thanked Dr. Spruston and Mrs. Averill for reading over a thousand essays for this contest.

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

Mrs. Salinas declared a recess at 7:47 p.m. Mrs. Salinas reopened the Board meeting at 7:57 p.m.

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

Each Board member shared highlights of their respective schools

Topics Not on the Agenda

None.

Resolution 2021/2022 No. 858 Recognizing April 18 – 22, 2022, as “Public School Volunteer Week”

It is was moved, seconded by a unanimous roll call vote, (5-0), to adopt Resolution 2021/22 No. 858 Recognizing April 18 – 22, 2022, as “Public School Volunteer Week”, and that the Superintendent or designee be authorized to execute the necessary documents.

Submission of Williams Litigation Settlement –

It was moved, seconded, and carried by unanimous vote (5– 0) to approve the submission of the Williams Litigation Settlement – Quarterly Uniform Complaint

Quarter Uniform  
Complaint for Quarter 3,  
January 1– March 31, 2022

Report for Quarter 3, January 1–March 31, 2022, with zero complaints, and that the Superintendent or designee be authorized to execute the necessary documents.

Approval of Contractual  
Agreement with the Lowell  
Joint Education  
Association for the Period  
July 1, 2019, through June  
30, 2023, and AB1200  
Report

Mr. Coombs thanked both associations working with the Board and Cabinet. He also thanked Assistant Superintendent of Business Services Andrea Reynolds for her work on the budget to get these proposals completed. Mrs. Salinas opened the public hearing at 8:10 and closed it at 8:11 with no comments from the public.

It was moved, seconded, and carried by unanimous vote (5– 0). In discussion, Mrs. Shackelford mentioned that she was really happy that they were able to develop a plan to show incredible transparency to the associations. The negotiations went well, they were smooth and that the initial offer of eight and a half percent was accepted and that everything is going forward as it should and that the teachers are being recognized and appreciated and that’s the way they want them to feel. Approved the Contractual Agreement with the Lowell Joint Education Association for the Period July 1, 2019, through June 30, 2023, and AB1200 Report, and that the Superintendent or designee be authorized to execute the necessary documents.

Approval of Contract with  
the Classified School  
Employees Association for  
the Period July 1, 2019,  
through June 30, 2022 and  
July 1, 2022 through June  
30, 2023, and AB1200  
Report

Mrs. Salinas opened the public hearing at 8:11 and closed it at 8:12 with no comments from the public.

It was moved, seconded, and carried by unanimous vote (5– 0). In discussion, Mrs. Shackelford said ditto to what she mentioned on the previous item. Approved the Contract with the Classified School Employees Association for the Period July 1, 2019, through June 30, 2022 and July 1, 2022 through June 30, 2023, and AB1200 Report, and that the Superintendent or designee be authorized to execute the necessary documents.

Resolution No. 859  
Finding the Proposed  
Meadow Green Elementary  
School Project Exempt  
from the California  
Environmental Quality Act  
(CEQA), Approving the  
Filing and Recording of a  
Notice of Exemption and  
Approving the Project

It is was moved, seconded by a unanimous roll call vote, (5-0), to adopt Resolution 2021/22 No. 859 Finding the Proposed Meadow Green Elementary School Project Exempt from the California Environmental Quality Act (CEQA), Approving the Filing and Recording of a Notice of Exemption and Approving the Project, and that the Superintendent or designee be authorized to execute the necessary documents.

Resolution No. 860  
Approving the Guaranteed  
Maximum Price of  
\$5,732,107, and the Lease-

It is was moved, seconded by a unanimous roll call vote, (5-0), to adopt Resolution 2021/22 No. 860 Approving the Guaranteed Maximum Price of \$5,732,107, and the Lease-Leaseback Contract with Erickson Hall Construction Company for the HVAC, Roof Replacement, Fire Alarm, and Related Work at

Leaseback Contract with Erickson Hall Construction Company for the HVAC, Roof Replacement, Fire Alarm, and Related Work at Meadow Green Elementary School

Meadow Green Elementary School, and that the Superintendent or designee be authorized to execute the necessary documents.

Authorization to Solicit California Uniform Public Construction Cost Accounting Act (CUPCCAA) Bid for Installation of Marquees at Multiple Sites (Bid #202122-02)

Mrs. Shaw asked if this included the district office. Mr. Bennett and Mr. Coombs stated that they chose not to purchase one for the district office and instead spend the monies at the school sites.

It was moved, seconded, and carried by unanimous vote (5– 0) to approve the Authorization to Solicit California Uniform Public Construction Cost Accounting Act (CUPCCAA) Bid for Installation of Marquees at Multiple Sites (Bid #202122-02), and that the Superintendent or designee be authorized to execute the necessary documents.

Authorization to Utilize California Multiple Award Schedule with Howard Industries, Inc., (CMAS #3-20-70-1613C, GSA Schedule No. 47-QTCA-19D-00MM) for the Purchase of Video Surveillance Cameras and Corresponding Licensing

It was moved, seconded, and carried by unanimous vote (5– 0) to approve the Authorization to Utilize California Multiple Award Schedule with Howard Industries, Inc., (CMAS #3-20-70-1613C, GSA Schedule No. 47-QTCA-19D-00MM) for the Purchase of Video Surveillance Cameras and Corresponding Licensing, and that the Superintendent or designee be authorized to execute the necessary documents.

Consent Calendar

Mr. Hinz asked a question regarding the consent calendar for clarification. Under consent item C, items 2, 3 & 4 are describing proposed pay raises for different groups. He asked why this would not have been under human resources the same as under roman numeral seven A & B.

Mr. Coombs stated that these are the actual salary schedules. You approved the raises in the open session under A & B and these are the actual result of these raises spread over their salary schedules. You approved the raise now you see the actual documents so that you see the numbers with the 5% and the 3.5% that goes on the salary schedules.

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

Approval of Granite to Provide Analog Telephone Service (POTS) for the District

Approved of Granite to Provide Analog Telephone Service (POTS) for the District, and that the Superintendent or designee be authorized to execute the necessary documents.

Purchase Order Listing  
Report/Check Register  
2021/2022 #9

Approved Purchase Order Report 2021-22 #9, as attached, which lists all warrants issued February 1, 2022, through February 28, 2022.

Consolidated Check Register  
Listing Report 2021/2022 #8

Approved Consolidated Check Register Listing Report 2021/22 #8, as attached, which lists all warrants issued February 1, 2022, through February 28, 2022.

Approval of Agreement with  
Orange County School  
Districts for Additional  
Student Transportation  
Services

Approved the agreement with Orange County School Districts for Additional Student Transportation Services July 1, 2022 through June 30, 2027, be approved, and that the Superintendent or designee be authorized to execute the necessary documents.

Employer-Employee  
Relations/Personnel Report  
2021/22 #9 Which Includes  
Hiring, Resignations,  
Contract Adjustments, and  
Retirements for Certificated,  
Classified, and Confidential  
Employees

Ratified Employer-Employee Relations/Personnel Report 2021/22 #9 as attached, which includes hiring, resignations, contract adjustments, and retirements for certificated, classified, and confidential employees.

Approval of the Certificated,  
Certificated Management  
and Supervisory, Counselor,  
Nurse Management,  
Classified, Classified  
Management, and Classified  
Confidential Salary  
Schedules for a Five Percent  
(5%) Increase, Retroactive  
to July 1, 2021, for the  
2021/2022 School Year, a  
Three and Half Percent  
(3.5%) Increase, Effective  
July 1, 2022, for the  
2022/2023 School Year and  
a (5%) increase to the above  
agreed upon three and half  
percent (3.5%) for  
Certificated salaries for the  
2022/2023 for the Speech  
and Language Pathologist  
Salary Schedule

Approved the Certificated, Certificated Management and Supervisory, Counselor, Nurse Management, Classified, Classified Management, and Classified Confidential Salary Schedules implementing a five percent (5%) increase, retroactive to July 1, 2021, for the 2021/2022 School Year, a three and half percent (3.5%) increase, effective July 1, 2022, for the 2022/2023 school year, and the Speech and the Language Pathologist Salary Schedule for an additional five percent (5%) increase to the above agreed upon three and half percent (3.5%) for certificated salaries for the 2022/2023 school year, effective July 1, 2022, and that the Superintendent or designee be authorized to execute the agreement.

Approval of the Board of

Approved the Board of Trustees monthly salary representing a five percent (5%)

Trustees Monthly Salary Implementing a Five Percent (5%) Increase, Retroactive to July 1, 2021, for the 2021/2022 School Year and a Three and Half Percent (3.5%) Increase, Effective July 1, 2022, for the 2022-2023 School Year

increase retroactive to July 1, 2021, for the 2021/2022 school year, and a three and half percent (3.5%) increase effective July 1, 2022, for the 2022/2023 school year, and that the Superintendent or designee be authorized to execute the documents.

Approval of the Noon Duty Aides Hourly Rate Salary Schedule Implementing a Five Percent (5%) Increase, Retroactive to July 1, 2021, for the 2021/2022 School Year and a Three and Half Percent (3.5%) Increase, Effective July 1, 2022, for the 2022- 2023 School Year

Approved the Noon Duty Aides Hourly Rate Salary Schedule Implementing a Five Percent (5%) Increase, Retroactive to July 1, 2021, for the 2021/2022 School Year and a Three and Half Percent (3.5%) Increase, Effective July 1, 2022, for the 2022-/023 School Year, and that the Superintendent or designee be authorized to execute the documents.

Approval of Agreement with Focused Schools, LLC to Provide Coaching During the 2021/22 and 2022/23 School Years

Approved of Agreement with Focused Schools, LLC to Provide Coaching During the 2021/22 and 2022/23 School Years, for 3 full-day equivalents at \$2,700 per day for a total not to exceed \$8,100.00, "Days" are divided into 60-90 minute coaching sessions throughout the school year(s), funding will be from Educator Effectiveness funds, and that the Superintendent or designee be authorized to execute the necessary documents.

Approval of Agreement with Active Education to Provide Services to Meadow Green School during 2021-2022 School Year

Approved of Agreement with Active Education to Provide Services to Meadow Green School during 2021-2022 School Year, encompassing fun and healthy activities with an emphasis on social and emotional learning and PBIS practices, beginning March 28, 2022 to June 3, 2022 at Meadow Green School, not to exceed \$7,250.00 for the school year, funding for this expenditure will be covered by Meadow Green Title I funds, and that the Superintendent or designee be authorized to execute the necessary documents.

Board Member/Superintendent Comments

Mr. Coombs stated that we will celebrate the instrumental music program that is headed by Cameron Miller and was started by Jeremy Fletcher next month. They celebrated them in San Diego the past weekend and he shared the video with everyone. Lowell Joint was picked as the grand prize winner for small school districts in the United States.

Mrs. Shaw made a statement. "I would like to close this meeting tonight in memory of my son, Tyler Shaw, who passed away at the age of 26 on March 19<sup>th</sup>. Here is a yearbook from Jordan, and he also attended Rancho, he was one



of our own. He was a loving, sweet and wonderful son. He had been caught up in substance abuse for a few years, but had worked very hard to turn his life around, including sober living houses and treatment. He had a full time job and working to get his driver's license back and make a good life for himself. I was out of town when I got the call from my daughter. She suspected he relapsed. Our family is heart-broken and I am in what I call 'grief-sickness', I hurt physically and emotionally. I choose to share this as a warning. He didn't drive whatever he got and wherever he went, he was close by, in La Habra. We are sure he got something that was laced and this is what killed him. If you have a friend or family member who is struggling, please tell them of this danger, anything purchased on the street will be extremely dangerous and fatal. If I can help one person through my tragic loss, then I am here to speak to you. Thank you and goodnight".

Adjournment

President Salinas adjourned in the honor of Tyler Shaw and declared the meeting adjourned at 8:27 p.m. 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

**LOWELL JOINT SCHOOL DISTRICT**

**RESOLUTION 2021/22 NO. 858**

**A RESOLUTION OF THE BOARD OF TRUSTEES OF  
LOWELL JOINT SCHOOL DISTRICT  
OF LOS ANGELES AND ORANGE COUNTIES, CALIFORNIA,  
RECOGNIZING APRIL 18 – 22, 2022, AS  
“PUBLIC SCHOOL VOLUNTEER WEEK”**

**WHEREAS**, volunteers embody the American spirit and are one of our nation’s most valuable resources; and

**WHEREAS**, volunteerism is increasingly recognized as a powerful and creative force in building strong, healthy and productive communities; and

**WHEREAS**, volunteers possess abundant skills, talents and expertise that they generously and enthusiastically apply in meeting the needs of the community; and

**WHEREAS**, the students and staff members of Lowell Joint School District reap the benefits of this great American tradition through the work of local volunteers whose efforts and commitment enrich our lives and enhance our neighborhoods; and

**NOW, THEREFORE BE IT RESOLVED**, that the Board of Trustees, on behalf of the students, parents, and community at large, does hereby recognize April 18 – 22, 2022, as a formal recognition and appreciation of the volunteers in the Lowell Joint School District.

**APPROVED AND ADOPTED** this 4<sup>th</sup> day of April, 2022, by the following vote:

**AYES:** Melissa Salinas, Karen Shaw, Anastasia Shackelford, William Hinz, Anthony Zegarra

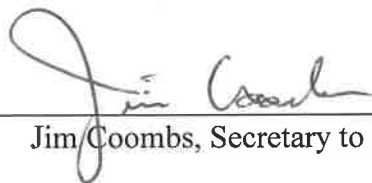
**NOES:** none

**ABSTAIN:** none

**ABSENT:** none

I, Jim Coombs, Secretary to the Board of Trustees of the Lowell Joint School District of Los Angeles and Orange Counties, California, hereby certify that the above and foregoing resolution was duly and regularly adopted by the said Board at a regular meeting thereof held on the 4<sup>th</sup> day of April, 2022, and passed by a unanimous vote of those present.

**IN WITNESS WHEREOF**, I have hereunto set my hand and seal the 4<sup>th</sup> day of April, 2022.



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Jim Coombs, Secretary to the Board of Trustees



**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: April 4, 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 type="checkbox"/>            | 2nd QTR | October 1 to December 31 | Due 14- Jan 2022 |
| <input checked="" 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: April 4, 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	0	0	0
Facilities	0	0	0
Teacher Vacancy and Misassignment	0	0	0
TOTAL	0	0	0

Print Name of District Superintendent Jim Coombs

Signature of District Superintendent  Date April 4, 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)



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: Mary Jo Evanoff

Title: Executive Assistant to the Superintendent / Certificated Personnel

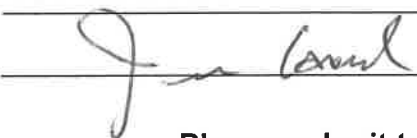
- Quarter #1 July 1 – September 30, 2021 Report due by October 29, 2021
- Quarter #2 October 1 – December 31, 2021 Report due by January 28, 2022
- Quarter #3 January 1 – March 31, 2022 Report due by April 29, 2022
- Quarter #4 April 1 – June 30, 2022 Report due by July 29, 2022

**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	0		
Teacher Vacancies or Missassignments	0		
Facility Conditions	0		
TOTALS	0		

Name of Superintendent: Jim Coombs

Signature of Superintendent:  Date: April 4, 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 Fax: (714) 327-1371

## **NOTICE OF PUBLIC HEARING**

### **LOWELL JOINT SCHOOL DISTRICT**

**The Lowell Joint School District will hold a Public Hearing pursuant to Education Code Section 60119 and 60422 (b) 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 Trustees of the Lowell Joint School District will approve the attached agreements with the Lowell Joint Education Association at its regular board meeting to be held in the Board Room at the District Office, 11019 Valley Home Avenue, Whittier CA, on Monday, April 4, 2022, at approximately 7:30 p.m. or soon thereafter.

Assembly Bill (AB) 1200 (Chapter 1213/Statutes 1991) requires local educational agencies to publicly disclose the provisions of all collective bargaining agreements before entering into a written agreement. Government Code (GC) Section 3547.5 states:

“Before a public school employer enters into a written agreement with an exclusive representative covering matters within the scope of representation, the major provisions of the agreement, including, but not limited, the costs that would be incurred by the public school employer under the agreement for the current and subsequent fiscal years, shall be disclosed at a public meeting of the public school employer...”

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

**FORM FOR PUBLIC DISCLOSURE  
OF PROPOSED COLLECTIVE BARGAINING AGREEMENT  
(AB1200 (Statutes of 1991, Chapter 1213) as revised by AB 2756  
(Statutes of 2004, Chapter 25), Government Code 3547.5 & 3540.2 )**

Lowell Joint

SCHOOL DISTRICT

Government Code Section 3547.5: **Before** a public school employer enters into a written agreement with an exclusive representative covering matters within the scope of representation, the major provisions of the agreement, including, but not limited to, the costs that would be incurred by the public school employer under the agreement for the current and subsequent fiscal years, shall be disclosed at a public meeting of the public school employer.

Intent of Legislation: To ensure that members of the public are informed of the major provisions of a collective bargaining agreement before it becomes binding on the school district.

*(This information is pulled from the SUMMARY section of this file which should be completed FIRST)*

**MAJOR PROVISIONS OF PROPOSED AGREEMENT WITH THE**

LJEA

BARGAINING UNIT

To be acted upon by the Governing Board at its meeting on

04/04/22

**A. PERIOD OF AGREEMENT:**

The proposed bargaining agreement covers the period beginning and ending for the following fiscal years 21/22

07/01/21

06/30/23

21/22, 22/23,

**B. TOTAL COST CHANGE TO IMPLEMENT PROPOSED AGREEMENT (SALARIES & BENEFITS)**

The total change in costs for salaries and employee benefits in the proposed agreement:

1. Current Year Costs Before Agreement

\$18,608,499.00

2. Current Year Costs After Agreement

\$19,657,810.00

3. Total Cost Change

\$1,049,311.00

4. Percentage Change

5.64%

5. Value of a 1% Change

\$161,480.01

**C. PERCENTAGE SALARY CHANGE FOR AVERAGE, REPRESENTED EMPLOYEE**

The total percentage change in salary, including annual step and column movement on the salary schedule (as applicable), for the average, represented employee under this proposed agreement:

1. Salary Schedule change  
(% Change To Existing Salary Schedule)  
(% change for one time bonus/stipend or salary reduction)

5.0%

2. Step & Column  
(Average % Change Over Prior Year Salary Schedule)

1.3%

3. TOTAL PERCENTAGE CHANGE FOR THE  
AVERAGE, REPRESENTED EMPLOYEE

6%

4. Change in # of Work Days (+/-) Related to % Change

5. Total # of Work Days to be provided in Fiscal Year

184

6. Total # of Instructional Days to be provided in Fiscal Year  
(applicable to Certificated BU agreements only)

180

**FORM FOR PUBLIC DISCLOSURE  
OF PROPOSED COLLECTIVE BARGAINING AGREEMENT  
(AB1200 (Statutes of 1991, Chapter 1213) as revised by AB 2756  
(Statutes of 2004, Chapter 25), Government Code 3547.5 & 3540.2)**

*Lowell Joint*

SCHOOL DISTRICT

**D. PERCENTAGE BENEFITS CHANGE FOR BOTH STATUTORY AND DISTRICT-PROVIDED EMPLOYEE BENEFITS INCLUDED IN THIS PROPOSED AGREEMENT:**

1.	Cost of Benefits Before Agreement	\$5,249,026.00
2.	Cost of Benefits After Agreement	\$5,630,337.00
3.	Percentage Change in Total Costs	7.26%

**E. IMPACT OF PROPOSED AGREEMENT ON DISTRICT RESERVES**

State-Recommended Minimum Reserve Level (after implementation of Proposed Agreement)

1.	Based On Total Expenditures and Other Uses in the General Fund of:	\$39,376,938.00
2.	Percentage Reserve Level State Standard for District:	3.0%
3.	Amount of State Minimum Reserve Standard:	\$1,181,308.14

**SUFFICIENCY OF DISTRICT UNRESTRICTED RESERVES to meet the minimum recommended level AFTER IMPLEMENTATION OF PROPOSED AGREEMENT:**

**GENERAL FUND RESERVES (Fund 01 Unrestricted ONLY)**

4.	Reserve for Economic Uncertainties (Object 9789)	\$1,968,847.00
5.	Unassigned/Unappropriated (Object 9790)	\$6,407,348.00
6.	<b>Total Reserves: (Object 9789 + 9790)</b>	<b>\$8,376,195.00</b>

**SPECIAL RESERVE FUND (Fund 17, as applicable)**

7.	Reserve for Economic Uncertainties (Object 9789)	
----	---	--

**TOTAL DISTRICT RESERVES, applicable to State Minimum Reserve Standard:**

8.	General Fund & Special Reserve Fund:	\$8,376,195.00
9.	Percentage of General Fund Expenditures/Uses	21.27%
Difference between District Reserves and Minimum State Requirement		\$7,194,886.86

**FORM FOR PUBLIC DISCLOSURE  
OF PROPOSED COLLECTIVE BARGAINING AGREEMENT  
(AB1200 (Statutes of 1991, Chapter 1213) as revised by AB 2756  
(Statutes of 2004, Chapter 25), Government Code 3547.5 & 3540.2 )**

*Lowell Joint*

SCHOOL DISTRICT

**F. MULTIYEAR CONTRACT AGREEMENT PROVISIONS**

3.5% across the board salary increase in 22/23. New SLP salary schedule, with an additional 5% increase. Longevity "pause" for outside service credit up to 5 years is removed as of 7/1/22.

**G. FINANCIAL IMPACT OF PROPOSED AGREEMENT IN SUBSEQUENT FISCAL YEARS**

**The following assumptions were used to determine that resources will be available to fund these obligations in future fiscal years (including any compensation and/or noncompensation provisions specified below that have been agreed upon if the proposed agreement is part of a multi-year contract):**

COLA of 6.17% in 22/23. 6% increase in h&w premiums. Additional assumptions are outlined in the attached MYP assumptions page.

**H. NARRATIVE OF AGREEMENT**

Effective 7/1/21, salary is increased by 5%. Effective 7/1/22, salary is increased by 3.5%. SLP's have their own salary schedule as of 7/1/22, including an additional 5% above the 3.5% LJEAs receive. Longevity "pause" for up to 5 years of outside service credit is removed.

**I. SOURCE OF FUNDING FOR PROPOSED AGREEMENT**

**The following source(s) of funding have been identified to fund the proposed agreement**

LCFF funds and unrestricted reserves will be used to fund this two year agreement. The planned deficit spending is 3.6% in 22/23. 21/22 deficit spending will not be as great as reflected when the fiscal year is closed due to legally and locally restricted carryover currently budgeted, that will not be spent, overstates the deficit spending.



**FORM FOR PUBLIC DISCLOSURE  
OF PROPOSED COLLECTIVE BARGAINING AGREEMENT  
(AB1200 (Statutes of 1991, Chapter 1213) as revised by AB 2756  
(Statutes of 2004, Chapter 25), Government Code 3547.5 & 3540.2 )**

Lowell Joint SCHOOL DISTRICT

**CERTIFICATION**

*To be signed by the District Superintendent AND Chief Business Official when submitted for Public Disclosure and by the Board President after formal action by the Governing Board on the proposed agreement.*

*Districts with a Qualified or Negative Certification: Per Government Code 3540.2, signatures of the District Superintendent and Chief Business Official must accompany the Summary Disclosure sent to the County Superintendent for review 10 days prior to the board meeting that will ratify the agreement.*

*The information provided in this document summarizes the financial implications of the proposed agreement and is submitted for public disclosure in accordance with the requirements of AB 1200, AB 2756 and GC 3547.5.*

*We hereby certify that the costs incurred by the school district under this agreement can be met by the district during the term of the agreement.*



District Superintendent - signature

3/29/22

Date



Chief Business Official - signature

3/29/2022

Date

*After public disclosure of the major provisions contained in this Summary, the Governing Board, at its meeting on* 4/4/2022 *took action to approve the proposed Agreement*

*with the* LJEA *Bargaining Unit.*



President, Governing Board  
(signature)

4-4-22

Date

FOR SUBMISSION TO THE GOVERNING BOARD AND THE COUNTY SUPERINTENDENT OF SCHOOLS in compliance with the Public Disclosure requirements of AB 1200 (Statutes 1991, Chapter 1213) as revised by AB 2756 (Statutes of 2004, Chapter 25), Government Code 3547.5 & 3540.2.

**SUMMARY OF PROPOSED AGREEMENT**

BETWEEN THE  SCHOOL DISTRICT  
 WITH THE  BARGAINING UNIT (BU)

To be acted upon by the Governing Board at its meeting on :	(enter Date)	<input type="text" value="4/4/2022"/>
Budget Revisions to be INPUT no later than 45 days after approval: (will calc + 45 days)		<input type="text" value="5/19/2022"/>
Estimated Agreement Payment Date	(enter Date)	<input type="text" value="4/30/2022"/>

**GENERAL**

**Section 1: STATUS OF BARGAINING UNIT AGREEMENTS**

*This document is REQUIRED whenever a NEW or AMENDED agreement is ratified.*

If this Public Disclosure is not applicable to all of the District's bargaining units, indicate the current status (whether settled or pending settlement) of the remaining units:

*(Separate disclosures should be made for each bargaining unit agreement)*

	# FTE Represented
Certificated: <input type="text" value="LJEA"/>	<input type="text" value="142.6"/>
Classified: <input type="text" value="Enter Name of BU - Status"/>	<input type="text" value="0.0"/>

**Section 2: PERIOD OF AGREEMENT**

The proposed agreement covers the period beginning on:	(enter Begin Date)	<input type="text" value="7/1/2021"/>
and ending on:	(enter End Date)	<input type="text" value="6/30/2023"/>

If this agreement is part of a multi-year contract, indicate ALL fiscal years covered:

Fiscal Years:	<input type="text" value="21/22"/>	<input type="text" value="22/23"/>	
Reopeners: Yes or NO ?	<input type="text" value="No"/>	<input type="text" value="Yes"/>	
if Yes, what Areas?	<input type="text" value="in 22/23, all articles are open except salaries and health and welfare"/>		

**COMPENSATION PROVISIONS**

**Section 3: SALARIES: PERCENTAGE CHANGE IN SALARIES IN PROPOSED AGREEMENT:**

The proposed agreement includes the following costs for salaries for the above-mentioned Bargaining unit:

Current Year Salary Cost Before Settlement (Based on Year to Date (YTD) Actuals Projected through 6/30):	<input type="text" value="\$ 13,359,473.00"/>
Current Year Salary Cost After Settlement (Include any retroactive pay increases or (decreases) or one time bonuses/stipends or (reductions), as applicable):	<input type="text" value="\$ 14,027,473.00"/>
Total Cost Increase or (Decrease):	<input type="text" value="\$668,000.00"/>
Percentage Increase or (Decrease):	<input type="text" value="5.00%"/>

**SALARY CHANGE FOR AN AVERAGE, REPRESENTED EMPLOYEE FROM PRIOR YEAR**

(Includes annual step/column movement on schedule):

<u>Salary Increase or (Decrease)</u>	
% increase or (decrease) to existing schedule	<input type="text" value="5.00%"/> per employee
% increase or (decrease) for one-time bonus/stipend or (salary reduction)	<input type="text" value="0.00%"/> per employee
<u>Step &amp; column</u>	
average % annual change over the prior year schedule	<input type="text" value="1.30%"/> per employee
<b>TOTAL PERCENTAGE CHANGE FOR AVERAGE REPRESENTED EMPLOYEE</b>	<input type="text" value="6.30%"/> per employee

Indicate Change in # of Work Days, Furlough or Additional, Related to % Change	<input type="text" value="0"/>
Indicate Total # of Work Days to be provided for fiscal year:	<input type="text" value="184"/>
Indicate Total # of Instructional Days to be provided for fiscal year:	<input type="text" value="180"/>

**SUMMARY OF PROPOSED AGREEMENT**

BETWEEN THE

Lowell Joint

SCHOOL DISTRICT

**Section 4: BENEFITS: PERCENTAGE CHANGE IN EMPLOYEE BENEFITS IN PROPOSED AGREEMENT:**

The proposed agreement includes the following costs for employee statutory and health/welfare benefits:

Statutory Benefits: *(object 3XXX less 34XX)*

(STRS, PERS, Workers Compensation, Unemployment Insurance, Social Security, Medicare)

Total Statutory Benefit Costs:

Current Costs:	\$ 2,788,528.00
Proposed Costs:	\$ 2,928,083.00
Total Cost Increase or (decrease):	\$139,555.00
Percentage Change:	5.00%

District Health and Welfare Plans - *Object 34XX* (Medical, Dental, Vision, Life Insurance, Other)

Total Health and Welfare Costs:

Current Costs:	\$ 2,460,498.00
Proposed Costs:	\$ 2,702,254.00
Total Cost Increase or (decrease):	\$241,756.00
Percentage Change:	9.83%

**Indicate if Health/Welfare Benefits are Capped: (Include details such as different caps per health plans or any super composite rates. Also, indicate if cap includes health benefits only or also other insurances.)**

Floating cap of Kaiser Family for all employee groups. This is unchanged from prior years. This cap includes dental, vision and life insurance as well. Current cap of \$22,409 is 20/21 cap, and \$23,490 is the current year cap.

Current Cap:	\$ 22,409.00	
Proposed Cap:	\$ 23,490.00	
Average Capped Amount increase or (decrease) per employee	\$1,081.00	4.82%

**TOTAL COST OR (SAVINGS) OF COMPENSATION CHANGES  
(REGARDLESS OF WHETHER PREVIOUSLY BUDGETED IN WHOLE OR IN PART)**

**Section 5: TOTAL COST INCREASE OR (SAVINGS) FOR SALARIES AND BENEFITS IN THE PROPOSED AGREEMENT:**

Current Year Combined Cost Before Settlement: *(data pulls from above)*

(Based on YTD Actuals Projected through 6/30 and current agreement)

Salaries	\$ 13,359,473.00	
Benefits	\$ 5,249,026.00	
Total:		\$ 18,608,499.00

Current Year Cost After Settlement: *(data pulls from above)*

(Include any retroactive pay increases or (decreases) or one-time bonuses/stipends or (reductions)):

Salaries	\$ 14,027,473.00	
Benefits	\$ 5,630,337.00	
Total:		\$ 19,657,810.00

<b>TOTAL COST INCREASE OR (DECREASE)</b>	\$1,049,311.00
<i>(This amount should tie to the multiyear projection sections for 1XXX-3XXX)</i>	
<b>PERCENTAGE CHANGE</b>	5.64%
<b>1% CHANGE IN SALARY AND STATUTORY BENEFIT COSTS (prior to any settlements):</b>	\$ 161,480.01

**SUMMARY OF PROPOSED AGREEMENT**

BETWEEN THE

Lowell Joint

SCHOOL DISTRICT

**OTHER PROVISIONS (COMPENSATION AND NON-COMPENSATION)**

**Section 6:** The following are additional compensation and non-compensation provisions contained in the proposed agreement: (Indicate, **IN DETAIL**, the terms of the agreement covered in each section)

**A. OTHER COMPENSATION: Off-Schedule Stipends/Bonuses, Reductions, etc. (amounts, staff affected, total cost and/or savings).**

Speech and Language Pathologists receive a separate salary schedules effective 22/23, with a 5% increase above the LJEAs raise of 3.5%. Longevity "pause" for teachers granted 5 years of outside service credit is removed as of 22/23. Total cost for both is approxiamtely \$61,000 or 0.4%.

**B. NON-COMPENSATION: Class Size Changes (indicate before and after class sizes/grades affected; and, if applied for CDE waiver (attach copy)), Staff Development Days, Teacher Prep Time, etc..**

N/A

**C. REOPENERS, CONTINGENCY AND/OR RESTORATION LANGUAGE: Describe specific areas identified for Reopeners, Contingency, and/or Restoration (include triggers and timing). Provide copy of Board Action to BAS upon approval.**

The existing teacher contract was due to expire 6/30/22, and is extended for one additional year, to end 6/30/23. Salary and health benefits articles are closed for 22/23. All other contract articles are open.

**Section 7: State Minimum Reserve Standard Calculation:**

Total Expenditures and Other Uses: *(pulls from MYP Sec. 9)*  
 Minimum State Reserve Percentage *(input %)*  
 Minimum State Reserve Requirement: *(Formula includes Total Exp/Uses x Minimum Reserve %)*

\$	39,376,938.00
	3%
\$	1,181,308.14

**FISCAL IMPACT IN CURRENT AND TWO SUBSEQUENT FISCAL YEARS**

<b>Section 8: Date of governing board approval of budget revisions in Section 9, Col.2 (below) in accordance with E.C. 42142 and Government Code 3547.5. (Pulls from above Governing Board Date plus 45 days)</b>  <b>Provide proof that board-approved budget revisions have been input within 45 days. Date budget revisions input/BT #'s:</b>	5/19/2022	
	<table border="1"> <tr> <td>BT #'s:</td> <td align="center">3/7/2022</td> </tr> </table>	BT #'s:
BT #'s:	3/7/2022	

If the board-approved revisions input are different from the proposed budget adjustments in Col. 2 provide a detailed explanation of differences.

	2020/21	2020/21	2021/22	2021/22	2022/23	2022/23	2023/24	2023/24	COMMENTS
Enrollment (CALPADS)	3,139.00	3,047.00	3,055.72	3,055.72	3,017.00	3,017.00	2,953.55	3,017.00	District enrollment / ada projections: DECLINING by 30 in 22/23; Seat attendance returns to 97.4 from 95.2 in 22/23
Enrollment / P2 ADA	0.974	0.952	0.979	0.979	0.979	0.979	0.979	0.979	
Projected District ADA	3,056.00	2,902.00	3,055.72	3,055.72	2,953.55	2,953.55	2,953.55	2,953.55	District experienced declining enrollment and ADA in 21/22
Funded ADA	6.19		6.19	6.19					County ADA funded LCFF paid through district general ledger
[Does not include County ADA]	3,061.91		3,061.91	3,061.91					
County ADA									
Total Funded ADA	0.28		(153.72)	(153.72)					Projecting continued declining enrollment, but return to normal seat attendance in 22/23, flat in 23/24
District ADA Growth / Decline from funded									
LCFF Per ADA Amount									
Federal Revenue									
Deferred Revenue									
Prior Year Accruals									
Significant Programs									
Title I (Resource 3010)	439,865.00	516,466.00	516,466.00	516,466.00	337,040.00	337,040.00	337,040.00	337,040.00	ongoing funding (deferred rev shown in 21/22)
Federal IDEA (Resource 3310)	640,158.00	642,093.00	642,093.00	642,093.00	642,093.00	642,093.00	642,093.00	642,093.00	ongoing funding (annual contribution required)
IDEA - Part B, Prsctl Gmt - (Resource 3315)	18,758.00	19,113.00	19,113.00	19,113.00	19,113.00	19,113.00	19,113.00	19,113.00	ongoing funding (annual contribution required)
Title II, Part A (Resource 4035)	110,281.00	152,617.00	152,617.00	152,617.00	72,427.00	72,427.00	72,427.00	72,427.00	ongoing funding (deferred rev shown in 21/22)
Title III LEP (Resource 4203)	42,815.00	52,370.00	52,370.00	52,370.00	25,326.00	25,326.00	25,326.00	25,326.00	ongoing funding (deferred rev shown in 21/22)
Special Education Revenue									
State (Resource 6500)	2,078,866.00	2,206,778.00	2,206,778.00	2,206,778.00	2,554,778.00	2,554,778.00	2,364,778.00	2,364,778.00	Includes COLA estimates in out years Reimbursement from selpa "Out of Home Care" funds for Foster/Adopted student related services - psych and counseling interns
State (Resource 6502)	190,351.00	310,266.00	310,266.00	310,266.00	310,266.00	310,266.00	310,266.00	310,266.00	
State (Resource 6546/formerly 6512 in 20/21)	343,895.00	203,391.00	203,391.00	203,391.00	203,391.00	203,391.00	203,391.00	203,391.00	SELPA Mental Health expenses eligible for reimbursement
Class Size Reduction K-3 24:1 Progress Made?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
State Revenue									
Deferred Revenue									
Prior Year Accruals									
Significant Programs									
Lottery									
Prop 20 ADA / (Resource 6300, Object 8560)	172,345	172,345	172,345	172,345	172,345	172,345	172,345	172,345	Lottery Projection funded on prior year ada, increased 1.0446% @ \$49 per ada (plus minor py air excess)
Non Prop ADA / (Resource 1100, Object 8560)	488,311	488,311	488,311	488,311	488,311	488,311	488,311	488,311	Lottery Projection funded on prior year ada, increased 1.0446% \$150 per ada (plus minor py air excess)
Mandated Costs	96,524.00	100,222.00	100,222.00	100,222.00	100,222.00	100,222.00	100,222.00	100,222.00	Mandate Block Grant
Local Revenue									
General Fund									
Lease / Rental Income in Fund 40 (obj 8650)	695,265.00	600,000.00	600,000.00	600,000.00	600,000.00	600,000.00	600,000.00	600,000.00	Maybrook Campus lease to Heights Christian terms 6/30/19 Lease / Rental income is recorded in Fund 40; Maybrook campus vacant 7/19 - use for interim housing during modernization; WCHS continues at Starbuck property
Transfers (Object 8919)									
Fund 14	300,000.00	300,000.00	300,000.00	300,000.00	300,000.00	300,000.00	300,000.00	300,000.00	Fund 40 supports Deferred Maintenance Program in Fund 14 @ \$300k
Fund 13									
Fund 21									
Transfers (Object 7619)									
Fund 01									
Fund 40	300,000.00	300,000.00	300,000.00	300,000.00	300,000.00	300,000.00	300,000.00	300,000.00	Fund 01 to Fund 13 for bad debt annually (COVID reprieve for 20/21 and 21/22) Transfer one-time state funds to DM fund for future facilities needs Fund 40 supports Deferred Maintenance Program in Fund 14 @ \$300k

	2020/21	2020/21	2021/22	2021/22	2022/23	2022/23	2023/24	2023/24	COMMENTS
One - Time Expenditures	3,018,418.00	2,954,143.00	987,371.00	987,371.00			987,371.00		Federal and State Pandemic Funding - spend until 23/24
One - Time Revenue	7,687,507.00	472,000.00	-	-	-	-	-	-	School Site/Restricted Carryover Appropriated Federal and State Pandemic Funding - spend until 23/24 Bargaining for salary resumes in 23/24; Enlfire contract open in 22/23
Budgeted Raise	2%	5%	4%	4%	0%	0%			
Certificated	138.40	141.60	141.60	141.60			142.80		Dual Language Program began 19/20 (2 fle), add 2 fle in 20/21, and 1 fle annually through grade 6 in 24/25; added 2.0 TOSA's in 20/21; increased SLP by 0.2 in 21/22
Classified	83.00	85.30	85.30	85.30			85.30		Does not include 8 Psych or Counseling interns/ add SLPAA in 21/22
Management/Psychologists/Counselor	26.00	26.00	27.00	27.00			27.00		Adding back E. P. Elementary Principal In 22/23
Health & Welfare Caps Dental, Vision, Life Insurance	\$ 21,317.00 \$ 1,587.00	\$ 21,938.00 \$ 1,587.00	\$ 23,254.00 \$ 1,587.00	\$ 23,254.00 \$ 1,587.00			\$ 24,849.24 \$ 1,587.00		Projected 6% increase future years based upon max historical Increase Dental, Vision and Life
Retiree Benefits (object 37xx)	246,150.00	287,000.00	287,000.00	287,000.00			287,000.00		Funded on pay as you go basis until 21/22; begin deposits to trust account with \$440,000 in 21/22, and \$100,000 annually thereafter. Expenditures for retirees usually flat year to year.
Statutory Benefits									
STRS	16.15%	16.92%	19.10%	19.10%			19.10%		STRS "tops out" at 19.10% in current legislated amount
PERS	20.70%	22.91%	26.10%	26.10%			27.10%		PERS continues to rise in current actuarial projections
FICA	6.20%	6.20%	6.20%	6.20%			6.20%		
MEDI	1.45%	1.45%	1.45%	1.45%			1.45%		
SUI	0.05%	0.50%	0.50%	0.50%			0.20%		SUI drops to 0.2% in 23/24
WC	1.599%	1.627%	1.627%	1.627%			1.627%		Flat costs in out years
Step & column Certificated Classified Non-Unit	actual actual actual	actual actual actual	actual actual actual	actual actual actual			1.40% 1.90% 0.70%		Includes Column estimate of \$78k annually Excludes longevity estimate of \$30k annually Excludes Longevity estimate
Capital Outlay Plans	21,000,000.00	13,000,000.00	7,000,000.00	7,000,000.00			7,000,000.00		GO Bond \$48 M approved November 2018 - Series 1 issued July 2019, Series 2 issued November 2020 (final issuance)
Positive/(Deficit) Spending	2,501,669.00	(752,001.00)	(1,434,000.00)	(1,434,000.00)			(961,000.00)		
Unrestricted	1,087,841.00	(549,482.00)	-	-			-		
Restricted	3,588,510.00	(1,301,483.00)	(1,434,000.00)	(1,434,000.00)			(961,000.00)		
Total									
Contributions to restricted									
Special Education (Resource 6500)	(1,304,317.00)	(1,783,352.00)	(1,812,305.00)	(1,812,305.00)			(1,883,352.00)		Assumptions include \$100,000 annual increase (researching why contributions are increased in 21/22)
Certificates of Participation	None	None	None	None			None		
Routine Repair & Maintenance (Resource 8150)			1,812,305.00	1,812,305.00			1,812,305.00		Applicable with the 21/22 year for the first time event
Special Education Excess Costs (objects 5100, 7141 & 7142)	276,463.00	475,634.00	475,634.00	475,634.00			475,634.00		2 students in outside programs
TRANS Cash	Positive Balance	Positive Balance	Positive Balance	Positive Balance			Positive Balance		
Other Funds	Positive Balance	Positive Balance	Positive Balance	Positive Balance			Positive Balance		

	18-19	19-20	20-21	21-22	22-23	23-24
	UA	UA	UA	SI	Projected	Projected
	2.71%	3.26%	0.00%	5.07%	6.17%	3.61%
	(\$000)	(\$000)	(\$000)	(\$000)	(\$000)	(\$000)
LCFF COLA	32,044	32,640	35,642	38,076	38,420	39,739
Income						
Expenditures	29,869	30,944	32,073	39,377	39,854	40,700
Net Operating	2,175	1,696	3,569	(1,301)	(1,434)	(961)
Other Sources/Uses	(856)	(286)	0	0	0	0
<b>Net Fund Balance Change gain/(loss)</b>	<b>1,319</b>	<b>1,410</b>	<b>3,569</b>	<b>(1,301)</b>	<b>(1,434)</b>	<b>(961)</b>
Beginning Balance 7/1	6,036	7,355	8,765	12,334	11,033	9,599
<b>Ending Balance 6/30</b>	<b>7,355</b>	<b>8,765</b>	<b>12,334</b>	<b>11,033</b>	<b>9,599</b>	<b>8,637</b>

Fund Balance Components	10	10	10	10	10	10
Stores/Revolving Cash	0	0	0	0	0	0
Committed	556	360	1,057	507	507	507
Restricted - Categorical Funds	2,939	3,307	9,663	2,138	2,138	2,138
Designations (Board Restricted (i.e. schools carryover, etc.)	1,493	1,562	1,604	1,969	1,993	2,034
Amount Needed to meet Reserve (5%)	2,357	3,526	0	6,409	4,951	3,948
Amount Above/(Below) Desired Reserve Level	8%	11%	0%	16%	12%	10%
Percentage of Reserves Available						

	2021/22	2022/23	2023/24
ASSIGNED AMOUNTS :			
Chrome and Textbooks	2,038		
GASB-Retiree HW	0		
OCDE Transition	100		
Site Carryover (Year End Only)	0		
Future Program Operations	0		
Unfunded Liabilities	0		
TOTAL	2,138		

**SALARY INCREASES/DECREASES YEAR:**  
 0.0% 2021/22  
 3.9% 2022/23  
 0.0% 2023/24

	22/23 Projected Income	38,076	object
21/22 Income rolled forward			
LCFF funded on 21/22 ADA due to declining enrollment			
LCFF Increase COLA @ 6.17%		1011	8000
21/22 ADA - Loss of 143 ada. (cont. 92 enrolled and seat attendance drop from 97% to 95%)			8000
21/22 ADA - Assume loss of add'l 300 ADA and seat int. % returns to 97.4% net increase of 40.55 ADA			8000
Add 6.17% COLA Special Ed per SELPA calculations, declining enrollment		348	8700 R
Remove in Person Instruction Revenue received in 21/22		(507)	8500 R
Remove LACOE Grant - paid for mostly existing salaries and benefits so no expenditure savings		(608)	8290 R

tie to sects myp

Total	38,420	
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	22/23 Projected Expenses	39,377	object
21/22 expenses rolled forward (EXCLUDE TRANSFERS OUT)			
PROJECTED INCREASES			
Reduce 1.0 Teaching FTE due to declining enrollment?		948	1000
Add 1.0 FTE for Dual Language Program (Grade 4)		(85)	1000
Savings from 2 teacher retirements/attrition @ \$25k per fte		85	1000
Assume Special Education enrollment increases \$		(50)	1000
Add EI Portal Principal S&B		100	5000
Step/longevity mtrs 1.9%		150	1000
Step/longevity mtrs 0.7%		312	1000
H&W increase above prior year - all employees 6%		91	2000
remove restricted carryover-assumed fully spent in 21/22		25	2000
STRS Rate increase of 2.18% to 13.10% total		259	3000
PERS Rate increase of 3.19% to 26.1% total		(1,057)	4000
STRS/PERS Rate increase combined (Management)		477	
Reimburs \$440k deposit to liability trust, add \$100k annual deposit to trust			
add 3.66% for CPI on unrestricted objects 477			
Remove LACOE contract costs for peoplesoft, abase, etc.			
Add Special Ed funding increase to restricted program		279	3000
Remove Chromebook Expense		109	3000
Removed from restricted expense covered by LADPH grant in 21/22		72	3000
Add back unrestricted expense covered by LADPH grant in 21/22		(340)	3000
Assume out of district placements remain the same		103	5000
Add Nov. 2022 election expense		(50)	4000
Tie to SACS MYP		348	4000 R
Transfers out to DM or cafeteria fund		(400)	4000
TOTAL	39,864		
TOTAL	0		
TOTAL	39,864		

object summary	
1011 8010-8099	
(508) 8100-8299 R	
(507) 8300-8599 R	
348 8600-8799 R	
344	

344 cross foot	
0 okay	

object summary	
1,360 1000	
116 2000	
379 3000	
(1,631) 4000 R=(-1,217), U=(-414)	
253 5000	
477	

477 cross foot	
0 okay	

4000 object recon UR v R	
348 R	
(508) R	
(1,057) R	
(1,217) Net	
(472) U	
(50) U	
(400) U	
508 U	
(414) Net	
(1,631) Grand Total	



22/23 Income rolled forward	39,420	object
LCFF funded add declines by ?? add in 22/23; funded on 21/22 ADA (enroll decline is ??)	0	8000
LCFF increase COLA @ 3.5% (flat enrollment and ada)	1509	8000
	0	8500
Add 1.1% COLA Special Ed on \$2,322 state revenue (declining enrollment drops)	(190)	8700 R
Lottery remains unchanged for flat enrollment	0	8500

object summary	
1,509	8010-8099
0	8100-8299
0	8300-8599
(190)	8600-8799 R
1319	

Total 39,739

1,319 cross foot	
0 okay	

22/23 expenses rolled forward (EXCLUDE TRANSFERS OUT)	39,864	object
PROJECTED INCREASES	0	1000
Reduce 1.0 Teaching FTE due to declining enrollment (flat enrollment in 23/24)	0	1000
Add 1.0 FTE for Dual Language Program (Grade 5)	85	1000
Savings from 2 teacher retirement/attrition @ \$25k per fte	(80)	1000

object summary	
363	1000
80	2000
318	3000
0	4000
75	5000
846	

Total 39,739

846 cross foot	
0 okay	

Assume Special education enrollment increases \$	100	5000
Reduce 4.0 Teaching FTE due to declining enrollment (ESSER 3 Elimination?)	328	1000
Step column 1 all year no retire savings (1.4%). Assume column cost of \$10,000	76	2000
Step longevity case -1.6%	15	2000
Step longevity mgt @ 0.4%	275	3000
H&W increase above prior year - all employees 6%	4000	4000
remove restricted carryover-assumed fully spent in 21/22	4000	4000
remove school site and miss grant - assume fully spent in 21/22	0	3000
STRS Rate increase of 0.5% to remain at 19.10%	35	3000
PERS Rate increase of 1.0% to 27.10% total	8	3000
STRS/PERS Rate increase combined (Management)	(59)	5000
Reduce unemployment all employees from 0.5% to 0.2%	84	5000
add 2.9% for CPI on unrestricted objects 4-7	0	4000
	0	4000
	0	4000
Add Supplemental Grant NEW Expenses - n/a assume S/C increases cover	0	4000
	0	2000
	0	4000
Assume out of district placements remain the same	5000	5000
Remove Nov. 2022 election expense	(60)	5000
Tie to SACS MYP	5000	5000

TOTAL 40,700

1,319 cross foot	
0 okay	

Transfers out to DM OR cafeteria fund	0
TOTAL	40,700

LOWELL JOINT SCHOOL DISTRICT

	18-19 UA	19-20 UA	20-21 UA	21-22 SI	22-23 Projected	23-24 Projected
<b>UNRESTRICTED FUNDS</b>						
Income	28,089	28,823	28,281	29,607	30,618	32,127
Expenditures	24,482	24,858	24,338	26,622	28,316	28,162
Net Operating	3,607	3,965	3,943	2,985	2,302	2,965
Other Sources/Uses	(2,630)	(1,987)	(1,442)	(3,736)	(3,736)	(3,626)
Net Fund Balance Change	977	1,978	2,501	(751)	(1,434)	(961)
Beginning Balance	5,819	6,797	8,775	11,276	10,525	9,091
Ending Balance	6,796	8,775	11,276	10,525	9,091	8,129
<b>RESTRICTED FUNDS</b>						
Income	3,555	3,617	7,361	8,469	7,602	7,612
Expenditures	5,387	8,066	7,735	12,755	11,538	11,638
Net Operating	(1,432)	(2,269)	(374)	(4,286)	(3,736)	(3,926)
Other Sources/Uses	1,774	1,701	1,442	3,736	3,736	3,926
Net Fund Balance Change	342	(568)	1,068	(550)	-	-
Beginning Balance	214	556	(11)	1,057	507	507
Ending Balance	556	(12)	1,057	507	507	507

SUMMARY OF PROPOSED AGREEMENT

BETWEEN THE

Lowell Joint

SCHOOL DISTRICT

**Section 10: MULTI-YEAR CONTRACT AGREEMENT PROVISIONS:** The proposed agreement contains the following COLAs and other compensation/non-compensation provisions for subsequent years as follows *(text pulls into disclosure)*: Send copy of final Agreement to BAS upon Board Approval

3.5% across the board salary increase in 22/23. New SLP salary schedule, with an additional 5% increase. Longevity "pause" for outside service credit up to 5 years is removed as of 7/1/22.

**Section 11: FINANCIAL IMPACT OF PROPOSED AGREEMENT IN SUBSEQUENT FISCAL YEARS:** The following assumptions were used to determine that resources will be available to fund these obligations in future fiscal years. (Include any compensation/noncompensation provisions specified below.) *(text pulls into disclosure)*:

COLA of 6.17% in 22/23. 6% increase in h&w premiums. Additional assumptions are outlined in the attached MYP assumptions page.

**Section 12: NARRATIVE OF AGREEMENT:** Provide a brief narrative of the proposed changes in compensation or health premiums, including percentage changes, effective dates, and comments and/or explanations. *(text pulls into disclosure)*:

Effective 7/1/21, salary is increased by 5%. Effective 7/1/22, salary is increased by 3.5%. SLP's have their own salary schedule as of 7/1/22, including an additional 5% above the 3.5% LJEAs receive. Longevity "pause" for up to 5 years of outside service credit is removed.

**Section 13: SOURCE OF FUNDING FOR PROPOSED AGREEMENT:** Provide a brief narrative of the funds available in the current year to provide for the costs of this agreement. *(text pulls into disclosure)*:

LCFF funds and unrestricted reserves will be used to fund this two year agreement. The planned deficit spending is 3.6% in 22/23. 21/22 deficit spending will not be as great as reflected when the fiscal year is closed due to legally and locally restricted carryover currently budgeted, that will not be spent, overstates the deficit spending.

**SUMMARY OF PROPOSED AGREEMENT**

BETWEEN THE

Lowell Joint

SCHOOL DISTRICT

**ADDITIONAL FISCAL INDICATORS- CRITERIA AND STANDARDS A.5.**

This section is in response to the Criteria and Standards Additional Fiscal Indicators #A.5., which asks: "Has the district entered into a bargaining agreement where any of the budget or subsequent years of the agreement would result in salary increases that are expected to exceed the projected state cost of living adjustment."

**Section 14: COMPARISON OF PROPOSED AGREEMENT TO CHANGE IN DISTRICT LOCAL CONTROL FUNDING FORMULA (LCFF):**

(A)	Current-year (CY) LCFF Average Rate per ADA: (CY LCFF Entitlement per ADA, FCMAT LCFF Calculator, Calculator Tab, Row 79)	Estimated	\$9,456.00
(B)	Less Prior-Year (PY) LCFF BASC Calculator Rate per ADA: (PY LCFF Entitlement per ADA, FCMAT LCFF Calculator, Calculator Tab, Row 79)		\$8,930.00
(C)	= Amount of Current-Year Increase or (decrease): (A) minus (B)		526.00
(D)	= Percentage Increase or (decrease) in LCFF per ADA: (C) divided by (B)		5.89%
(E)	ADA Increase/(Decrease) from Prior Year as % Current year P-2 LCFF funded ADA (greater of PY guarantee or current year)	3,056.49	0.00%
	Prior Year P-2 LCFF funded ADA (greater of PY guarantee or current year)	3,056.49	
(F)	Total LCFF % increase or (decrease) plus ADA % change		5.89%
(G)	Indicate Total Settlement Percentage Change from Section 5		5.64%

If proposed agreement % on Line G is greater than Line F, please provide explanation below:

N/A

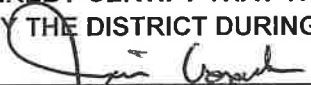
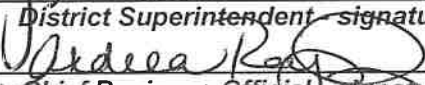
**CERTIFICATION**

To be signed by the **District Superintendent AND Chief Business Official upon submission to the Governing Board** and by the **Board President upon formal Board action** on the proposed agreement.

**Districts with a Qualified or Negative Certification** : Per Government Code 3540.2, signatures of the District Superintendent and Chief Business Official must accompany the Summary Disclosure sent to the County Superintendent for review **10 days prior to the board meeting that will ratify the agreement**.

The information provided in this document summarizes the financial implications of the proposed agreement and is submitted to the Governing Board for public disclosure of the major provisions of the agreement (as provided in the "Public Disclosure of Proposed Collective Bargaining Agreement") in accordance with the requirements of AB 1200, AB 2756, GC 3547.5, and GC 3540.2.

**WE HEREBY CERTIFY THAT THE COSTS INCURRED BY THE SCHOOL DISTRICT UNDER THIS AGREEMENT CAN BE MET BY THE DISTRICT DURING THE TERM OF THE AGREEMENT.**

	3/29/22
District Superintendent signature	Date
	3/29/2022
Chief Business Official signature	Date

After public disclosure of the major provisions contained in this Summary, the Governing Board, at its meeting on Monday, April 04, 2022 took action to approve the proposed Agreement with the Bargaining Unit.

	4-4-22
President, Governing Board - signature	Date

## **NOTICE OF PUBLIC HEARING**

### **LOWELL JOINT SCHOOL DISTRICT**

**The Lowell Joint School District will hold a Public Hearing pursuant to Education Code Section 60119 and 60422 (b) 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 Trustees of the Lowell Joint School District will approve the attached agreements with the Classified School Employees Association at its regular board meeting to be held in the Board Room at the District Office, 11019 Valley Home Avenue, Whittier CA, on Monday, April 4, 2022, at approximately 7:30 p.m. or soon thereafter.

Assembly Bill (AB) 1200 (Chapter 1213/Statutes 1991) requires local educational agencies to publicly disclose the provisions of all collective bargaining agreements before entering into a written agreement. Government Code (GC) Section 3547.5 states:

“Before a public school employer enters into a written agreement with an exclusive representative covering matters within the scope of representation, the major provisions of the agreement, including, but not limited, the costs that would be incurred by the public school employer under the agreement for the current and subsequent fiscal years, shall be disclosed at a public meeting of the public school employer...”

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

**FORM FOR PUBLIC DISCLOSURE  
OF PROPOSED COLLECTIVE BARGAINING AGREEMENT  
(AB1200 (Statutes of 1991, Chapter 1213) as revised by AB 2756  
(Statutes of 2004, Chapter 25), Government Code 3547.5 & 3540.2 )**

Lowell Joint

SCHOOL DISTRICT

Government Code Section 3547.5: **Before** a public school employer enters into a written agreement with an exclusive representative covering matters within the scope of representation, the major provisions of the agreement, including, but not limited to, the costs that would be incurred by the public school employer under the agreement for the current and subsequent fiscal years, shall be disclosed at a public meeting of the public school employer.

Intent of Legislation: To ensure that members of the public are informed of the major provisions of a collective bargaining agreement before it becomes binding on the school district.

*(This information is pulled from the SUMMARY section of this file which should be completed FIRST)*

**MAJOR PROVISIONS OF PROPOSED AGREEMENT WITH THE**

CSEA

BARGAINING UNIT

To be acted upon by the Governing Board at its meeting on

04/04/22

**A. PERIOD OF AGREEMENT:**

The proposed bargaining agreement covers the period beginning and ending for the following fiscal years 21/22

07/01/21

06/30/23

21/22, 22/23,

**B. TOTAL COST CHANGE TO IMPLEMENT PROPOSED AGREEMENT (SALARIES & BENEFITS)**

The total change in costs for salaries and employee benefits in the proposed agreement:

1. Current Year Costs Before Agreement

\$6,012,602.00

2. Current Year Costs After Agreement

\$6,299,308.00

3. Total Cost Change

\$286,706.00

4. Percentage Change

4.77%

5. Value of a 1% Change

\$53,140.57

**C. PERCENTAGE SALARY CHANGE FOR AVERAGE, REPRESENTED EMPLOYEE**

The total percentage change in salary, including annual step and column movement on the salary schedule (as applicable), for the average, represented employee under this proposed agreement:

1. Salary Schedule change  
(% Change To Existing Salary Schedule)  
(% change for one time bonus/stipend or salary reduction)

5.0%

2. Step & Column  
(Average % Change Over Prior Year Salary Schedule)

3.9%

3. TOTAL PERCENTAGE CHANGE FOR THE  
AVERAGE, REPRESENTED EMPLOYEE

9%

4. Change in # of Work Days (+/-) Related to % Change

5. Total # of Work Days to be provided in Fiscal Year

6. Total # of Instructional Days to be provided in Fiscal Year  
(applicable to Certificated BU agreements only)

**FORM FOR PUBLIC DISCLOSURE  
OF PROPOSED COLLECTIVE BARGAINING AGREEMENT  
(AB1200 (Statutes of 1991, Chapter 1213) as revised by AB 2756  
(Statutes of 2004, Chapter 25), Government Code 3547.5 & 3540.2 )**

*Lowell Joint*

SCHOOL DISTRICT

**D. PERCENTAGE BENEFITS CHANGE FOR BOTH STATUTORY AND DISTRICT-PROVIDED EMPLOYEE BENEFITS INCLUDED IN THIS PROPOSED AGREEMENT:**

1.	Cost of Benefits Before Agreement	\$1,666,748.00
2.	Cost of Benefits After Agreement	\$1,736,319.00
3.	Percentage Change in Total Costs	4.17%

**E. IMPACT OF PROPOSED AGREEMENT ON DISTRICT RESERVES**

State-Recommended Minimum Reserve Level (after implementation of Proposed Agreement)

1.	Based On Total Expenditures and Other Uses in the General Fund of:	\$39,376,938.00
2.	Percentage Reserve Level State Standard for District:	3.0%
3.	Amount of State Minimum Reserve Standard:	\$1,181,308.14

**SUFFICIENCY OF DISTRICT UNRESTRICTED RESERVES to meet the minimum recommended level AFTER IMPLEMENTATION OF PROPOSED AGREEMENT:**

**GENERAL FUND RESERVES (Fund 01 Unrestricted ONLY)**

4.	Reserve for Economic Uncertainties (Object 9789)	\$1,968,847.00
5.	Unassigned/Unappropriated (Object 9790)	\$6,407,348.00
6.	<b>Total Reserves: (Object 9789 + 9790)</b>	<b>\$8,376,195.00</b>

**SPECIAL RESERVE FUND (Fund 17, as applicable)**

7.	Reserve for Economic Uncertainties (Object 9789)	
----	---	--

**TOTAL DISTRICT RESERVES, applicable to State Minimum Reserve Standard:**

8.	General Fund & Special Reserve Fund:	\$8,376,195.00
9.	Percentage of General Fund Expenditures/Uses	21.27%
Difference between District Reserves and Minimum State Requirement		\$7,194,886.86

**FORM FOR PUBLIC DISCLOSURE  
OF PROPOSED COLLECTIVE BARGAINING AGREEMENT  
(AB1200 (Statutes of 1991, Chapter 1213) as revised by AB 2756  
(Statutes of 2004, Chapter 25), Government Code 3547.5 & 3540.2 )**

*Lowell Joint*

SCHOOL DISTRICT

**F. MULTIYEAR CONTRACT AGREEMENT PROVISIONS**

3.5% across the board salary increase in 22/23. Also in 22/23, Increase of 15 minutes per day for RSP instructional aides, and increase of 3 days to office manager work year.

**G. FINANCIAL IMPACT OF PROPOSED AGREEMENT IN SUBSEQUENT FISCAL YEARS**

**The following assumptions were used to determine that resources will be available to fund these obligations in future fiscal years (including any compensation and/or noncompensation provisions specified below that have been agreed upon if the proposed agreement is part of a multi-year contract):**

COLA of 6.17% in 22/23. 6% increase in h7w premiums. Additional assumptions are outlined in the attached MYP assumptions page.

**H. NARRATIVE OF AGREEMENT**

Effective 7/1/21, salary is increased by 5%. Effective 7/1/22, salary is increased by 3.5%. In 22/23, RSP instructional aides are increased by 15 minutes per day (to total 5.5 hours per day, same as SDC aides), and the office manager work year is extended by 3 days.

**I. SOURCE OF FUNDING FOR PROPOSED AGREEMENT**

**The following source(s) of funding have been identified to fund the proposed agreement**

LCFF funds and unrestricted reserves will be used to fund this two year agreement. The planned deficit spending is 3.6% in 22/23. 21/22 deficit spending will not be as great as reflected when the fiscal year is closed due to the legally and locally restricted carryover currently budgeted, that will not be spent, overstates the current year deficit spending.



**FORM FOR PUBLIC DISCLOSURE  
OF PROPOSED COLLECTIVE BARGAINING AGREEMENT  
(AB1200 (Statutes of 1991, Chapter 1213) as revised by AB 2756  
(Statutes of 2004, Chapter 25), Government Code 3547.5 & 3540.2 )**

Lowell Joint SCHOOL DISTRICT

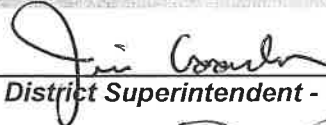
**CERTIFICATION**

*To be signed by the District Superintendent AND Chief Business Official when submitted for Public Disclosure and by the Board President after formal action by the Governing Board on the proposed agreement.*

*Districts with a Qualified or Negative Certification: Per Government Code 3540.2, signatures of the District Superintendent and Chief Business Official must accompany the Summary Disclosure sent to the County Superintendent for review 10 days prior to the board meeting that will ratify the agreement.*

*The information provided in this document summarizes the financial implications of the proposed agreement and is submitted for public disclosure in accordance with the requirements of AB 1200, AB 2756 and GC 3547.5.*

*We hereby certify that the costs incurred by the school district under this agreement can be met by the district during the term of the agreement.*

  
District Superintendent - signature

3/29/22  
Date

  
Chief Business Official - signature

3/29/2022  
Date

*After public disclosure of the major provisions contained in this Summary, the Governing Board, at its meeting on 4/4/2022 took action to approve the proposed Agreement with the CSEA Bargaining Unit.*

  
President, Governing Board  
(signature)

4-4-22  
Date

FOR SUBMISSION TO THE GOVERNING BOARD AND THE COUNTY SUPERINTENDENT OF SCHOOLS in compliance with the Public Disclosure requirements of AB 1200 (Statutes 1991, Chapter 1213) as revised by AB 2756 (Statutes of 2004, Chapter 25), Government Code 3547.5 & 3540.2.

**SUMMARY OF PROPOSED AGREEMENT**

BETWEEN THE  SCHOOL DISTRICT  
 WITH THE  BARGAINING UNIT (BU)

To be acted upon by the Governing Board at its meeting on :	(enter Date)	<input type="text" value="4/4/2022"/>
Budget Revisions to be INPUT no later than 45 days after approval: ( <i>will calc + 45 days</i> )		<input type="text" value="5/19/2022"/>
Estimated Agreement Payment Date	(enter Date)	<input type="text" value="4/30/2022"/>

**GENERAL**

**Section 1: STATUS OF BARGAINING UNIT AGREEMENTS**

*This document is REQUIRED whenever a NEW or AMENDED agreement is ratified.*

If this Public Disclosure is not applicable to all of the District's bargaining units, indicate the current status (whether settled or pending settlement) of the remaining units:

*(Separate disclosures should be made for each bargaining unit agreement)*

	# FTE Represented
Certificated: <input type="text" value="Enter Name of BU - Status"/>	<input type="text" value="0.0"/>
Classified: <input type="text" value="CSEA"/>	<input type="text" value="85.3"/>

**Section 2: PERIOD OF AGREEMENT**

The proposed agreement covers the period beginning on:	(enter Begin Date)	<input type="text" value="7/1/2021"/>
and ending on:	(enter End Date)	<input type="text" value="6/30/2023"/>

If this agreement is part of a multi-year contract, indicate ALL fiscal years covered:

Fiscal Years:	<input type="text" value="21/22"/>	<input type="text" value="22/23"/>	
Reopeners: Yes or NO ?	<input type="text" value="No"/>	<input type="text" value="Yes"/>	
<i>if Yes, what Areas?</i>	<input type="text" value="In 22/23, all articles are open except salaries and health and welfare"/>		

**COMPENSATION PROVISIONS**

**Section 3: SALARIES: PERCENTAGE CHANGE IN SALARIES IN PROPOSED AGREEMENT:**

The proposed agreement includes the following costs for salaries for the above-mentioned Bargaining unit:

Current Year Salary Cost Before Settlement (Based on Year to Date (YTD) Actuals Projected through 6/30):	<input type="text" value="\$ 4,345,854.00"/>
Current Year Salary Cost After Settlement (Include any retroactive pay increases or (decreases) or one time bonuses/stipends or (reductions), as applicable):	<input type="text" value="\$ 4,562,989.00"/>
Total Cost Increase or (Decrease):	<input type="text" value="\$217,135.00"/>
Percentage Increase or (Decrease):	<input type="text" value="5.00%"/>

**SALARY CHANGE FOR AN AVERAGE, REPRESENTED EMPLOYEE FROM PRIOR YEAR**  
 (Includes annual step/column movement on schedule):

Salary Increase or (Decrease) % increase or (decrease) to existing schedule	<input type="text" value="5.00%"/>	per employee
% increase or (decrease) for one-time bonus/stipend or (salary reduction)	<input type="text" value="0.00%"/>	per employee
Step & column average % annual change over the prior year schedule	<input type="text" value="2.30%"/>	per employee
<b>TOTAL PERCENTAGE CHANGE FOR AVERAGE REPRESENTED EMPLOYEE</b>	<input type="text" value="7.30%"/>	per employee

Indicate Change in # of Work Days, Furlough or Additional, Related to % Change	<input type="text" value="0"/>
Indicate Total # of Work Days to be provided for fiscal year:	<input type="text" value="0"/>
Indicate Total # of Instructional Days to be provided for fiscal year:	<input type="text" value="0"/>

**SUMMARY OF PROPOSED AGREEMENT**

BETWEEN THE Lowell Joint SCHOOL DISTRICT

**Section 4: BENEFITS: PERCENTAGE CHANGE IN EMPLOYEE BENEFITS IN PROPOSED AGREEMENT:**

The proposed agreement includes the following costs for employee statutory and health/welfare benefits:

Statutory Benefits: *(object 3XXX less 34XX)*

(STRS, PERS, Workers Compensation, Unemployment Insurance, Social Security, Medicare)

Total Statutory Benefit Costs:

Current Costs:	\$ 968,203.00
Proposed Costs:	\$ 1,016,578.00
Total Cost Increase or (decrease):	\$48,375.00
Percentage Change:	5.00%

District Health and Welfare Plans - *Object 34XX* (Medical, Dental, Vision, Life Insurance, Other)

Total Health and Welfare Costs:

Current Costs:	\$ 698,545.00
Proposed Costs:	\$ 719,741.00
Total Cost Increase or (decrease):	\$21,196.00
Percentage Change:	3.03%

**Indicate if Health/Welfare Benefits are Capped: (Include details such as different caps per health plans or any super composite rates. Also, indicate if cap includes health benefits only or also other insurances.)**

Floating cap on Kaiser Family for all employee groups. This is unchanged from prior years. This cap includes dental, vision and life insurance as well. Current cap of \$22,409 is 20/21 cap, and \$23,490 is the current year cap.

Current Cap:	\$ 22,409.00	
Proposed Cap:	\$ 23,490.00	
Average Capped Amount increase or (decrease) per employee	\$1,081.00	4.82%

**TOTAL COST OR (SAVINGS) OF COMPENSATION CHANGES  
(REGARDLESS OF WHETHER PREVIOUSLY BUDGETED IN WHOLE OR IN PART)**

**Section 5: TOTAL COST INCREASE OR (SAVINGS) FOR SALARIES AND BENEFITS IN THE PROPOSED AGREEMENT:**

Current Year Combined Cost Before Settlement: *(data pulls from above)*

(Based on YTD Actuals Projected through 6/30 and current agreement)

Salaries	\$ 4,345,854.00	
Benefits	\$ 1,666,748.00	
Total:		\$ 6,012,602.00

Current Year Cost After Settlement: *(data pulls from above)*

(Include any retroactive pay increases or (decreases) or one-time bonuses/stipends or (reductions)):

Salaries	\$ 4,562,989.00	
Benefits	\$ 1,736,319.00	
Total:		\$ 6,299,308.00

<b>TOTAL COST INCREASE OR (DECREASE)</b>	\$286,706.00
<i>(This amount should tie to the multiyear projection sections for 1XXX-3XXX)</i>	
<b>PERCENTAGE CHANGE</b>	4.77%
<b>1% CHANGE IN SALARY AND STATUTORY BENEFIT COSTS (prior to any settlements):</b>	\$ 53,140.57

**SUMMARY OF PROPOSED AGREEMENT**

BETWEEN THE

Lowell Joint

SCHOOL DISTRICT

**OTHER PROVISIONS (COMPENSATION AND NON-COMPENSATION)**

**Section 6:** The following are additional compensation and non-compensation provisions contained in the proposed agreement: (Indicate, IN DETAIL, the terms of the agreement covered in each section)

**A. OTHER COMPENSATION: Off-Schedule Stipends/Bonuses, Reductions, etc. (amounts, staff affected, total cost and/or savings).**

Additional compensation as of 7/1/22, RSP classroom aides will increase by 15 minutes per day, for a total of 5.5 hours per day, making them eligible for pro-rated health benefits. Also, office managers work years will increase by 3 days in 22/23.

**B. NON-COMPENSATION: Class Size Changes (indicate before and after class sizes/grades affected; and, if applied for CDE waiver (attach copy)), Staff Development Days, Teacher Prep Time, etc..**

N/A

**C. REOPENERS, CONTINGENCY AND/OR RESTORATION LANGUAGE: Describe specific areas identified for Reopeners, Contingency, and/or Restoration (include triggers and timing). Provide copy of Board Action to BAS upon approval.**

The entire contract will be open in 22/23 with the exception of salaries and health benefits.

**Section 7: State Minimum Reserve Standard Calculation:**

Total Expenditures and Other Uses: *(pulls from MYP Sec. 9)*  
 Minimum State Reserve Percentage (input %)  
 Minimum State Reserve Requirement: *(Formula includes Total Exp/Uses x Minimum Reserve %)*

\$	39,376,938.00
	3%
\$	1,181,308.14

**FISCAL IMPACT IN CURRENT AND TWO SUBSEQUENT FISCAL YEARS**

**Section 8:** Date of governing board approval of budget revisions in Section 9, Col.2 (below) in accordance with E.C. 42142 and Government Code 3547.5. (Pulls from above Governing Board Date plus 45 days)

5/19/2022

Provide proof that board-approved budget revisions have been input within 45 days. Date budget revisions input/BT #'s:

BT #'s: 3/7/2022

If the board-approved revisions input are different from the proposed budget adjustments in Col. 2 provide a detailed explanation of differences.

	2020/21	2020/21	2021/22	2021/22	2022/23	2022/23	2023/24	2023/24	COMMENTS
Enrollment (CALPADS)	3,139.00	3,047.00	3,047.00	3,017.00	3,017.00	3,017.00	3,017.00	3,017.00	District enrollment / ada projections: DECLINING by 30 in 22/23; Seat attendance returns to 97.4 from 95.2 in 22/23
Enrollment / P2 ADA District Projected	0.974	0.952	0.952	0.979	0.979	0.979	0.979	0.979	
ADA Funded ADA County ADA Total Funded ADA	3,056.00	2,902.00	2,902.00	2,953.55	2,953.55	2,953.55	2,953.55	2,953.55	District experienced declining enrollment and ADA in 21/22 County ADA funded LCFF paid through district general ledger
[Does not include County ADA]	6.19								
County ADA	3,061.91			3,055.72	2,953.55	2,953.55	2,953.55	2,953.55	
Total Funded ADA	0.28			(153.72)					Projecting continued declining enrollment, but return to normal seat attendance in 22/23, flat in 23/24
District ADA Growth / Decline from funded									
LCFF Per ADA Amount									
Federal Revenue									
Deferred Revenue									
Prior Year Accruals									
Significant Programs									
Title I (Resource 3010)	439,885.00	516,466.00	516,466.00	337,040.00	337,040.00	337,040.00	337,040.00	337,040.00	ongoing funding (deferred rev shown in 21/22)
Federal IDEA (Resource 3310)	640,156.00	642,093.00	642,093.00	642,093.00	642,093.00	642,093.00	642,093.00	642,093.00	ongoing funding (annual contribution required)
IDEA - Part B, Prschl Grnt - (Resource 3315)	18,758.00	19,113.00	19,113.00	19,113.00	19,113.00	19,113.00	19,113.00	19,113.00	ongoing funding (annual contribution required)
Title II, Part A (Resource 4035)	110,281.00	152,617.00	152,617.00	72,427.00	72,427.00	72,427.00	72,427.00	72,427.00	ongoing funding (deferred rev shown in 21/22)
Title III LEP (Resource 4203)	42,815.00	52,370.00	52,370.00	25,326.00	25,326.00	25,326.00	25,326.00	25,326.00	ongoing funding (deferred rev shown in 21/22)
Special Education Revenue									
State (Resource 6500)	2,078,866.00	2,206,778.00	2,206,778.00	2,554,778.00	2,554,778.00	2,554,778.00	2,364,778.00	2,364,778.00	Includes COLA estimates in out years Reimbursement from sepa "Out of Home Care" funds for Foster/Adopted student related services - psych and counseling interns SELPA Mental Health expenses eligible for reimbursement
State (Resource 6502)	190,351.00	310,266.00	310,266.00	310,266.00	310,266.00	310,266.00	310,266.00	310,266.00	
State (Resource 6546/formerly 6512 in 20/21)	343,895.00	203,391.00	203,391.00	203,391.00	203,391.00	203,391.00	203,391.00	203,391.00	
Class Size Reduction K-3 24:1 Progress Made?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
State Revenue									
Deferred Revenue									
Prior Year Accruals									
Significant Programs									
Lottery									
Prop 20 ADA / (Resource 6300, Object 8560)	172,345	172,345	172,345	172,345	172,345	172,345	172,345	172,345	Lottery Projection funded on prior year ada, increased 1.0446% @\$49 per ada (plus minor py air excess)
Non Proj ADA / (Resource 1100, Object 8560)	488,311	488,311	488,311	488,311	488,311	488,311	488,311	488,311	Lottery Projection funded on prior year ada, increased 1.0446% @ \$150 per ada (plus minor py air excess)
Mandated Costs	98,524.00	100,222.00	100,222.00	100,222.00	100,222.00	100,222.00	100,222.00	100,222.00	Mandate Block Grant
Local Revenue									
General Fund									
Lease / Rental Income in Fund 40 (obj 8650)	695,265.00	600,000.00	600,000.00	600,000.00	600,000.00	600,000.00	600,000.00	600,000.00	Maybrook Campus lease to Heights Christian terms 6/30/19 Lease / Rental Income is recorded in Fund 40; Maybrook campus vacant 7/19 - use for interim housing during modernization; WCHS continues at Starbuck property
Transfers (Object 8919)	300,000.00	300,000.00	300,000.00	300,000.00	300,000.00	300,000.00	300,000.00	300,000.00	Fund 40 supports Deferred Maintenance Program in Fund 14 @ \$300k
Fund 13									
Fund 21									
Transfers (Object 7619)	300,000.00	300,000.00	300,000.00	300,000.00	300,000.00	300,000.00	300,000.00	300,000.00	Fund 01 to Fund 13 for bad debt annually (COVID reprieve for 2021 and 21/22)
Fund 01									
Fund 40									
LUSD 2122 MYP SI ASSUMPTIONS.xlsx									
MYP--ASSUMPTIONS									
3/29/2022									



	18-19	19-20	20-21	21-22	22-23	23-24
	UA	UA	UA	SI	Projected	Projected
	2.71%	3.26%	0.00%	5.07%	6.17%	3.61%
	(\$000)	(\$000)	(\$000)	(\$000)	(\$000)	(\$000)
LCFF COLA						
Income	32,044	32,640	35,642	38,076	38,420	39,739
Expenditures	29,869	30,944	32,073	39,377	39,854	40,700
Net Operating	2,175	1,696	3,569	(1,301)	(1,434)	(961)
Other Sources/Uses	(856)	(286)	0	0	0	0
<b>Net Fund Balance Change gain/(loss)</b>	<b>1,319</b>	<b>1,410</b>	<b>3,569</b>	<b>(1,301)</b>	<b>(1,434)</b>	<b>(961)</b>
Beginning Balance 7/1	6,036	7,355	8,765	12,334	11,033	9,599
<b>Ending Balance 6/30</b>	<b>7,355</b>	<b>8,765</b>	<b>12,334</b>	<b>11,033</b>	<b>9,599</b>	<b>8,637</b>

Fund Balance Components						
Stores/Revolving Cash	10	10	10	10	10	10
Committed	0	0	0	0	0	0
Restricted - Categorical Funds	556	360	1,057	507	507	507
Designations (Board Restricted (i.e. schools carryover, etc.)	2,939	3,307	9,663	2,138	2,138	2,138
Amount Needed to meet Reserve (5%)	1,493	1,562	1,604	1,969	1,993	2,034

Amount Above/(Below) Desired Reserve Level	2,357	3,526	0	6,409	4,951	3,948
Percentage of Reserves Available	8%	11%	0%	16%	12%	10%
<b>ASSIGNED AMOUNTS :</b>						
Chrome and Textbooks				2,038		
GASB-Retiree HW				0		
OCDE Transition				100		
Site Carryover (Year End Only)				0		
Future Program Operations				0		
Unfunded Liabilities				0		
<b>TOTAL</b>				<b>2,138</b>		

**SALARY INCREASES/DECREASES YEAR:**  
 0.0% 2021/22  
 3.9% 2022/23  
 0.0% 2023/24

<b>21/22 Income rolled forward</b>	38,076	object
LCFF funded on 21/22 ADA due to declining enrollment	8000	
LCFF Increase COLA @ 6.17%	1,011	8000
21/22 ADA - Loss of 143 ada down 92 enrolled and seat attendance drop from 97% to 95%	8000	
22/23 ADA - Assume loss of addl 30 ADA and seat att % returns to 97.4%, net increase of 40.55 ADA	343	8700 R
Add 6.17% COLA Special Ed per SELPA calculations, declining enrollment	(507)	8500 R
Remove in Person Instruction Revenue received in 21/22	(608)	8280 R
Remove LADDPH Grant - paid for mostly existing salaries and benefits so no expenditure savings		
lie to secs myp		
<b>22/23 Projected Income</b>	<b>38,420</b>	

object summary
1,011 8010-8088
(508) 8100-8288 R
(507) 8300-8588 R
348 8600-8798 R
344

344 cross foot
0 okay

<b>21/22 expenses rolled forward (EXCLUDE TRANSFERS OUT)</b>	39,377	object
<b>PROJECTED INCREASES</b>	948	1000
Reduce 1.0 Teaching FTE due to declining enrollment ?	(85)	1000
Add 1.0 FTE for Dual Language Program (Grade 4)	85	1000
Savings from 2 teacher retirements/attrition @ \$25k per ft	(50)	1000
Assume Special education encroachment increases \$	100	5000
Add Ed Portal Principal \$AB	150	1000
Step/columbi all lie; no retiree savings (1.4%) Assume column cost of \$110,000	312	1000
Step/longevity cost 1.8%	91	2000
Step/longevity mtrs 0.7%	25	2000
H&W increase above prior year - all employees 6%	259	3000
remove restricted carryover-assumed fully spent in 21/22	(1,057)	4000 R
remove school site and miss grant - assume fully spent in 21/22	(472)	4000
STRS Rate increase of 2.18% to 19.10% total	279	3000
PERS Rate increase of 3.19% to 25.1% total	109	3000
STRS/PERS Rate increase combined (Management)	72	3000
Remove \$440k deposit to liability trust; add \$100k annual deposit to trust	(340)	3000
add 3.69% for CPI on unrestricted objects 4-7	103	5000
<b>Remove LACOE contract costs for peoplesoft, poprods, abase, etc.</b>	(50)	4000
Add Special Ed funding increase to restricted program	348	4000 R
Remove Chromebook Expense	(400)	4000
Removed from restricted expense covered by LADDPH grant in 21/22	(508)	4000 R
Add back unrestricted expense covered by LADDPH grant in 21/22	508	4000
Assume out of district placements remain the same	0	4000
Add Nov. 2022 election expense	50	5000
Tie to SACS MYP	5000	
<b>TOTAL</b>	<b>39,854</b>	
Transfers out to DM or cafeteria fund	0	
<b>TOTAL</b>	<b>39,854</b>	

object summary
1,360 1000
116 2000
379 3000
(1,631) 4000 R=(-1,217), U=(-414)
253 5000
477

477 cross foot
0 okay

4000 object recon UR v R
348 R
(508) R
(1,057) R
(1,217) Net
(472) U
(50) U
(400) U
508 U
(414) Net
(1,531) Grand Total





LOWELL JOINT SCHOOL DISTRICT

	18-19 UA	19-20 UA	20-21 UA	21-22 SI	22-23 Projected	23-24 Projected
<b>UNRESTRICTED FUNDS</b>						
Income	28,089	28,823	28,281	29,607	30,618	32,127
Expenditures	24,482	24,858	24,338	26,822	26,316	29,162
Net Operating	3,607	3,965	3,943	2,985	2,302	2,965
Other Sources/Uses	(2,630)	(1,887)	(1,442)	(3,736)	(3,736)	(3,926)
Net Fund Balance Change	977	1,978	2,501	(751)	(1,434)	(961)
Beginning Balance	5,819	6,797	8,775	11,276	10,525	9,091
Ending Balance	6,796	8,775	11,276	10,525	9,091	8,129
<b>RESTRICTED FUNDS</b>						
Income	3,955	3,817	7,361	8,469	7,802	7,612
Expenditures	5,387	6,085	7,735	12,755	11,538	11,538
Net Operating	(1,432)	(2,268)	(374)	(4,286)	(3,736)	(3,926)
Other Sources/Uses	1,774	1,701	1,442	3,736	3,736	3,926
Net Fund Balance Change	342	(566)	1,068	(550)	-	-
Beginning Balance	214	556	(11)	1,057	507	507
Ending Balance	556	(12)	1,057	507	507	507

SUMMARY OF PROPOSED AGREEMENT

BETWEEN THE

Lowell Joint

SCHOOL DISTRICT

**Section 10: MULTI-YEAR CONTRACT AGREEMENT PROVISIONS:** The proposed agreement contains the following COLAs and other compensation/non-compensation provisions for subsequent years as follows *(text pulls into disclosure)*: Send copy of final Agreement to BAS upon Board Approval

3.5% across the board salary increase in 22/23. Also in 22/23, Increase of 15 minutes per day for RSP instructional aides, and increase of 3 days to office manager work year.

**Section 11: FINANCIAL IMPACT OF PROPOSED AGREEMENT IN SUBSEQUENT FISCAL YEARS:** The following assumptions were used to determine that resources will be available to fund these obligations in future fiscal years. (Include any compensation/noncompensation provisions specified below.) *(text pulls into disclosure)*:

COLA of 6.17% in 22/23. 6% increase in h7w premiums. Additional assumptions are outlined in the attached MYP assumptions page.

**Section 12: NARRATIVE OF AGREEMENT:** Provide a brief narrative of the proposed changes in compensation or health premiums, including percentage changes, effective dates, and comments and/or explanations. *(text pulls into disclosure)*:

Effective 7/1/21, salary is increased by 5%. Effective 7/1/22, salary is increased by 3.5%. In 22/23, RSP instructional aides are increased by 15 minutes per day (to total 5.5 hours per day, same as SDC aides), and the office manager work year is extended by 3 days.

**Section 13: SOURCE OF FUNDING FOR PROPOSED AGREEMENT:** Provide a brief narrative of the funds available in the current year to provide for the costs of this agreement. *(text pulls into disclosure)*:

LCFF funds and unrestricted reserves will be used to fund this two year agreement. The planned deficit spending is 3.6% in 22/23. 21/22 deficit spending will not be as great as reflected when the fiscal year is closed due to the legally and locally restricted carryover currently budgeted, that will not be spent, overstates the current year deficit spending.

**SUMMARY OF PROPOSED AGREEMENT**

BETWEEN THE

Lowell Joint

SCHOOL DISTRICT

**ADDITIONAL FISCAL INDICATORS- CRITERIA AND STANDARDS A.5.**

This section is in response to the Criteria and Standards Additional Fiscal Indicators #A.5., which asks: "Has the district entered into a bargaining agreement where any of the budget or subsequent years of the agreement would result in salary increases that are expected to exceed the projected state cost of living adjustment."

**Section 14: COMPARISON OF PROPOSED AGREEMENT TO CHANGE IN DISTRICT LOCAL CONTROL FUNDING FORMULA (LCFF):**

(A)	Current-year (CY) LCFF Average Rate per ADA: (CY LCFF Entitlement per ADA, FCMAT LCFF Calculator, Calculator Tab, Row 79)	Estimated \$9,456.00
(B)	Less Prior-Year (PY) LCFF BASC Calculator Rate per ADA: (PY LCFF Entitlement per ADA, FCMAT LCFF Calculator, Calculator Tab, Row 79)	\$8,930.00
(C)	= Amount of Current-Year Increase or (decrease): (A) minus (B)	526.00
(D)	= Percentage Increase or (decrease) in LCFF per ADA: (C) divided by (B)	5.89%
(E)	ADA Increase/(Decrease) from Prior Year as % Current year P-2 LCFF funded ADA (greater of PY guarantee or current year)	0.00%
	Prior Year P-2 LCFF funded ADA (greater of PY guarantee or current year)	3,056.49
		3,056.49
(F)	Total LCFF % increase or (decrease) plus ADA % change	5.89%
(G)	Indicate Total Settlement Percentage Change from Section 5	4.77%

If proposed agreement % on Line G is greater than Line F, please provide explanation below:

N/A

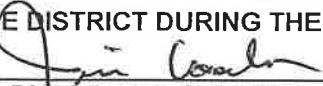
**CERTIFICATION**


To be signed by the **District Superintendent AND Chief Business Official upon submission to the Governing Board** and by the **Board President upon formal Board action** on the proposed agreement.

**Districts with a Qualified or Negative Certification** : Per Government Code 3540.2, signatures of the District Superintendent and Chief Business Official must accompany the Summary Disclosure sent to the County Superintendent for review **10 days prior to the board meeting that will ratify the agreement**.

The information provided in this document summarizes the financial implications of the proposed agreement and is submitted to the Governing Board for public disclosure of the major provisions of the agreement (as provided in the "Public Disclosure of Proposed Collective Bargaining Agreement") in accordance with the requirements of AB 1200, AB 2756, GC 3547.5, and GC 3540.2.

**WE HEREBY CERTIFY THAT THE COSTS INCURRED BY THE SCHOOL DISTRICT UNDER THIS AGREEMENT CAN BE MET BY THE DISTRICT DURING THE TERM OF THE AGREEMENT.**

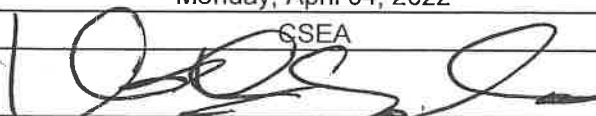
  
District Superintendent - signature

  
Chief Business Official - signature

3/29/22  
Date

3/29/2022  
Date

After public disclosure of the major provisions contained in this Summary, the Governing Board, at its meeting on Monday, April 04, 2022 took action to approve the proposed Agreement with the Bargaining Unit.

  
CSEA  
President, Governing Board - signature

4-4-22  
Date

## LOWELL JOINT SCHOOL DISTRICT

### NOTICE OF PUBLIC HEARING

### NOTICE OF CONSIDERATION

**NOTICE IS HEREBY GIVEN** that the Board of Trustees (“Board”) of the Lowell Joint School District (“School District”) at its regular Board meeting to be held in the Board Room at the District Office, 11019 Valley Home Avenue, Whittier CA, on Monday, April 4, 2022, pursuant to California Environmental Quality Act (CEQA) Fish and Game Code Section 711.4 (a), (b), (c), and (e) Ord. 91-0225 ~1, 199, is hereby providing notice of Public hearing for interested parties. Under the voter’s approval of Measure LL, the District has been authorized to upgrade and modernize its five elementary schools and one intermediate school. The District has filed a Notice of Exemption with the Orange County Clerk.

The Lowell Joint School District will be undertaking a construction project of minor work to existing buildings to complete venting and condensate lines for an HVAC system, removal and replacement of roofing materials and installation of a new Fire Alarm system on existing buildings at:

MEADOW GREEN ELEMENTARY SCHOOL  
12025 Grovedale Drive  
Whittier, CA 90604

which will commence on or about June 3, 2022

The “project” consists of the operation, repair, maintenance, permitting, leasing, licensing, or minor alterations of existing public structures, facilities mechanical equipment or topographical features, involving negligible or no expansion of use beyond that existing at the time of the agency’s determination. This notification will be posted on the District’s website upon Board approval and at the work site.

Questions and/or comments can be made during the regularly scheduled April 4, 2022 Board Meeting during the Comments from the Public. The Notice of Public Hearing was published in the Orange County Register on March 23, and March 30, 2022

Should you wish, inquiries and comments can be directed to David Bennett, Assistant Superintendent, Facilities and Operations, [dbennett@ljsd.org](mailto:dbennett@ljsd.org) or by calling (562) 902-4291

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David Bennett, Assistant Superintendent Facilities and Operations  
Lowell Joint School District

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**LOWELL JOINT SCHOOL DISTRICT**

**RESOLUTION 2021/22 NO. 859**

**RESOLUTION ADOPTING A NOTICE OF EXEMPTION FOR  
THE MEADOW GREEN ELEMENTARY SCHOOL PROJECT**

**WHEREAS**, the Lowell Joint School District (“District”) operates Meadow Green Elementary School at 12025 Grovedale Dr., Whittier, California; and

**WHEREAS**, the District proposes a project at Meadow Green Elementary School (“Project”); and

**WHEREAS**, the proposed project consists primarily of re-roofing existing buildings, replacing existing HVAC units with rooftop units, and upgrades to the current fire alarm system;

**WHEREAS**, prior to commencement of the Project, the District must comply with the California Environmental Quality Act (“CEQA”); and

**WHEREAS**, categorical exemptions to CEQA are set forth in Article 19 of Title 14 of the California Code of Regulations (“CEQA Guidelines”); and

**WHEREAS**, the Project is exempt under CEQA Guidelines Section 15301; and

**WHEREAS**, CEQA Guidelines Section 15301, Existing Facilities, sets forth an exemption from CEQA for the operation, repair, permitting, leasing, or minor alterations of existing public structures, mechanical equipment or topographical features, involving little or no expansion of use; and

**WHEREAS**, the Project meets the criteria set by CEQA Guidelines Section 15301; and

**WHEREAS**, the District has determined that the project is not subject to the exceptions to categorical exemptions set forth in CEQA Guidelines Section 15300.2; and

**WHEREAS**, the Site is not in a sensitive environment of hazardous or critical concern; and

**WHEREAS**, the Project’s environmental effects of known successive projects of the same type, and the environmental effects caused by other District projects including Maybrook, El Portal, Olita, and Macy Elementary Schools, over time, are not environmentally significant and cumulatively considerable; and

**WHEREAS**, the District is unaware of any unusual circumstances that would result in a reasonable possibility that the project will have significant effect on the environment; and

**WHEREAS**, the Project will not damage scenic resources within a highway officially designated as a State scenic highway; and

**WHEREAS**, the Site does not appear on a list compiled pursuant to Government Code Section 65962.5 due to historic contamination; and

**WHEREAS**, the Project will not cause a substantial adverse change in the significance of a historical resource.

**NOW, THEREFORE**, the Board of Education of the Lowell Joint School District hereby resolves as follows:

1. That the above recitals are all true and correct.
2. That the District has considered whether the Project may have a significant effect on the environment.
3. That the District has concluded that the Project will not have a significant effect on the environment.
4. The District adopts the Notice of Exemption (NOE) and incorporates the NOE by reference as fully set forth herein.
5. That the Project is subject to CEQA Guidelines Section 15301 and is not subject to any exemptions found in CEQA Guidelines Section 15300.2 and is therefore exempt from CEQA.
6. That the District approves the project.
7. That the District Superintendent, or Designee, is instructed to file and/or record a Notice of Exemption from the California Environmental Quality Act, consistent with this Resolution with any and all appropriate public agencies or entities, subject only to minor, non-substantive revisions, if necessary.
8. That this Resolution shall take effect immediately upon its adoption.

**APPROVED AND ADOPTED** this 4<sup>th</sup> day of April, 2022, by the following vote:

**AYES:** Melissa A. Salinas, Karen L. Shaw, Anastasia M. Shackelford, William A. Hinz,  
Anthony A. Zegarra

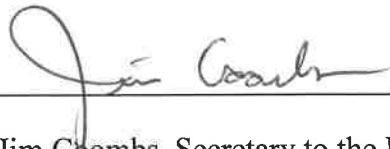
**NOES:** None

**ABSTAIN:** None

**ABSENT:** None

I, Jim Coombs, Secretary to the Board of Trustees of the Lowell Joint School District of Los Angeles and Orange Counties, California, hereby certify that the above and foregoing resolution was duly and regularly adopted by the said Board at a regular meeting thereof held on the 4<sup>th</sup> day of April, 2022, and passed by a unanimous vote of those present.

**IN WITNESS WHEREOF**, I have hereunto set my hand and seal the 4<sup>th</sup> day of April, 2022.

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

Jim Coombs, Secretary to the Board of Trustees



**LOWELL JOINT SCHOOL DISTRICT**

**RESOLUTION 2021/22 NO. 860**

**RESOLUTION APPROVING GUARANTEED MAXIMUM PRICE (GMP)  
FOR THE MEADOW GREEN ELEMENTARY SCHOOL PROJECT  
TO ERICKSON-HALL CONSTRUCTION**

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

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

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

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

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

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

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

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

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

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

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

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

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

**Section 3.**     Award of Pre-construction Services Agreement. The District's Board of Education hereby awards Pre-construction Services Agreements included in the RFP to Contractor for Meadow Green Elementary School, for an amount not to exceed \$18,500.

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

**Section 5.**     Guaranteed Maximum Price. After pre-construction services were completed, and subcontractors selected by the Contractor for the Projects, the guaranteed maximum price shall be \$5,732,107 for the Project. 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 4th day of April, 2022, by the following vote:

AYES: Melissa Salinas, Karen Shaw, Anastasia Shackelford, William Hinz, Anthony Zegarra

NOES: none

ABSTAIN: none

ABSENT none

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, Anastacia 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 4<sup>th</sup> day of April, 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 4<sup>th</sup> day of April, 2022.



Clerk of the Board of Education  
Lowell Joint School District

LOWELL JOINT SCHOOL DISTRICT  
MARQUEE INSTALLATIONS – MULTIPLE SITES  
CUPCAA BID NO. 202122-02



# Lowell Joint School District

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*A Tradition of Excellence Since 1906*

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**MARQUEE INSTALLATION  
Multiple Locations**

**CUPCAA Project  
Bid No. 202122-02**

**Contact: Denise Soto, Facilities Secretary/Technician**

**Bid Deadline: Thursday, April 14, 2022, 2:00 p.m., PST**

**Lowell Joint School District**

**Facilities & Operations**

**11537 Grovedale Drive**

**Whittier, CA 90604**

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\* **Must be completed and submitted with bid – no exceptions.**

\*\* Will be executed by successful bidder after award of bid, but before contract award is effective.

\*\*\* Guarantee to be provided upon completion of each project.

**I. CUPCCAA NOTICE CALLING FOR BIDS**

For Marquee Installation at multiple District locations

District intends to meet DVBE participation goals

District: Lowell Joint School District

Project: **Bid No. 202122-02**  
**Marquee Installations**

License Requirement: **Class B – General Building Contractor**

Subcontractor License Requirements:

C-5 Framing and Rough Carpentry

C-8 Concrete

C-10 Electrical

C-12 Earthwork and Paving

C-45 Sign

Bid Deadline: **Thursday, April 14, 2022, 2:00 p.m., PST**

Place of Bid Receipt: Lowell Joint School District  
Facilities & Operations  
11537 Grovedale Drive  
Whittier, CA 90604

Business Hours: 7:00 a.m. to 3:30 p.m. M-F

NOTICE IS HEREBY GIVEN that Lowell Joint School District of Los Angeles County, California, acting by and through its Board of Trustees, hereinafter referred to as "District," will receive up to, but not later than, the above-stated bid deadline, sealed bids at the place identified above for the award of a contract for the above Project.

In accordance with the provisions of Business and Professions Code Section 7028.15 and Public Contract Code Section 3300, District requires that the bidder possess the required classification(s) of contractor's license(s) at the time the bid is submitted: **Classification "B" General Building Contractor**. Any bidder not so licensed at the time of the bid opening will be rejected as nonresponsive.

Bid Documents can be downloaded from the District website at:

<https://www.ljsd.org/Departments/Facilities-and-Operation-Services/Bids-and-RFPs/index.html>

Bidder requests for information/clarification: All requests for information and/or clarification regarding the Bid documents shall be submitted in writing via e-mail to Denise Soto, Facilities Secretary/Technician, at [dsoto@lisd.org](mailto:dsoto@lisd.org). All requests must be submitted no later than **Thursday, April, 2022, 2:00 p.m., PST**. Any request made after such date shall not be addressed.

Bids shall be received at the place identified above, and shall be opened and publicly read aloud at the above-stated time and place. Each bid must conform and be responsive to the bid documents.

Each Bidder will need to comply with Senate Bill 854 (“SB854”) including, but limited to, registration with California Department of Industrial Relations (“DIR”). The DIR’s website is <http://www.dir.ca.gov>. Each contractor and subcontractor should carefully review the DIR website for all applicable requirements to be eligible to bid on this project and if needed should consult with an attorney.

Copies of the wage rate determinations, entitled Prevailing Wage Scale, are available at the following website: [www.dir.ca.gov](http://www.dir.ca.gov). It shall be mandatory upon the successful bidder to whom the contract is awarded, and upon any subcontractor listed, to pay not less than the said specified rates to all workers employed by them for the Project.

Each bid shall be accompanied by a bid security in the form of a certified or cashier's check payable to the District, or bid bond in an amount equal to at least 10% (ten percent) of the bidder’s total bid amount as a guarantee that the bidder, if its proposal is accepted, shall promptly execute the Agreement form, furnish a satisfactory Faithful Performance Bond in an amount of \$75,000, furnish a separate and satisfactory Payment Bond in an amount equal to 100% (one-hundred percent) of the contract amount, and furnish certificates evidencing that the required insurance is in effect in the amounts set forth in the general conditions. In the event of failure to enter into the contract and execute the required documents, such bid security will be forfeited.

No bidder may withdraw any bid for a period of 60 (sixty) calendar days after the date set for the opening of bids. District reserves the right to reject any or all bids or to waive any irregularities or informalities in any bids or in the bidding process.

A **mandatory Pre-bid Conference** will be held on **Tuesday, April 5**, beginning at **11:00am** at the following school sites:

- 11:00 – 11:15am: Macy Elementary School** 2301 W. Russell St., La Habra, CA
- 11:30 – 11:45am: El Portal Elementary School** 200 N. Nada, La Habra, CA
- 12:00 – 12:15pm: Olita Elementary School** 950 S. Briercliff Dr., La Habra, CA
- 12:30 – 12:45pm: Rancho Starbuck Intermediate** 16430 Woodbrier Dr., Whittier, CA

By order of the Governing board of the Lowell Joint School District of Los Angeles County.

## **II. SCOPE OF WORK**

- A. Furnish Division of State Architect (DSA) approved plans for the fabrication of a 4'x8' cabinet and installation of owner furnished Optec display boards for wall mount and single-pole marquees.
- B. Provide labor and materials to fabricate cabinets for owner furnished Optec display boards. (Display board specifications included below).
- C. Install wall mount and single pole marquees per DSA approved plans. This includes structural reinforcement necessary for cabinet attachment to existing exterior walls and attachment to existing electrical power as well as all footings and attachments of single-pole sign
  - a. Bottom edge of wall mount sign is to be 6 feet from the ground and centered on wall per District.
  - b. Bottom edge of single-pole sign is to be 8 feet from the ground in pre-determined, District provided locations.

Work to be scheduled between May 2, 2022 and July 31, 2022

### **III. SPECIFICATIONS**

#### **Part I. General**

##### **1.01 General Conditions**

- A. The contractor shall provide all materials, labor, tools and supplies to perform work except as noted in Section 3.04.
- B. The contractor shall cooperate with the property owner's representative in every way, which shall include conducting the work and at a time as agreed upon.
- C. Damage to existing property, of any nature, caused by the Contractor shall be repaired to the satisfaction of the owner at the Contractor's expense.

##### **1.02 Sign Attachment**

- A. Sign attachment for all sites follow:
  - a. Macy Elementary – Single-Pole
  - b. El Portal Elementary – Wall-Mount
  - c. Olita Elementary – Single Pole
  - d. Rancho Starbuck Intermediate – Wall-Mount
- B. The owner must approve cabinet fabrication prior to installation.

#### **Part II. Products and Handling**



## 2.01 Materials

- A. Materials shall be pure, unadulterated, first quality and shall be delivered to the project in original unbroken packages bearing the makers name and brand number.
- B. Materials shall comply with all current requirements of the Environmental Protection Agency, the appropriate Air Pollution Control District, and all other local, state, or Federal agencies.

## 2.02 Product Handling

- A. Contractor shall provide for owner to have on-site material storage container or room. The storage areas, rooms, or containers will be moved as directed by the owner.

## 2.03 Owner Furnished Products

### A. Single Sided Unit

<i>Optec Model:</i>		<i>HB 10mm SMD Full Color</i>	
<b>Display Specifications</b>		<b>Standard Features</b>	
Product Line:	Infinity	Dimming Levels:	100 - Auto & Manual
LED Pixel Pitch:	10.0mm	Dimming/Temp. Sensor:	Included
Matrix Size:	120 x 256	Crate:	Included
Viewing Area:	3' 11 1/4" x 8' 4 13/16"	Software:	MeCloud
Cabinet Size:	3' 11 1/4" x 8' 4 13/16" x 6 11/16"	Software Upgrade:	5 Years Software Upgrades
Color:	RGB	Software Training:	Webinar
Color Processing:	RGB 281 Trillion Levels-M	<b>Electrical &amp; Venting Requirements</b>	
LED's per pixel:	Red: 1 Green: 1 Blue: 1	AC Power Required:	Single Phase 120V or 240V 50/60Hz
Total # of LED's:	92160	Total Boot Up Amps* (120V):	17.2
Character Size:	2.75 Inches	Regular Operating Amps* (120V):	4.97
# of Lines/Char. Line:	17 line(s), 42 characters	Example Electrical Cost* (120V):	US\$0.78/Day
Brightness:	8000 NIT's (+5%)	Venting Requirement*:	328.29 CFM
Viewing Angle:	160 Degrees Horizontal	<b>Terms of Purchase</b>	
Display Configuration:	Single Face (1 Cabinet - Master)	FOB:	Ontario, CA
Maintenance Door:	Front	Payment Term:	50% Deposit, 50% Prior to Shipment
Cabinet Design:	Module	Delivery Lead Time*:	8 - 10 Weeks
Display Net Weight:	393.94 lbs. per face (+/- 10%)	Warranty*:	5 Year Parts Warranty (Cell Modem carries a 5 year part warranty)
Ventilation:	Rear Vent		

### B. Dual Sided Unit

<i>Optec Model:</i>		<i>HB 10mm SMD Full Color</i>	
<b>Display Specifications</b>		<b>Standard Features</b>	
Product Line:	Infinity	Dimming Levels:	100 - Auto & Manual
LED Pixel Pitch:	10.0mm	Dimming/Temp. Sensor:	Included
Matrix Size:	120 x 256	Crate:	Included
Viewing Area:	3' 11 1/4" x 8' 4 13/16"	Software:	MeCloud
Cabinet Size:	3' 11 1/4" x 8' 4 13/16" x 6 11/16"	Software Upgrade:	5 Years Software Upgrades
Color:	RGB	Software Training:	Webinar
Color Processing:	RGB 281 Trillion Levels-M	<b>Electrical &amp; Venting Requirements</b>	
LED's per pixel:	Red: 1 Green: 1 Blue: 1	AC Power Required:	Single Phase 120V or 240V 50/60Hz
Total # of LED's:	184320	Total Boot Up Amps* (120V):	34.3
Character Size:	2.75 Inches	Regular Operating Amps* (120V):	9.95
# of Lines/Char. Line:	17 line(s), 42 characters	Example Electrical Cost* (120V):	US\$1.56/Day
Brightness:	8000 NIT's (+5%)	Venting Requirement*:	656.58 CFM
Viewing Angle:	160 Degrees Horizontal	<b>Terms of Purchase</b>	
Display Configuration:	Double Face (2 Cabinets - Primary/Secondary)	FOB:	Ontario, CA
Maintenance Door:	Front	Payment Term:	50% Deposit, 50% Prior to Shipment
Cabinet Design:	Module	Delivery Lead Time*:	8 - 10 Weeks
Display Net Weight:	393.94 lbs. per face (+/- 10%)	Warranty*:	5 Year Parts Warranty (Cell Modem carries a 5 year part warranty)
Ventilation:	Rear Vent		

### **Part III. Execution**

#### **3.01 Scheduling of Work**

- A. Contractor shall coordinate the commencement of all work with owners so as not to cause inconvenience to the facility.

#### **3.02 Inspection**

- A. Closely examine all surfaces. Any surfaces that are in question or that will affect the execution or quality of work must be brought to the attention of the owner's representative before installation commences.
- B. Thoroughly examine the specification at the site, in similar conditions under which work will be performed, before submitting a proposal. Clarify any questions or conditions with the owner.
  - 1. No allowance for lack of knowledge of obvious existing conditions will be made after bids have been opened.

#### **3.03 Workmanship**

- A. Provide best quality workmanship, performed by skilled labor.
- B. Perform work under conditions best suited to the production of acceptable work.
- C. All work will be subject to approval by the owner. Correct all work which does not comply with the intent of the specification.
- D. Protect all adjacent areas and surfaces from damage.
- E. Protect all landscaping during the project period.
- F. Dust control: provide continuous dust control as required to protect adjacent areas.
- G. Noise control: coordinate with the owner before using noisy, motorized equipment.
- H. Immediately clean up all accidental spatters or spillage, and restore the affected surface to its original condition.
- I. Provide a clean and liability-free work area.

#### **3.04 Exclusions**

- A. None

#### **3.05 Surface Preparation**

- A. Prepare surfaces in a skillful manner to produce finish work of first class appearance and durability.
  - 1. Crack and stucco repair: Use Elastomeric Patch and Elastomeric Caulking Compounds, Stucco Patch, etc. and match surface so surface is concurrent with surrounding areas.

### **3.06 Clean-Up**

- A. At completion of work each day, remove all materials, ladders, machinery, supplies and dispose of all dirty rags, empty buckets, spray cans, dirty water, and leave work spaces and storage areas in a clean, acceptable condition.

### GENERAL PROVISIONS

- A. The contractor shall provide all labor, equipment, tools, and material necessary to complete this work.
- B. The installed equipment, parts, and materials shall be of the size and capacity of and be functionally equal to the equipment and parts being replaced or per drawings and specifications supplied by the District.
- C. The contractor shall exercise all reasonable and necessary means to abate undue dust and noise at all time.
- D. The work shall be done in a workmanlike manner by competent, trained personnel, and in conformance with the building codes of the State, counties and cities in which the work is being done including Title 19 and 24, of the Education Code. Any work judged to be unsatisfactory by the District's appointed inspector, will be re-done at the Contractor's expense and may be considered grounds for termination of this Contract.
- E. The Contractor shall be properly licensed in accordance with the laws of the State of California.
- F. The Contractor shall take all necessary precautions to prevent injury or hazard to the Lowell Joint School District, and shall avoid causing unreasonable inconvenience to the District.
- G. The Contractor shall conduct operations in such a manner as to avoid damage to the property of the Lowell Joint School District or to adjacent property. If any such properties are damaged by reason of the Contractor's operations, they shall be replaced or restored at the Contractor's expense and to the satisfaction of the District.
- H. Failure to begin the work or to pursue the work diligently shall be considered ground for termination of the contract.

- I. Special installations shall conform in workmanship and material to quality level stated in specifications.
- J. Any work determined by mutual agreement between Contractor and District to be performed under the quoted hourly rate shall have a total cost estimate prior to the start of work.
- K. Contractor will be responsible for submitting each individual estimate no later than three working days after being apprised of the potential project. Installation must commence immediately after contractor has received verbal approval AND a valid purchase order number. The exception to the latter would be a mutual agreement that a delay was necessary due to unavailability of certain specialized materials.
- L. The Contractor shall leave the work-site in a clean and neat condition. If the work-site is not left in a clean and neat condition, the Contractor will be called back to correct the condition at no extra charge to the District.

#### SUBSTITUTIONS

Substitution of material will require written approval from the Assistant Superintendent of Facilities and Operations, or designee, prior to job start up.

#### WORKMANSHIP

All work to be performed in a workmanlike manner in conformance with standard of the industry.

#### FAITHFUL PERFORMANCE BOND AND PAYMENT BOND

The Contractor will furnish and maintain a Faithful Performance Bond in an amount not less than **one hundred percent (100%)** of the total bid price and furnish and maintain a separate Payment Bond in an amount not less than **one hundred percent (100%)**. The Payment Bond shall remain in full force and effect through the contract period. The Faithful Performance Bond shall remain in full force and effect through the guarantee periods that are a part of the Contract awarded. **Bonds shall be on the forms set forth in these Project Documents.**

**The required bonds shall each contain its own separate bond number, or a declaration from the surety company acknowledging that the Faithful Performance Bond and the Payment Bond are two separate bonds, each with an independent penal sum limit equal to one hundred percent (100%) of the amount of the contract.**

#### PREVAILING WAGE

Contractor and subcontractor shall adhere to the prevailing wage rate, and all applicable determinations made by the Director of Industrial Relations pursuant to California Labor Code. Copies of the prevailing rate of per diem wages are on file at the appropriate office of the District. The Contractor must post these rates at the job site and/or similar as required by law in addition to requirements as specified on individual contract(s).

#### OVERTIME

- A. Overtime is defined as time worked in excess of eight hours during a regular weekday shift; time worked on Saturdays, Sundays or holidays; or other time worked during hours defined as overtime in the applicable collective bargaining agreement.
- B. The term "wages" as used on this sheet shall include any employer payments to or on behalf of the workmen for health and welfare, pension, vacation, and similar purposes.

#### ACCEPTANCE OF WORK

Acceptance of completed project shall be the responsibility of the Assistant Superintendent of Facilities and Operations, or designee of the District.

#### PAYMENT

This is a service contract for routine maintenance and repair of Lowell Joint School District property. There will be no retention withheld on invoices for work completed under this contract.

#### TERM OF CONTRACT

The initial term of this agreement is one year, with two (2) one year renewal periods, at the option of the Board of Trustees, for a total contract term not to exceed 36 months.

#### **IV. INSTRUCTIONS TO BIDDERS**

**WARNING:**

**READ THIS DOCUMENT CAREFULLY. DO NOT ASSUME THAT IT IS THE SAME AS OTHER SIMILAR DOCUMENTS YOU MAY HAVE SEEN, EVEN IF FROM THE SAME District.**

1. **Preparation of Bid Form.** Bids shall be submitted on the prescribed Bid Form, completed in full. All bid items and statements shall be properly and legibly filled out. Numbers shall be stated both in words and in figures where so indicated, and where there is a conflict in the words and the figures, the words shall control over the numbers. The signatures of all persons shall be in longhand and in ink. Prices, wording and notations must be in ink or typewritten. **No other form/format is acceptable – business letterhead, 3-ring binders, coil binding, etc.**
2. **Form and Delivery of Bids.** The bid must conform and be responsive to all Project Documents and shall be made on the Bid Form provided, and the complete bid, together with any and all additional materials as required, shall be enclosed in a sealed envelope, addressed and hand delivered or mailed to:

Lowell Joint School District  
Facilities & Operations  
11537 Grovedale Drive  
Whittier, CA 90604

Attn: Denise Soto, Facilities Secretary/Technician

and must be received on or before **Thursday, April 14, 2022, 2:00 p.m., PST**, and shall be marked on outside lower left corner with bid number. Bidder's name shall also appear on the outside of the envelope. **It is the bidder's sole responsibility to ensure that its bid is received prior to the bid deadline.** In accordance with Government Code Section 53068, any bid received after the scheduled closing time for receipt of bids shall be returned to the bidder unopened. At the time and place set forth for the opening of bids, the sealed bids will be opened and publicly read aloud. However, if prequalification of bidders is required pursuant to Public Contract Code Section 20111.5 only those sealed bids received from prequalified bidders shall be opened and publicly read aloud.

3. **Bid Security.** Each bid shall be accompanied by a bid security in the form of a certified or cashier's check or bid bond in the amount of not less than ten percent (10%) of the bid, payable to District and shall be given as a guarantee that the bidder, if awarded the contract, will execute the Agreement within **five (5)** working days after notice of award of the contract, and will furnish, on the prescribed forms, a satisfactory Faithful Performance Bond in an amount not

less than **one hundred percent (100%)** of the total bid price and a separate Payment (labor and material) Bond in an amount not less than **one hundred percent (100%)** of the total bid price, furnish certificates and endorsements evidencing that the required insurance is in effect. It is understood and agreed that should bidder fail or refuse to return these documents as required by District, the bid security shall be forfeited to District. **If the Bidder elects to furnish a bid bond as its Bid Security, the Bidder shall use the bid bond form included in the Project Documents.**

4. Signature. Any signature required on Project Documents must be signed in the name of the bidder and must bear the signature of the person or persons duly authorized to sign these documents. Where indicated, if bidder is a corporation, the legal name of the corporation shall first be set forth, together with two signatures: one from among the chairman of the board, president or vice president and one from among the secretary, chief financial officer, or treasurer. Alternatively, the signature of other authorized officers or agents may be affixed, if duly authorized by the corporation. Such documents shall include the title of such signatories below the signature and shall bear the corporate seal. Where indicated, in the event that the bidder is a joint venture or partnership, there shall be submitted with the bid certifications signed by authorized officers of each of the parties to the joint venture or partnership, naming the individual who shall sign all necessary documents for the joint venture or partnership and, should the joint venture or partnership be the successful bidder, who shall act in all matters relative to the Project for the joint venture or partnership. If bidder is an individual, his/her signature shall be placed on such documents.

5. Modifications. Changes in or additions to any of the bid documents, summary of the work bid upon, alternative proposals, or any other modifications which are not specifically called for by District may result in District's rejection of the bid as being nonresponsive. No oral, telephonic, facsimile or electronic modification of any of the bid documents will be considered.

6. Erasures, Inconsistent or Illegible Bids. The bid submitted must not contain any erasures, interlineations, or other corrections unless each such correction is authenticated by signatures/initials of the person(s) signing the bid in the margin immediately adjacent to the correction. In the event of inconsistency between words and numbers in the bid, words shall control numbers. In the event that District determines that any bid is unintelligible, illegible or ambiguous, District may reject such bid as being nonresponsive. Verify your bid before submission, as it cannot be withdrawn or corrected after the bid opening.

7. Examination of Site and Project Documents. At its own expense and prior to submitting its bid, each bidder shall examine all documents relating to the Project; visit the site and determine the local conditions which may in any way affect the performance of the work during the mandatory scheduled job walk, including the general prevailing rates of per diem wages and other relevant cost factors; familiarize itself with all Federal, State and Local laws, ordinances, rules, regulations and codes affecting the performance of the work, including the cost of permits

and licenses required for the work; make such surveys and investigations, including investigation of subsurface or latent physical conditions at the site or where work is to be performed, as it may deem necessary for performance of the work at its bid price; determine the character, quality, and quantities of the work to be performed and the materials and equipment to be provided; and correlate its observations, investigations, and determinations with all requirements of the Project. The Project Documents show and describe the existing conditions as they are believed to have been used in the design of the work and are only provided as information for the bidder. District is not making any warranties regarding said information. District shall not be liable for any loss sustained by the successful bidder resulting from any variance between the conditions and design data given in the Project Documents and the actual conditions revealed during the bidder's pre-bid examination or during the progress of the work. **Bidder agrees that the submission of a bid shall be incontrovertible evidence that the bidder has complied with all the requirements of this provision of the Information for Bidders.**

8. Withdrawal of Bids. Any bid may be withdrawn, either personally or by written request signed by the bidder, at any time prior to the scheduled closing time for receipt of bids. The bid security for a bid withdrawn prior to the scheduled closing time for receipt of bids, in accordance with this paragraph, shall be returned. No bidder may withdraw any bid for a period of **sixty (60)** calendar days after the date set for the opening of bids.

9. Agreement and Bonds. The Agreement which the successful bidder will be required to execute and the payment bond required in accordance with Civil Code Section 3247, are included in the Project Documents. The Payment Bond shall be in the amount of 100% (one-hundred percent) of the contract amount in accordance with Civil Code Section 3248. The successful bidder will also be required to furnish a separate Faithful Performance Bond shall be in the amount of 100% (one-hundred percent) of the contract amount **on the forms included in the Project Documents.** The Payment Bond shall remain in full force and effect through the contract period. The Faithful Performance Bond shall remain in full force and effect through all of the guarantee periods that are a part of the Contract awarded. **Each required bonds shall contain its own separate bond number, or a Declaration from the surety company acknowledging that the Faithful Performance Bond and the Payment Bond are two separate bonds, each with an independent penal sum limit equal to one hundred percent (100%) of the amount of the contract for construction.** All bond premiums shall be at bidder's cost.

10. Interpretation of Project Documents. If any bidder is in doubt as to the true meaning of any part of the Project Documents, or finds discrepancies, or omissions relating to the Project Documents, a written request for an interpretation or correction thereof may be submitted to District. The bidder submitting the written request shall be responsible for its prompt delivery. Any interpretation or correction of the Project Documents will be made solely at District's discretion and only by written addendum duly issued by District, and a copy of such addendum



will be provided to each prospective bidder registered under this bid. No person is authorized to make any oral interpretation of any provision in the Project Documents, nor shall any oral interpretation of Project Documents be binding on District. If there are discrepancies of any kind in the Project Documents, the interpretation of District shall prevail. SUBMITTAL OF A BID WITHOUT A REQUEST FOR CLARIFICATIONS SHALL BE INCONTROVERTIBLE.

EVIDENCE THAT THE BIDDER HAS DETERMINED THAT THE PROJECT DOCUMENTS ARE ACCEPTABLE AND SUFFICIENT FOR BIDDING AND COMPLETING THE WORK; THAT BIDDER IS CAPABLE OF READING, FOLLOWING AND COMPLETING THE WORK IN ACCORDANCE WITH THE PROJECT DOCUMENTS; AND THAT BIDDER AGREES THAT THE PROJECT CAN AND WILL BE COMPLETED ACCORDING TO DISTRICT'S TIMELINES AND ACCORDING TO THE PROGRESS SCHEDULE TO BE SUBMITTED BY THE SUCCESSFUL BIDDER INCORPORATING DISTRICT'S TIMELINES FOR COMPLETION OF THE PROJECT.

11. Bidders Interested in More Than One Bid. No person, firm or corporation shall be allowed to make, or file, or be interested in more than one bid for the same work unless alternate bids are specifically called for by District. A person, firm, or corporation that has submitted a sub-proposal to a bidder, or that has quoted prices of materials to a bidder, is not thereby disqualified from submitting a proposal or quoting prices to other bidders or submitting a bid on the Project.

12. Award of Contract. District reserves the right to reject any or all bids, or to waive any irregularities or informalities in any bids or in the bidding process. The award of the contract, if made by District, will be by action of the Governing Board and to the lowest responsive and responsible bidder. If two identical low bids are received from responsive and responsible bidders, District will determine which bid will be accepted pursuant to Public Contract Code Section 20117. In the event an award of the contract is made to a bidder, and such bidder fails or refuses to execute the Agreement and provide the required documents within **five (5)** working days after the notice of award of the contract to bidder, District may award the contract to the next lowest bidder until the lowest responsive, responsible bidder accepts or release all bidders.

13. Alternate Bids. N/A

14. Competency of Bidders. In selecting the lowest responsive and responsible bidder, consideration will be given not only to the financial standing but also to the general competency of the bidder for the performance of the Project. By submitting a bid, each bidder agrees that District, in determining the successful bidder and its eligibility for the award, may consider the bidder's experience and facilities, conduct and performance under other contracts, financial condition, reputation in the industry, and other factors which could affect the bidder's performance of the Project. To this end, each bid shall be supported by a statement of the bidder's experience on the form entitled "Information Required of Bidder," found herein (Section VIII).

District may also consider the qualifications and experience of subcontractors and other persons and organizations (including those who are to furnish the principal items of material and equipment) proposed for those portions of the work. Operating costs, maintenance considerations, performance data and guarantees of materials and equipment may also be considered by District. In this regard, District may conduct such investigations as District deems necessary to assist in the evaluation of any bid and to establish the responsibility, qualifications and financial ability of the bidder, proposed subcontractors, and other persons and organizations to do the work to District's satisfaction within the prescribed time. District reserves the right to reject the bid of any bidder who does not pass any such evaluation to the satisfaction of District.

15. Listing Subcontractors. Each bidder shall submit, on the form furnished with the Project Documents, a list of the proposed subcontractors on this Project as required by the Subletting and Subcontracting Fair Practices Act (Public Contract Code Section 4100, et seq.). If alternate bids are called for and the bidder intends to use different or additional subcontractors, a separate list of subcontractors must be submitted for each such alternate bid. If the bidder fails to specify a subcontractor for any portion of the work in excess of one half (1/2) of one percent (1%) of the bidder's total bid, the bidder agrees that he/she is fully qualified to perform that work and agrees to perform that portion of the work. Violation of this requirement (including the procurement of a subcontractor for the Project if no subcontractor is specified) can result in District invoking the remedies of Public Contract Code Sections 4110 and 4111.

16. Insurance and Workers' Compensation. **Contractor/ Proposer shall submit with the Bid evidence that it can obtain insurance prior to Contract award. The following coverages are required. Notify your insurance company that the wording in Section E must be included in the Descriptions of Operations section of the Certificate of Liability Insurance form.**

The Certificate of Liability (Accord 25 or similar form) is to be issued by contractor's insurance company. **Lowell Joint School District** is to be named as **Additional Insured and Certificate Holder.**

**Certificate Holder Information:**

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

**\*\*Required Forms:**

Commercial General Liability Insurance -- 2<sup>nd</sup> page **Additional Insured Endorsement**

Option #1: Form CG 20 10 11 85

Or

Option #2: Choose either Form CG 20 10 07 04 **or** Form CG 20 33 07 04

Either form **must be accompanied** by Form CG 20 37 07 04

- |   |   |
|---|---|
| <input type="checkbox"/> Commercial General Liability<br>incl. Contractual Liab., and<br>Broad Form Property Damage | \$1,000,000 minimum limit per occurrence<br>\$2,000,000 minimum general aggregate |
| <input type="checkbox"/> Automobile Liability:  | \$1,000,000 minimum limit per occurrence  |
| <input type="checkbox"/> Material Hoist   | \$1,000,000 minimum limit per occurrence  |
| <input type="checkbox"/> Workers' Compensation:   | As required by the California Labor Code  |
| <input type="checkbox"/> Employers' Liability:  | \$1,000,000 minimum limit per occurrence  |

For all insurance coverages provided by contractor/proposer, the following terms apply:

- A. Any deductibles or self-insured retentions shall be declared in writing to District; District approval is required for any amounts over \$25,000.
- B. Insurance shall be placed with California admitted insurers with a current A.M. Best rating of no less than "A" unless otherwise approved by District, except that for Worker's Compensation, the State Compensation Fund of California is acceptable.
- C. Workers' Compensation and Employer's Liability policies shall contain a waiver of subrogation.
- D. The general liability and automobile liability policies are to contain, or be endorsed to contain, the following provisions:
  1. Contractor/Proposer agrees to defend, indemnify, save and hold harmless the Lowell Joint School District (District), its officers, agents, representatives, employees and The Board of Trustees; and provides named additional insured endorsements for District, its officers, agents, representatives, employees and the Board of Trustees. They are to be covered as insured as respects: liability arising out of activities performed by or on behalf of contractor/proposer; products and completed operations of the contractor/proposer; premises owned, occupied or used by the contractor/Proposer; or automobiles owned, leased, hired or borrowed by the contractor/proposer. The coverage shall contain no special limitations on the scope of protection afforded to District, its subsidiaries, officials, employees and the Board of Trustees.
  2. For any claims related to the Services, the contractor's/proposer's insurance coverage shall be primary insurance as respects District, its subsidiaries, officials, employees and

the Board of Trustees. Any insurance or self-insurance maintained by District, its subsidiaries, officials, employees and the Board of Trustees shall be excess of the contractor's/proposer's insurance and shall not contribute with it.

3. Each insurance policy required by this clause shall be endorsed to state that coverage shall not be suspended, voided, canceled by either party, reduced in coverage or in limits except after thirty (30) days prior written notice by certified mail, return receipt requested, has been given to District.

- E. The "Description of Operations" section must include the following: **The Lowell Joint School District is named as additional insured. Such insurance as is afforded by this policy shall be primary, and any insurance carried by District shall be excess and noncontributory."**

The Contractor/proposer shall furnish District with original endorsements effecting coverage required by this clause. The endorsements are to be signed by a person authorized by that insurer to bind coverage on its behalf. All endorsements are to be received and approved by District before work commences.

17. Contractor's License. If, at the time and date of the bid opening, bidder is not properly licensed to perform the Project in accordance with Division 3, Chapter 9, of the Business and Professions Code and the Project Documents, such bid will be rejected as nonresponsive. (Public Contract Code Section 3300) Pursuant to Business and Professions Code Section 7028.15, no payment shall be made for work or materials under the contract unless and until the Registrar of Contractors verifies to District that the bidder was properly licensed at the time the bid was submitted. Any bidder not so licensed is subject to penalties under the law and the contract will be considered void and District shall have the right to bring an action against the unlicensed bidder awarded the contract for recovery of all compensation paid under the contract. (Business and Professions Code Section 7031(b)) If the license classification specified hereinafter is that of a "specialty contractor" as defined in Section 7058 of the Business and Professions Code, the specialty contractor awarded the contract for this work shall construct a majority of the work, in accordance with the provisions of Business and Professions Code Section 7059. The bidder may not use the contractor license of a third party for this bid.

18. Anti-Discrimination. In connection with all work performed under this Project, there shall be no unlawful discrimination against any prospective or active employee engaged in the work because of race, color, ancestry, national origin, religious creed, sex, age, marital status, physical disability, mental disability, or medical condition. The successful bidder agrees to comply with applicable Federal and State laws including, but not limited to, the California Fair Employment and Housing Act, beginning with Government Code Section 12900 and Labor Code Section 1735. In addition, the successful bidder agrees to require like compliance by any subcontractors employed on the Project by such bidder.

19. Hold Harmless and Indemnification. The successful bidder awarded the contract will be required to indemnify and hold harmless District, its Governing Board, officers, agents, and employees as set forth in the Agreement.

20. Substitutions. Should the bidder wish to request any substitution for the materials, process, service, or equipment specified, the bidder shall be required to comply with Article 30 of the General Conditions.

21. Surety Qualifications for Bonds. Bidders shall ensure all surety companies have a minimum rating of "A" as rated by the current edition of Best's Key Rating Guide, published by A.M. Best Company, Oldwick, New Jersey 08858. Only California admitted surety insurers will be acceptable for the issuance of bonds. (Code of Civil Procedure Section 995.311) District shall verify the status of the surety by one of the following ways: (1) printing out information from the website of the California Department of Insurance confirming the surety is an admitted surety insurer and attaching it to the bond, or (2) obtaining a certificate from the county clerk for the county in which District is located that confirms the surety is an admitted surety insurer and attaching it to the bond. Any admitted surety insurer who cannot satisfy the minimum rating specified above, but who satisfies the following requirements set forth in Code of Civil Procedure Section 995.660 shall be accepted and approved for the issuance of bonds:

(a) There must be on file in the office of the county clerk, for the county in which District is located, an unrevoked appointment, power of attorney, bylaws, or other instrument, duly certified by the proper authority and attested by the seal of the insurer authorizing the person who executed the bond to do so for and on behalf of the insurer within ten (10) calendar days of the insurer's receipt of a request to submit such document from District, and an original or certified copy of the document must be submitted to District.

(b) A certified copy of the certificate of authority of the insurer issued by the Insurance Commissioner must be submitted to District within ten (10) calendar days of the insurer's receipt of a request to submit such document from District.

(c) A certificate from the clerk of the county that the certificate of authority of the insurer has not been surrendered, revoked, cancelled, annulled, or suspended, and in the event it has, whether renewed authority has been granted must be submitted to District within ten (10) calendar days of the insurer's receipt of a request to submit such document from District.

(d) Copies of the insurer's most recent annual statement and quarterly statement filed with the California Department of Insurance must be submitted to District within ten (10) calendar days of the insurer's receipt of a request to submit the statements.

22. Liquidated Damages. All work must be completed within the time limits set forth in the Project Documents. It is agreed that damages for the failure to complete the Project described herein within the time limits required are impossible to ascertain. Should the work not be

completed within the specified time for completion, the successful bidder awarded the contract shall be liable for liquidated damages, payable to District, in an amount **three hundred fifty dollars (\$350.00)** for each consecutive calendar day of delay in completion. Such damages shall be deducted from any payments due or to become due to the successful bidder. Government Code Section 53069.85, Civil Code Section 1671.

23. Drug-Free Workplace Certification. Pursuant to Government Code Sections 8350, et seq., the successful bidder will be required to execute a Drug-Free Workplace Certification upon execution of the Agreement. The bidder will be required to take positive measures outlined in the certification in order to ensure the presence of a drug-free workplace. Failure to abide with the conditions set forth in the Drug-Free Workplace Act could result in penalties including termination of the Agreement or suspension of payment thereunder.

24. Noncollusion Declaration. In accordance with the provisions of Section 7106 of the Public Contract Code, each bid must be accompanied by a non-collusion affidavit properly notarized.

25. Escrow Agreement. N/A

26. Change Orders. N/A

27. Tobacco-Free Policy. The successful bidder shall agree to enforce a tobacco-free work site.

28. Criminal Records Check. The successful bidder will be required to comply with the applicable requirements of Education Code Section 45125.1 with respect to fingerprinting of employees and must complete District's Criminal Records Check Certification.

29. Lead. Pursuant to the Lead-Safe Schools Protection Act (Education Code Sections 32240, et seq.) and other applicable law, the successful bidder shall not use lead-based paint, lead plumbing and solders, or other potential sources of lead contamination in the construction of any new school facility or the modernization or renovation of any existing school facility.

30. Disabled Veteran Business Enterprises. Each bidder must meet goals and requirements relating to three percent (3%) participation by Disabled Veteran Business Enterprises established by District and the State Allocation Board (SAB), or make a good faith effort with respect thereto, in accordance with District's policies and procedures. Bidders may obtain information from the Office of Small Business Certification and Resources (OSBCR) at <http://www.dgs.ca.gov/PD> or (916) 375-4940. The successful bidder shall be required to submit to District the DVBE Certification which is included in the Project Documents. Prior to, and as a condition precedent for final payment on the Project, the successful bidder shall provide appropriate documentation to District so that District can assess its success at meeting the DVBE participation goal.

Bid Bond No.: \_\_\_\_\_

**V. BID BOND**

KNOW ALL PERSONS BY THESE PRESENT, that we \_\_\_\_\_  
\_\_\_\_\_, as Principal, and \_\_\_\_\_  
as Surety, a California admitted surety insurer, are held and firmly bound unto the Lowell Joint  
School District, hereinafter called District, in the sum of \_\_\_\_\_  
(\$ \_\_\_\_\_) for the payment of which sum in lawful money of the United States, well  
and truly to be made, we jointly and severally bind ourselves, our heirs, executors,  
administrators, successors and assigns.

The condition of this obligation is such that whereas the Principal has submitted the  
accompanying bid dated \_\_\_\_\_, 20\_\_, for  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

NOW, THEREFORE, if the Principal shall not withdraw said bid within the period specified  
therein after the opening of the same, or, if no period be specified, within sixty (60) days after  
said opening; and if the Principal is awarded the contract, and shall within the period specified  
therefore, or, if no period be specified, within **five (5)** working days after the notice of award of  
the contract, or as otherwise requested in writing by District, enter into a written contract with  
District, in accordance with the bid as accepted and give bonds with good and sufficient surety or  
sureties, as may be required for the faithful performance and proper fulfillment of such contract  
and for the payment for labor and materials used for the performance of the contract, furnish  
certificates and endorsements evidencing the required insurance is in effect and furnish and  
deliver to District, then the above obligation shall be void and of no effect, otherwise the bond  
amount shall be forfeited to District.

Surety, for value received, hereby stipulates and agrees that no change, extension of time,  
alteration or addition to the terms of the contract or the call for bids, or to the work to be  
performed thereunder, or the specifications accompanying the same, shall in any way affect its  
obligation under this bond, and it does hereby waive notice of any such change, extension of  
time, alteration or addition to the terms of said contract or the call for bids, or to the work, or to  
the specifications.

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

LOWELL JOINT SCHOOL DISTRICT  
MARQUEE INSTALLATIONS – MULTIPLE SITES  
CUPCAA BID NO. 202122-02

IN WITNESS HEREOF, the parties have executed this bond under their several seals this \_\_ day of \_\_\_\_, 2022, the name and corporate seal of each corporate party being hereto affixed and duly signed by its undersigned authorized representative.

(Corporate Seal of  
Principal, if  
Corporation)

\_\_\_\_\_  
Principal (Proper Name of Bidder)

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

Signature

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

\_\_\_\_\_  
Title

(Corporate Seal  
of Surety)

\_\_\_\_\_  
Surety

(Attach Attorney-in-Fact Certificate  
and Required Acknowledgements)

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

Signature

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

\_\_\_\_\_  
Title

\_\_\_\_\_  
Address

\_\_\_\_\_  
Telephone No.

\_\_\_\_\_  
Facsimile No.



**VI. BID FORM**

Name of Bidder: \_\_\_\_\_

To: Lowell Joint School District, acting by and through its Governing Board, herein called "District."

1. The undersigned Bidder, having become familiarized with all the following documents including but not limited to the Notice Calling for Bids, Information for Bidders, Bid Form, Bid Security, Designation of Subcontractors Form, Information Required of Bidder, all prequalification forms pursuant to Public Contract Code Section 20111.5, if any, Noncollusion Declaration, Workers' Compensation Certificate, Faithful Performance Bond, Payment Bond, Agreement, Drug-Free Workplace Certification, Criminal Records Check Certification, all insurance requirements, Guarantee forms, Contractor's Certificate Regarding Non-Asbestos Containing Materials, Compliance With Safety Regulations, Disabled Veteran Business Enterprises Certification, if applicable, General Conditions and Supplemental Conditions, if any, Special Conditions, if any, specifications, and all modifications, addenda and amendments, if any (hereinafter Project Documents), the local conditions affecting the performance of the work and the cost of the work at the place where the work is to be done, hereby proposes and agrees to be bound by all the terms and conditions of the Project Documents and agrees to perform, within the time stipulated, the work, including all of its component parts, and everything required to be performed, and to provide and furnish and pay for any and all of the labor, materials, tools, expendable equipment, and all applicable taxes, utility and transportation services necessary to perform the work and complete in a good workmanlike manner all of the work required in accordance with laws, codes, regulations, ordinances and any other legal requirements governing the work, in connection with the following:

**CUPCAA Bid No. 202122-02  
MARQUEE INSTALLATION – MULTIPLE SITES  
RANCHO STARBUCK INTERMEDIATE SCHOOL – WALL-MOUNT**

All in strict conformity with the Project documents, including Addenda Nos. \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_, on file at the office of the Maintenance & Operations Department of said District.

Acknowledge the inclusion of all Addenda issued prior to bid in the blanks provided above. Your failure to do so may render your bid non-responsive.

**TOTAL CASH PURCHASE PRICE IN WORDS & NUMBERS:**

\_\_\_\_\_ DOLLARS

(\$ \_\_\_\_\_)

**MACY ELEMENTARY SCHOOL**

**SINGLE-POLE MOUNT**

All in strict conformity with the Project documents, including Addenda Nos. \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_, on file at the office of the Maintenance & Operations Department of said District.

Acknowledge the inclusion of all Addenda issued prior to bid in the blanks provided above. Your failure to do so may render your bid non-responsive.

**TOTAL CASH PURCHASE PRICE IN WORDS & NUMBERS:**

\_\_\_\_\_ DOLLARS

(\$ \_\_\_\_\_ )

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**EL PORTAL ELEMENTARY**

**WALL-MOUNT**

All in strict conformity with the Project documents, including Addenda Nos. \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_, on file at the office of the Maintenance & Operations Department of said District.

Acknowledge the inclusion of all Addenda issued prior to bid in the blanks provided above. Your failure to do so may render your bid non-responsive.

**TOTAL CASH PURCHASE PRICE IN WORDS & NUMBERS:**

\_\_\_\_\_ DOLLARS

(\$ \_\_\_\_\_ )

**OLITA ELEMENTARY SCHOOL**

**SINGLE-POLE MOUNT**

All in strict conformity with the Project documents, including Addenda Nos. \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_, on file at the office of the Maintenance & Operations Department of said District.

Acknowledge the inclusion of all Addenda issued prior to bid in the blanks provided above. Your failure to do so may render your bid non-responsive.

**TOTAL CASH PURCHASE PRICE IN WORDS & NUMBERS:**

\_\_\_\_\_ DOLLARS

(\$ \_\_\_\_\_)

**BID PRICE SHEET**

- All pricing herein to include all materials, labor, standard tools, supplies, equipment, applicable delivery, mileage, taxes, insurance, and all miscellaneous costs normally required to complete the job.
- **Note: Bid prices for labor may not be lower than the applicable Prevailing Wage for the specified work. See General Conditions – Prevailing Wage Rates.**
- Bid to be awarded to lowest responsive, responsible bidder.

Each individual bid term shall be determined from visiting the work site, reviewing the drawings and specifications and all portions of the Project Documents, and shall include all items necessary to complete the work, including the assumption of all obligations, duties, and responsibilities necessary to the successful completion of the Project, and the furnishing of all materials and equipment required to be incorporated in and form a permanent part of the work, and the furnishing of tools, equipment, supplies, transportation, facilities, labor, superintendence, and services required to perform and complete the work, all as per the requirements of the Project Documents, whether or not expressly listed or designated.

2. It is understood that District reserves the right to reject any or all bids or to waive any irregularities or informalities in any bids or in the bidding process. Bidder agrees that this bid shall remain open and not be withdrawn for the period specified in the Information for Bidders.

3. The required bid security is attached.

4. The required list(s) of proposed subcontractors is attached hereto, and the undersigned represents and warrants that such list(s) is complete and in compliance with the Subletting and Subcontracting Fair Practices Act. Public Contract Code Sections 4100, et seq.

5. It is understood and agreed that if written notice of the award of a contract is mailed, faxed, or delivered to the bidder, the bidder will execute and deliver to District the Agreement and will also furnish and deliver to District the Faithful Performance Bond and a separate Payment Bond as specified, and certificates and endorsements of insurance, the Workers' Compensation Certificate, Drug-Free Work Place Certification, the Criminal Records Check Certification, Contractor's Certificate Regarding Non-Asbestos Containing Materials, and the Disabled Veteran Business Enterprises Certification, if applicable, within **five (5)** working days of the notice of award of the contract, or as otherwise requested in writing by District. It is understood that should bidder fail or refuse to return these documents as required by District, the bid security shall be forfeited to District. The bidder further agrees that the work shall be commenced by the bidder, if awarded the contract, on or before the **seventh (7<sup>th</sup>)** day after receiving District's Notice to Proceed, and shall be completed by the bidder in the time specified by District.

6. Communications conveying notice of award, , requests for additional information or other correspondence should be addressed to the bidder at the address stated below.

7. The name(s) of all persons interested in the bid as principals are as follows:

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8. In submitting this bid, the bidder offers and agrees that if the bid is accepted, it will assign to District all rights, title and interest in and to all causes of action it may have under Section 4 of the Clayton Act (15 U.S.C. Section 15) or under the Cartwright Act

(Business & Professions Code Section 16700, et seq.) arising from purchases of goods, materials, or services by the bidder for sale to District pursuant to the bid. Such assignment shall be made and become effective at the time District tenders final payment under the contract. (Public Contract Code Section 7103.5; Government Code Section 4450, 4451 and 4552).

9. The undersigned hereby warrants that the bidder has an appropriate license, License No. \_\_\_\_\_, Class \_\_\_\_\_, at the time of the bid opening, that such license entitles bidder to provide the work, that such license will be in full force and effect throughout the duration of performance of this Project. Bidder shall be nonresponsive if the Bidder is not licensed as required by District at the time of the bid opening. Any and all subcontractors to be employed by the undersigned shall have appropriate licenses at the time of the bid opening.

10. The bidder hereby certifies that it is, and at all times during the performance of work hereunder shall be, in full compliance with the provisions of the Immigration Reform and

Control Act of 1986 ("IRCA") in the hiring of its employees, and the bidder shall indemnify, hold harmless and defend District against any and all actions, proceedings, penalties or claims arising out of the bidder's failure to comply strictly with the IRCA.

11. It is understood and agreed that if requested by District, the bidder shall furnish a notarized financial statement, references, and other information required by District sufficiently comprehensive to permit an appraisal of bidder's ability to perform the Project.

12. The undersigned hereby warrants that all work shall be completed within the time specified in the purchase order or Notice to Proceed. Time is of the essence. The undersigned agrees that failure to complete the work within the time set forth herein will result in the imposition of liquidated damages for each consecutive calendar day of delay in the amount of **two hundred dollars (\$200.00)** (Government Code Section 53069.85)

13. The required non-collusion affidavit properly notarized is attached as required by Public Contract Code Section 7106. Bidder understands and agrees that failure to submit a completed and signed affidavit will render the bidder automatically nonresponsive.

14. It is understood and agreed that all change order requests must be submitted in the form set forth in the Project Documents and pursuant to Article 59 of the General Conditions. The amount of allowable charges submitted pursuant to a change order shall be limited to the charges allowed under Article 59 of the General Conditions. Indirect, consequential and incidental costs, project management costs, extended home office and field office overhead, administrative costs and profit and other charges not specifically authorized under Article 59 of the General Conditions will not be allowed.

15. The Information Required of Bidder form has been fully completed and is attached hereto.

**The undersigned hereby declares that all of the representations of this bid are made under penalty of perjury under the laws of the State of California.**

\*\*\*\*\*

Individual Name: \_\_\_\_\_  
Signed by: \_\_\_\_\_  
Print Name: \_\_\_\_\_  
Date: \_\_\_\_\_  
Business Address: \_\_\_\_\_  
Telephone: \_\_\_\_\_

Partnership

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

Signed by: \_\_\_\_\_

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

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

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

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

Other Partner(s): \_\_\_\_\_

\*\*\*\*\*

Corporation

Name: \_\_\_\_\_  
(a \_\_\_\_\_ Corporation<sup>1</sup>)

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

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

Signed by: \_\_\_\_\_, President, Date: \_\_\_\_\_

Print Name: \_\_\_\_\_, President

Signed by: \_\_\_\_\_, Secretary, Date: \_\_\_\_\_

Print Name: \_\_\_\_\_, Secretary

[Seal]

.....

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<sup>1</sup> A corporation awarded the contract shall furnish evidence of its corporate existence and evidence that the officer signing the Agreement and bonds is duly authorized to do so.

Joint Venturer

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

Signed by: \_\_\_\_\_, Joint Venturer

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

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

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

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

Other Parties to  
Joint Venture:

*If an individual:* \_\_\_\_\_  
(Name)

Signed by: \_\_\_\_\_

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

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

Doing Business as: \_\_\_\_\_;

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

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

*If a Partnership:* \_\_\_\_\_  
(Name)

Signed by: \_\_\_\_\_, Partner

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

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

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

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

LOWELL JOINT SCHOOL DISTRICT  
MARQUEE INSTALLATIONS – MULTIPLE SITES  
CUPCCAA BID NO. 202122-02

***If a Corporation:*** \_\_\_\_\_  
(a \_\_\_\_\_ Corporation)

Signed By: \_\_\_\_\_ Date: \_\_\_\_\_

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

Title: \_\_\_\_\_

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

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

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



## **VII. DESIGNATION OF SUBCONTRACTORS**

In compliance with the Subletting and Subcontracting Fair Practices Act (Public Contract Code Section 4100 et. seq.) and any amendments thereof, each bidder shall set forth below: (a) the name and the location of the place of business of each subcontractor who will perform work or labor or render service to the bidder (prime contractor) in or about the construction of the work or improvement to be performed under this contract or a subcontractor licensed by the State of California who, under subcontract to the bidder (prime contractor), specially fabricates and installs a portion of the work or improvement according to detailed drawings contained in the plans and specifications in an amount in excess of one-half of one percent of the bidder's (prime contractor's) total bid and (b) the portion of the work which will be done by each subcontractor. The bidder (prime contractor) shall list only one subcontractor for each such portion as is defined by the bidder (prime contractor) in this bid.

**If a bidder (prime contractor) fails to specify a subcontractor or if a bidder (prime contractor) specifies more than one subcontractor for the same portion of work to be performed under the contract in excess of one-half of one percent of the bidder's (prime contractor's) total bid, bidder shall be deemed to have agreed that bidder is fully qualified to perform that portion, and that bidder alone shall perform that portion. Violation of this requirement (including the procurement of a subcontractor for the Project if no subcontractor is specified) can result in District invoking the remedies of Public Contract Code Sections 4110 and 4111.**

No bidder (prime contractor) whose bid is accepted shall (a) substitute any subcontractor, (b) permit any subcontractor to be voluntarily assigned or transferred or allow it to be performed by anyone other than the original subcontractor listed in the original bid, or (c) sublet or subcontract any portion of the work in excess of one-half of one percent of the bidder's (prime contractor's) total bid as to which the original bid did not designate a subcontractor, except as authorized in the Subletting and Subcontracting Fair Practices Act. Subletting or subcontracting of any portion of the work in excess of one-half of one percent of the bidder's (prime contractor's) total bid as to which no subcontractor was designated in the original bid shall only be permitted in cases of public emergency or necessity, only after a finding reduced to writing as a public record of District awarding this contract setting forth the facts constituting the emergency or necessity.

Note: If alternate bids are called for and bidder intends to use a different or additional subcontractor on the alternates, a separate list of subcontractors must be provided for each such alternate. Identify additional list of subcontractors by Alternate Bid No.

Type of trade, labor, or service Date (Indicate if a	Name & License # of Subcontractor License Expiration Telephone No.* Disabled Veteran Business Enterprise)	Complete Address (Name of City Not Sufficient) and
_____	_____	_____
_____	_____	_____
_____	_____	_____

\*Bidder agrees that within twenty-four (24) hours of the bid opening, Bidder shall provide District with the license number (if applicable), expiration date of license, complete address and telephone numbers of each listed subcontractor if such information is not available at the time of the bid opening.

Dated: \_\_\_\_\_  
Name of Bidder

By: \_\_\_\_\_  
(Signature of Bidder)

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

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

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

**VIII. INFORMATION REQUIRED OF BIDDER**

The bidder shall furnish all the following information. Bidder shall carefully read and answer all questions to ensure completeness and accuracy. Failure to comply with this requirement may cause rejection of the bid. Additional sheets may be attached if necessary. "You" or "your" as used herein refers to the bidder and any of its owners, officers, directors, shareholders, principals, responsible managing officer (RMO) or responsible managing employee (RME). District has discretion to request additional information depending on the Project.

- (1) Bidder name and address (Post Office Box Number not sufficient):

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

- (2) Telephone: \_\_\_\_\_ Fax No. \_\_\_\_\_

E-Mail: \_\_\_\_\_

- (3) Individual \_\_\_\_\_ Partnership \_\_\_\_\_ Corporation \_\_\_\_\_ Joint Venture \_\_\_\_\_ (check one)

- (4) Bidder's CA State Contractors License No. \_\_\_\_\_ Class: \_\_\_\_\_

License Expiration Date \_\_\_\_\_

Name of License Holder \_\_\_\_\_

DIR Registration No. \_\_\_\_\_

- (5) Have you ever been licensed under a different name or different license number?

Yes \_\_\_\_\_ No \_\_\_\_\_ If "Yes," give name and license number.

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

- (6) Names and titles of all your owners, officers, principals, responsible managing officers and responsible managing employees:

_____ Name	_____ Title
_____	_____
_____	_____
_____	_____

(7) Number of years as a contractor in this type of construction work: \_\_\_\_\_

(8) Person who inspected work site:

Name and Title: \_\_\_\_\_

Date of Inspection: \_\_\_\_\_

(9) How many years' experience have you had in school construction work?

(a) as a general contractor? \_\_\_\_\_

(b) as a subcontractor? \_\_\_\_\_

(10) How many years' experience have you had in public construction work?

(a) as a general contractor? \_\_\_\_\_

(b) as a subcontractor? \_\_\_\_\_

(11) Have you ever been terminated from a school or any public construction project prior to the completion of the project? Yes \_\_\_ No \_\_\_ If the answer is "Yes," give dates, names and addresses of school/public agency and details. \_\_\_\_\_

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

(12) Have you ever been barred from bidding on any school or public construction project? Yes \_\_\_ No \_\_\_ If the answer is "Yes," give dates, names and addresses of school/public agency and details \_\_\_\_\_

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

(13) Have you ever defaulted on any school or public construction project that resulted in a claim to a surety? Yes \_\_\_ No \_\_\_ If the answer is "Yes," give dates, names and addresses of school/public agency and details.

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

(14) Have you been assessed damages (i.e., liquidated damages) for any public construction project in the past ten (10) years? Yes \_\_\_ No \_\_\_ If the answer is “Yes,” give dates, names, and addresses of public agency and details. \_\_\_\_\_

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(15) Have you ever brought any claim(s) against a public agency? Yes \_\_\_ No \_\_\_ If the answer is “Yes,” please explain in detail name of public agency, nature of the claim and outcome.

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(16) Have you ever failed to complete a school or public construction project in the last ten (10) years? Yes \_\_\_ No \_\_\_ If the answer is “Yes,” provide name of public agency and details. \_\_\_\_\_

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(17) Have you been in litigation or arbitration or dispute of any kind on a question or questions relating to a public construction project during the past ten (10) years? Yes \_\_\_ No \_\_\_ If the answer is “Yes,” provide name of public agency and details. \_\_\_\_\_

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(18) List the names, addresses and telephone numbers of three Architects or Engineers whose jobs you have worked on in the past five (5) years.

<u>Name</u>	<u>Address</u>	<u>Telephone</u>
_____	_____	( )
_____	_____	( )
_____	_____	( )

(19) Do you now or have you ever had any direct or indirect business, financial or other connection with any officer, employee or consultant of District?

Yes \_\_\_ No \_\_\_ If so, please elaborate.

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(20) List at least five (5) of your most recent school construction projects.

- (1) \_\_\_\_\_
- (2) \_\_\_\_\_
- (3) \_\_\_\_\_
- (4) \_\_\_\_\_
- (5) \_\_\_\_\_

(21) Are you currently under contract for another project? Yes \_\_\_ No \_\_\_ If the answer is "Yes," please provide the following information:

(a) Project Number 1:

Name of Project: \_\_\_\_\_

Detailed Description: \_\_\_\_\_

---

Name of Project Owner: \_\_\_\_\_

Contract Amount: \_\_\_\_\_

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

(b) Project Number 2:

Name of Project: \_\_\_\_\_

Detailed Description: \_\_\_\_\_  
\_\_\_\_\_

Name of Project Owner: \_\_\_\_\_

Contract Amount: \_\_\_\_\_

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

(c) Project Number 3:

Name of Project: \_\_\_\_\_

Detailed Description: \_\_\_\_\_  
\_\_\_\_\_

Name of Project Owner: \_\_\_\_\_

Contract Amount: \_\_\_\_\_

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

(d) Project Number 4:

Name of Project: \_\_\_\_\_

Detailed Description: \_\_\_\_\_  
\_\_\_\_\_

Name of Project Owner: \_\_\_\_\_

Contract Amount: \_\_\_\_\_

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

(e) Project Number 5:

Name of Project: \_\_\_\_\_

Detailed Description: \_\_\_\_\_  
\_\_\_\_\_

Name of Project Owner: \_\_\_\_\_

Contract Amount: \_\_\_\_\_

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

(22) Are there projects not listed above that will be undertaken during the duration of District's Project? Yes \_\_\_\_\_ No \_\_\_\_\_ If the answer is "Yes," please provide the following information:

(a) Project Number 1:

Name of Project: \_\_\_\_\_

Detailed Description: \_\_\_\_\_  
\_\_\_\_\_

Name of Project Owner: \_\_\_\_\_

Contract Amount: \_\_\_\_\_

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

(b) Project Number 2:

Name of Project: \_\_\_\_\_

Detailed Description: \_\_\_\_\_  
\_\_\_\_\_

Name of Project Owner: \_\_\_\_\_

Contract Amount: \_\_\_\_\_

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



(c) Project Number 3:

Name of Project: \_\_\_\_\_

Detailed Description: \_\_\_\_\_  
\_\_\_\_\_

Name of Project Owner: \_\_\_\_\_

Contract Amount: \_\_\_\_\_

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

(d) Project Number 4:

Name of Project: \_\_\_\_\_

Detailed Description: \_\_\_\_\_  
\_\_\_\_\_

Name of Project Owner: \_\_\_\_\_

Contract Amount: \_\_\_\_\_

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

(e) Project Number 5:

Name of Project: \_\_\_\_\_

Detailed Description: \_\_\_\_\_  
\_\_\_\_\_

Name of Project Owner: \_\_\_\_\_

Contract Amount: \_\_\_\_\_

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

(23) Additional information required: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(24) List of References - Public construction projects of similar nature in a school/community college/university within the last five (5) years. District has discretion to require more than five (5) references.

1. Name: \_\_\_\_\_  
Address and Telephone: \_\_\_\_\_  
\_\_\_\_\_  
Contact Person: \_\_\_\_\_  
Description of Project: \_\_\_\_\_  
Dates of commencement and completion of Project: \_\_\_\_\_  
\_\_\_\_\_  
Contract Amount: \_\_\_\_\_  
Architect: \_\_\_\_\_  
Architect's Address and Telephone: \_\_\_\_\_  
\_\_\_\_\_  
DSA or public agency inspector: \_\_\_\_\_  
  
Address and Telephone: \_\_\_\_\_  
\_\_\_\_\_

2. Name: \_\_\_\_\_  
Address and Telephone: \_\_\_\_\_  
\_\_\_\_\_  
Contact Person: \_\_\_\_\_  
Description of Project: \_\_\_\_\_  
Dates of commencement and completion of Project: \_\_\_\_\_  
\_\_\_\_\_  
Contract Amount: \_\_\_\_\_  
Architect: \_\_\_\_\_

Architect's Address and Telephone: \_\_\_\_\_

\_\_\_\_\_

DSA or public agency inspector: \_\_\_\_\_

Address and Telephone: \_\_\_\_\_

\_\_\_\_\_

3. Name: \_\_\_\_\_

Address and Telephone: \_\_\_\_\_

\_\_\_\_\_

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

Description of Project: \_\_\_\_\_

Dates of commencement and completion of Project: \_\_\_\_\_

\_\_\_\_\_

Contract Amount: \_\_\_\_\_

Architect: \_\_\_\_\_

Architect's Address and Telephone: \_\_\_\_\_

\_\_\_\_\_

DSA or public agency inspector: \_\_\_\_\_

Address and Telephone: \_\_\_\_\_

\_\_\_\_\_

4. Name: \_\_\_\_\_

Address and Telephone: \_\_\_\_\_

\_\_\_\_\_

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

Description of Project: \_\_\_\_\_

Dates of commencement and completion of Project: \_\_\_\_\_

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Contract Amount: \_\_\_\_\_

Architect: \_\_\_\_\_

Architect's Address and Telephone: \_\_\_\_\_

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DSA or public agency inspector: \_\_\_\_\_

Address and Telephone: \_\_\_\_\_

5. Name: \_\_\_\_\_

Address and Telephone: \_\_\_\_\_

---

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

Description of Project: \_\_\_\_\_

Dates of commencement and completion of Project: \_\_\_\_\_

---

Contract Amount: \_\_\_\_\_

Architect: \_\_\_\_\_

Architect's Address and Telephone: \_\_\_\_\_

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DSA or public agency inspector: \_\_\_\_\_

Address and Telephone: \_\_\_\_\_

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LOWELL JOINT SCHOOL DISTRICT  
MARQUEE INSTALLATIONS – MULTIPLE SITES  
CUPCCAA BID NO. 202122-02

**I certify and declare under penalty of perjury under the laws of the State of California that the foregoing responses to the Information Required of Bidder are true and correct.**

---

Signature

---

Print Name

---

Title

---

Date

**IX. WORKERS' COMPENSATION CERTIFICATE**

Labor Code Section 3700.

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

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

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

(c) For any county, city, city and county, municipal corporation, public district, public agency or any political subdivision of the state, including each member of a pooling arrangement under a joint exercise of powers agreement (but not the state itself), by securing from the Director of Industrial Relations a certificate of consent to self-insure against workers' compensation claims, which certificate may be given upon furnishing proof satisfactory to the director of ability to administer workers' compensation claims properly, and to pay workers' compensation claims that may become due to its employees. On or before March 31, 1979, a political subdivision of the state which, on December 31, 1978, was uninsured for its liability to pay compensation, shall file a properly completed and executed application for a certificate of consent to self-insure against workers' compensation claims. The certificate shall be issued and be subject to the provisions of Section 3702."

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

\_\_\_\_\_  
Name of the Contractor  
By: \_\_\_\_\_  
Signature  
\_\_\_\_\_  
Print Name  
\_\_\_\_\_  
Title  
\_\_\_\_\_  
Date

LOWELL JOINT SCHOOL DISTRICT  
MARQUEE INSTALLATIONS – MULTIPLE SITES  
CUPCAA BID NO. 202122-02

(In accordance with Article 5 [commencing at Section 1860], Chapter 1, Part 7, Division 2 of the Labor Code, the above certificate must be signed and filed with the awarding body prior to performing any work under the contract.)

**X. CERTIFICATION – PARTICIPATION OF DISABLED VETERAN BUSINESS ENTERPRISES IN ACCORDANCE WITH EDUCATION CODE 17076.11**

In accordance with Education Code Section 17076.11, Lowell Joint School District (District) has a participation goal for Disabled Veteran Business Enterprises of at least three percent (3%) per year of the overall dollar amount of funds allocated by District by the State Allocation Board pursuant to the Leroy F. Greene School Facilities Act of 1998 for construction or modernization of school buildings and expended each year by District. At the time of execution of the contract, the Contractor will provide a statement to District of anticipated participation of Disabled Veteran Business Enterprises in the contract. Prior to, and as a condition precedent for final payment under the contract, the contractor will provide appropriate documentation to District identifying the amount paid to Disabled Veteran Business Enterprises pursuant to the contract, so that District can assess its success at meeting this goal.

The contractor may provide the anticipated participation of Disabled Veteran Business Enterprises in terms of percentage of its total contract or the dollar amount anticipated to be paid to Disabled Veteran Business Enterprises or by providing the names of the Disabled Veteran Business Enterprises that will participate in the contract. If there is a discrepancy between the anticipated goals and the actual goals at completion of the contract or a failure to meet the anticipated goal or dollar amounts, District will require the contractor to provide, at the completion of the contract, a detailed statement of the reason(s) for the discrepancy or failure to meet the anticipated goals or dollar amounts.

I certify that I have read the above and will comply with the anticipated participation of Disabled Veteran Business Enterprises in this contract.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Typed or Printed Name

\_\_\_\_\_  
Title

\_\_\_\_\_  
Company

\_\_\_\_\_  
Address

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

\_\_\_\_\_  
Telephone

\_\_\_\_\_  
Fax

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



**XI. NONCOLLUSION DECLARATION**

**IN ACCORDANCE WITH PUBLIC CONTRACT CODE SECTION 7106**

The undersigned declares:

I am the \_\_\_\_\_ of \_\_\_\_\_, the party making the foregoing bid.

The bid is not made in the interest of, or on behalf of, any undisclosed person, partnership, company, association, organization, or corporation. The bid is genuine and not collusive or sham. The bidder has not directly or indirectly induced or solicited any other bidder to put in a false or sham bid. The bidder has not directly or indirectly colluded, conspired, connived, or agreed with any bidder or anyone else to put in a sham bid, or to refrain from bidding. The bidder has not in any manner, directly or indirectly, sought by agreement, communication, or conference with anyone to fix the bid price of the bidder or any other bidder, or to fix any overhead, profit, or cost element of the bid price, or of that of any other bidder. All statements contained in the bid are true. The bidder has not, directly or indirectly, submitted his or her bid price or any breakdown thereof, or the contents thereof, or divulged information or data relative thereto, to any corporation, partnership, company, association, organization, bid depository, or to any member or agent thereof, to effectuate a collusive or sham bid, and has not paid, and will not pay, any person or entity for such purpose.

Any person executing this declaration on behalf of a bidder that is a corporation, partnership, joint venture, limited liability company, limited liability partnership, or any other entity, hereby represents that he or she has full power to execute, and does execute, this declaration on behalf of the bidder.

I declare under penalty of perjury under the laws of the State of California that the foregoing is true and correct and that this declaration is executed on \_\_\_\_\_ [date], at \_\_\_\_\_ [city], \_\_\_\_\_ [state].

\_\_\_\_\_  
Signature

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

**XII. FAITHFUL PERFORMANCE BOND**

KNOW ALL PERSONS BY THESE PRESENT:

WHEREAS, the Lowell Joint School District of Los Angeles County, California (hereinafter referred to as "District"), awarded \_\_\_\_\_ (hereinafter referred to as the "Contractor/Principal") the contract for the work described as

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_;

WHEREAS, said Contractor/Principal is required under the terms of said contract to furnish a bond for the faithful performance of said contract which contract is incorporated herein by reference;

NOW, THEREFORE, we the undersigned Contractor, as Principal, and Surety, a California admitted surety insurer are held and firmly bound to District for one hundred percent (100%) of the total amount payable by District under the terms of the contract awarded by District to the Contractor/Principal, lawful money of the United States of America, for payment of which sum well and truly to be made, we bind ourselves, our heirs, executors, administrators and successors, jointly and severally, firmly by these presents.

THE CONDITION OF THIS OBLIGATION IS SUCH THAT, if the hereby bonded Contractor/Principal, its heirs, executors, administrators, successors, or assigns, shall in all things stand to and abide by and well and truly keep and perform all the undertakings, terms, covenants, conditions, and agreements in the said contract which is attached hereto and incorporated herein by reference and any alteration and/or amendments thereof, made as therein provided, including, but not limited to, the provisions regarding contract duration and liquidated damages, all within the time and in the manner therein designated in all respects according to their true intent and meaning, then this obligation shall become null and void; otherwise, it shall be and remain in full force and effect.

As a condition precedent to the satisfactory completion of the contract, the above obligation shall hold good for a period of \_\_\_\_\_ ( ) year(s) after the acceptance of the work by District, during which time if Contractor/Principal shall fail to make full, complete, and satisfactory repair and replacements and totally protect District from loss or damage made evident during the period of \_\_\_\_\_ ( ) year(s) from the date of completion of the work, and resulting from or caused by defective materials or faulty workmanship, the above obligation in penal sum thereof shall remain in full force and effect. The obligation of Surety hereunder shall continue so long as any obligation of Contractor remains.

Whenever Contractor/Principal shall be, and is declared by District to be, in default under the contract, District having performed District's obligations thereunder, the Surety shall promptly remedy the default, or shall promptly:

1. Complete the contract in accordance with its terms and conditions; or

2. Obtain a bid or bids for completing the contract in accordance with its terms and conditions, and upon determination by Surety of the lowest responsive and responsible bidder, arrange for a contract between such bidder and District, and make available as work progresses, sufficient funds to pay the cost of completion less the balance of the contract price, but not exceeding, including other costs and damages for which Surety may be liable hereunder, the amount set forth above. The term, "balance of the contract price", as used in this paragraph shall mean the total amount payable to Contractor/Principal by District under the contract and any modifications thereto, less the amount previously properly paid by District to the Contractor/Principal.

Surety expressly agrees that District may reject any contractor or subcontractor which may be proposed by Surety in fulfillment of its obligations in the event of default by the Principal. Surety shall not utilize Contractor/Principal in completing the contract nor shall Surety accept a bid from Contractor/Principal for completion of the work if District, when declaring the Contractor/Principal in default, notifies Surety of District's objection to Contractor's/Principal's further participation in the completion of the work.

No right of action shall accrue on this bond to or for the use of any person or corporation other than District named herein or the successors or assigns of District. Any suit under this bond must be instituted within the applicable statute of limitations period.

FURTHER, the said Surety, for value received, hereby stipulates and agrees that no change, extension of time, alteration or modification of the Project documents, or of the work to be performed thereunder, shall in any way affect its obligations on this bond; and it does hereby waive notice of any change, extension of time, alteration or modification of the Project documents or of work to be performed thereunder.

Contractor/Principal and Surety agree that if District is required to engage the services of an attorney in connection with the enforcement of this bond, each shall pay District's reasonable attorney's fees and costs incurred, with or without suit, in addition to the above amount.

[remainder of page intentionally left blank]

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

CORPORATE SEAL, IF  
APPLICABLE, AND NOTARIAL  
ACKNOWLEDGEMENT OF  
CONTRACTOR

\_\_\_\_\_  
Contractor/Principal

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

Signature

\_\_\_\_\_  
Print Name and Title

SEAL AND NOTARIAL  
ACKNOWLEDGEMENT OF  
SURETY

\_\_\_\_\_  
Surety

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

Signature

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
(Mailing Address, Telephone  
No. and Facsimile No. of Surety)

\_\_\_\_\_  
Print Name and Title

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
(Attach Attorney-in-Fact Certificate  
and Required Acknowledgement)

**XIII. PAYMENT BOND**

KNOW ALL PERSONS BY THESE PRESENT:

WHEREAS, the Lowell Joint School District of Los Angeles County, California ("hereinafter referred to as District"), has awarded to \_\_\_\_\_, hereinafter referred to as the "Contractor/Principal" a contract for the work described as \_\_\_\_\_;

WHEREAS, said Contractor/Principal is required by Division 3, Part IV, Title XV, Chapter 7 (commencing at Section 3247) of the California Civil Code to furnish a bond in connection with said contract;

NOW, THEREFORE, we, the Contractor/Principal and \_\_\_\_\_, as Surety, a California admitted surety insurer, are held firmly bound unto District for one hundred percent (100%) of the total amount payable by District under the terms of the contract awarded by District to the Contractor/Principal lawful money of the United States of America for the payment of which sum well and truly to be made, we bind ourselves, our heirs, executors, administrators, successors and assigns, jointly and severally, firmly by these presents.

THE CONDITION OF THIS OBLIGATION IS SUCH that if said Contractor/Principal, his/her or its heirs, executors, administrators, successors, or assigns, or a subcontractor, shall fail to pay any person or persons named in Civil Code Section 3181 or fail to pay for any materials, or other supplies, used in, upon, for, or about the performance of the work contracted to be done, or for any work or labor thereon of any kind, or for amounts due under the Unemployment Insurance Code, with respect to work or labor thereon of any kind, or shall fail to deduct, withhold, and pay over to the Employment Development Department, any amounts required to be deducted, withheld, and paid over by Section 13020 of the Unemployment Insurance Code with respect to work and labor thereon of any kind, then said Surety will pay for the same, in or to an amount not exceeding the amount hereinabove set forth, and also will pay in case suit is brought upon this bond, such reasonable attorney's fees as shall be fixed by the court, awarded and taxed as provided in Division 3, Part IV, Title XV, Chapter 7 (commencing at Section 3247) of the California Civil Code.

This bond shall inure to the benefit of any of the persons named in Section 3181 of the California Civil Code, so as to give a right of action to such person or their assigns in any suit brought upon this bond.

It is further stipulated and agreed that the Surety of this bond shall not be exonerated or released from the obligation of the bond by any change, extension of time for performance, addition, alteration or modification in, to, or of any contract, plans, specifications, or agreement pertaining

or relating to any scheme or work of improvement hereinabove described or pertaining or relating to the furnishing of labor, materials, or equipment therefore, nor by any change or modification of any terms of payment or extension of the time for any payment pertaining or relating to any scheme or work of improvement hereinabove described, nor by any rescission or attempted rescission of the contract, agreement or bond, nor by any conditions precedent or subsequent in the bond attempting to limit the right of recovery of claimants otherwise entitled to recover under any such contract or agreement or under the bond, nor by any fraud practiced by any person other than the claimant seeking to recover on the bond and that this bond be construed most strongly against the Surety and in favor of all persons for whose benefit such bond is given, and under no circumstances shall Surety be released from liability to those for whose benefit such bond has been given, by reason of any breach of contract between District and original contractor or on the part of any obliged party named in such bond, but the sole conditions of recovery shall be that claimant is a person described in Section 3110 and 3112 of the California Civil Code, and has not been paid the full amount of his/her or its claim and that Surety does hereby waive notice of any such change, extension of time, addition, alteration or modification herein mentioned.

Any claims under this bond may be addressed to:

_____	(Name and address of Surety)
_____	(Name and address of agent or representative in California, if different from above)
_____	(Telephone and facsimile number of Surety or agent or representative in California)
_____	

[remainder of page intentionally left blank]

IN WITNESS HEREOF, we have hereto set our hands and seals on this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_.

CORPORATE SEAL, IF  
APPLICABLE, AND NOTARIAL  
ACKNOWLEDGEMENT OF  
CONTRACTOR

\_\_\_\_\_  
Contractor/Principal

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

\_\_\_\_\_  
Print Name and Title

SEAL AND NOTARIAL  
ACKNOWLEDGEMENT OF  
SURETY

\_\_\_\_\_  
Surety

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

\_\_\_\_\_  
Print Name and Title

(Mailing Address, Telephone and  
Facsimile No. of Surety)

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

(Attach Attorney-in-Fact Certificate and  
Required Acknowledgement)

#### **XIV. AGREEMENT**

THIS AGREEMENT, dated \_\_\_\_\_, in the County of Los Angeles, State of California, is by and between Lowell Joint School District, (hereinafter referred to as "District"), and \_\_\_\_\_, (hereinafter referred to as "Contractor").

District and Contractor, for the consideration stated herein, agree as follows:

1. Contractor agrees to complete the Project known as **BID NO. 202122-02, MARQUEE INSTALLATIONS – MULTIPLE SITES** according to all the terms and conditions set forth in the Project Documents, including but not limited to the Notice Calling For Bids, Information for Bidders, Bid Form, Bid Security, Designation of Subcontractors, Information Required of Bidder, all prequalification forms submitted pursuant to Public Contract Code Section 20111.5, if any, Non-collusion Affidavit, Workers' Compensation Certificate, Faithful Performance Bond, Payment Bond, Drug-Free Workplace Certification, Criminal Records Check Certification, Insurance Certificates and Endorsements, Guarantees, Contractor's Certificate Regarding Non-Asbestos Containing Materials, Disabled Veteran Business Enterprises Certification, if applicable, General Conditions, Supplemental Conditions, if any, Special Conditions, if any, Drawings, Specifications, and all modifications, addenda and amendments thereto by this reference incorporated herein. The Project Documents are complementary, and what is called for by any one shall be as binding as if called for by all.

2. CONTRACTOR shall perform within the time set forth in Paragraph 4 of this Agreement everything required to be performed, and shall provide, furnish and pay for all the labor, materials, necessary tools, expendable equipment, and all taxes, utility and transportation services required for construction of the Project. All of said work shall be performed and completed in a good workmanlike manner in strict accordance with the drawings, specifications and all provisions of this Agreement as hereinabove defined and in accordance with applicable laws, codes, regulations, ordinances and any other legal requirements governing the Project. CONTRACTOR shall be liable to District for any damages arising as a result of a failure to fully comply with this obligation, and CONTRACTOR shall not be excused with respect to any failure to so comply by any act or omission of the Architect, Engineer, Inspector, Division of State Architect, or representative of any of them, unless such act or omission actually prevents CONTRACTOR from fully complying with the requirements of the Project Documents, and unless CONTRACTOR protests at the time of such alleged prevention that the act or omission is preventing CONTRACTOR from fully complying with the Project Documents. Such protest shall not be effective unless reduced to writing and filed with District within three (3) working days of the date of occurrence of the act or omission preventing CONTRACTOR from fully complying with the Project Documents.



3. District shall pay to CONTRACTOR, as full consideration for the faithful performance of this Agreement, subject to any additions or deductions as provided in the Project Documents, the unit prices as specified in attached bid price sheet.

4. The work shall be commenced on or before the seventh (7<sup>th</sup>) day after receiving District's Notice to Proceed and shall be completed within **thirty (30)** consecutive calendar days from the date specified in the Notice to Proceed. The initial term of this agreement will be for one year, with four (4) one year renewal periods, at the option of the Board of Trustees, for a total contract term not to exceed 60 months.

5. **Time is of the essence.** If the work is not completed in accordance with Paragraph 4 above, it is understood that District will suffer damage. It being impractical and infeasible to determine the amount of actual damage, in accordance with Government Code Section 53069.85, it is agreed that CONTRACTOR shall pay to District as fixed and liquidated damages, and not as a penalty, the sum of **two hundred dollars (\$350.00)** for each calendar day of delay until work is completed and accepted. Time extensions may be granted by District as provided in Article 63 of the General Conditions. Liquidated damages shall be imposed as set forth in Article 63 of the General Conditions.

6. Termination for Cause or Nonappropriation. In the event CONTRACTOR defaults in the performance of the Agreement as set forth in General Conditions Article 13(a) or if there is a nonappropriation of funds or insufficient funds as set forth in General Conditions Article 13(d), then this Agreement shall terminate or be suspended as set forth in General Conditions Article 13.

Termination for Convenience. District has discretion to terminate this Agreement at any time and require CONTRACTOR to cease all work on the Project by providing CONTRACTOR written notice of termination specifying the desired date of termination. Upon receipt of written notice from District of such termination for District's convenience, CONTRACTOR shall:

- (i) Cease operations as directed by District in the notice;
- (ii) Take any actions necessary, or that District may direct, for the protection and preservation of the work; and
- (iii) Not terminate any insurance provisions required by the Project Documents.

In case of such termination for District's convenience, CONTRACTOR shall be entitled to receive payment from District for work satisfactorily executed and for proven loss with respect to materials, equipment, and tools, including overhead and profit for that portion of the work completed. In the case of Termination for Convenience, District shall have the right to

accept assignment of subcontractors. The foregoing provisions are in addition to and not in limitation of any other rights or remedies available to District.

7. CONTRACTOR agrees to and does hereby indemnify and hold harmless District, its Board of Trustees, officers, agents, and employees from every claim or demand made, and every liability, loss, damage, or expense, of any nature whatsoever, which may be incurred by reason of:

(a) Any injury to or death of any person(s) or damage to, loss or theft of any property sustained by the CONTRACTOR or any person, firm or corporation employed by the CONTRACTOR, either directly or by independent contract, upon or in connection with the work called for in this AGREEMENT, except for liability resulting from the sole active negligence, or willful misconduct of District.

(b) Any injury to or death of any person(s) or damage, loss or theft of any property caused by any act, neglect, default or omission of the CONTRACTOR, or any person, firm, or corporation employed by the CONTRACTOR, either directly or by independent contract, arising out of, or in any way connected with the work covered by this Agreement, whether said injury or damage occurs either on or off District property, if the liability arose due to the negligence or willful misconduct of anyone employed by the CONTRACTOR, either directly or by independent contract,

The CONTRACTOR, at CONTRACTOR'S own expense, cost, and risk shall defend any and all actions, suits, or other proceedings that may be brought or instituted against District, its Governing Board, officers, agents or employees, on any such claim, demand or liability, and shall pay or satisfy any judgment that may be rendered against District, its Governing Board, officers, agents or employees in any action, suit or other proceedings as a result thereof.

8. Hold Harmless and Indemnification. To the fullest extent permitted by law, the CONTRACTOR, at the CONTRACTOR'S sole cost and expense, agrees to fully defend, indemnify and hold harmless, District, including but not limited to any of its governing board members, officers, employees and agents, from and against any and all claims, actions, demands, costs, judgments, liens, penalties, liabilities, damages, losses, anticipated losses of revenues, and expenses, including any fees of accountants, attorneys or other professionals, arising out of, in connection with, resulting from or related to, or claimed to be arising out of, in connection with, resulting from or related to any act or omission by the CONTRACTOR or any of its officers, agents, employees, subcontractors, sub-subcontractors, any person performing any of the work pursuant to a direct or indirect contract with the CONTRACTOR or individual entities comprising the CONTRACTOR, in connection with or relating to, or claimed to be in connection with or relating to the work, this Agreement, or the Project, including but not limited to any costs or liabilities arising out of or in connection with:

- (a) failure to comply with any applicable law, statute, code, ordinance, regulation, permit or orders;
- (b) any misrepresentation, misstatement or omission with respect to any statement made in the Project Documents or any document furnished by the CONTRACTOR in connection therewith;
- (c) any breach of duty, obligation or requirement under the Project Documents;
- (d) any failure to coordinate the work of other contractors;
- (e) any failure to provide notice to any party as required under the Project Documents;
- (f) any failure to act in such a manner as to protect District and the Project from loss, cost, expense or liability; or
- (g) any failure to protect the property of any utility company or property owner.

This indemnity shall survive termination of the contract or final payment thereunder. This indemnity is in addition to any other rights or remedies which District may have under the law or under the Project Documents. In the event of any claim or demand made against any party which is entitled to be indemnified hereunder, District may in its sole discretion reserve, retain or apply any monies due to the CONTRACTOR under the Project Documents for the purpose of resolving such claims; provided, however, that District may release such funds if the CONTRACTOR provides District with reasonable assurance of protection of District's interests. District shall in its sole discretion determine whether such assurances are reasonable.

9. CONTRACTOR shall take out, prior to commencing the work, and maintain, during the life of this Agreement, and shall require all subcontractors, if any, whether primary or secondary, to take out and maintain the insurance coverages set forth below and in Articles 16, 17, 18 and 19 of the General Conditions. CONTRACTOR agrees to provide all evidences of coverage required by District including certificates of insurance and endorsements.

Public Liability Insurance for injuries including accidental death, to any one person in an amount not less than	<b>\$1,000,000.00</b>
--	-----------------------

and

Subject to the same limit for each person on account of one accident, in an amount not less than	<b>\$1,000,000.00</b>
--	-----------------------

Property Damage Insurance in an amount not less than	<b>\$1,000,000.00</b>
--	-----------------------

Insurance Covering Special Hazards: The following special hazards shall be covered by rider or riders to above-mentioned public liability insurance or property damage insurance policy or policies of insurance, or by special policies of insurance in amounts as follows:

Automotive and truck where operated in amounts as above

Material hoist where used in amounts as above

10. Escrow Account: N/A
11. Labor Compliance Program: N/A

12. If CONTRACTOR is a corporation, the undersigned hereby represents and warrants that the corporation is duly incorporated and in good standing in the State of \_\_\_\_\_, and that \_\_\_\_\_, whose title is \_\_\_\_\_, is authorized to act for and bind the corporation.

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

14. This Agreement constitutes the entire agreement of the parties. No other agreements, oral or written, pertaining to the work to be performed, exists between the parties. This Agreement can be modified only by an amendment in writing, signed by both parties and pursuant to action of the Governing Board of District. This Agreement shall be governed by the laws of the State of California.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed including all contract documents as indicated:

**CONTRACT DOCUMENTS:**

1. \_\_\_\_\_ Bid Bond
2. \_\_\_\_\_ Bid Form
3. \_\_\_\_\_ Designation of Subcontractors
4. \_\_\_\_\_ CA Contractors License Number
5. \_\_\_\_\_ DIR Registration Number
6. \_\_\_\_\_ Information Required of Bidder
7. \_\_\_\_\_ Contractor's Certificate Regarding Workers' Compensation
8. \_\_\_\_\_ Certification – Participation of Disabled Veteran Business Enterprise

- 9. \_\_\_\_\_ Noncollusion Declaration
- 10. \_\_\_\_\_ Faithful Performance Bond
- 11. \_\_\_\_\_ Payment Bond
- 12. \_\_\_\_\_ Agreement
- 13. \_\_\_\_\_ Drug-Free Workplace Certification
- 14. \_\_\_\_\_ Certification by Contractor Criminal Records Check
- 15. \_\_\_\_\_ Contractor’s Certificate Non-Asbestos Containing Materials
- 16. \_\_\_\_\_ Tobacco Use Policy
- 17. \_\_\_\_\_ Conflict of Interest
- 18. \_\_\_\_\_ Compliance With Safety Regulations
- 19. \_\_\_\_\_ Certificate Of Liability Insurance
- 20. \_\_\_\_\_ W-9 Form

**CONTRACT TERM**

The terms of this base contract is for one year beginning \_\_\_\_\_, through \_\_\_\_\_, with two (2) one-year renewal terms at the option of the Board of Trustees, for a total contract term not to exceed 36 months.

District

Contractor

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

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

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

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

\_\_\_\_\_  
Title

\_\_\_\_\_  
Title

\_\_\_\_\_  
Contractor's License No.

\_\_\_\_\_  
Tax ID/Social Security No.

(CORPORATE SEAL OF CONTRACTOR,  
if corporation)

**XV. GUARANTEE**

Guarantee for \_\_\_\_\_. We hereby guarantee that the \_\_\_\_\_, which we have installed in \_\_\_\_\_, has been done in accordance with the Project Documents and that the work as installed will fulfill the requirements included in the Project Documents. The undersigned agrees to repair or replace any or all of such work, together with any other adjacent work which may be displaced in connection with such repair or replacement, that may prove to be defective in workmanship or material within a period of one year (1) year from the date of completion of the Project, ordinary wear and tear and unusual abuse or neglect excepted.

In the event of the undersigned's or undersigned surety's failure to commence and pursue with diligence said repairs or replacements within ten (10) calendar days after being notified in writing by District, the undersigned authorizes District to proceed to have said defects repaired or replaced and made good at the expense of the undersigned and surety who hereby agree to pay the costs and charges therefore immediately upon demand. (General Conditions Article 46(d))

\_\_\_\_\_  
Name of Contractor

By: \_\_\_\_\_  
Signature of Contractor

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

\_\_\_\_\_  
Title

Contractor shall provide copy of this Guarantee to Contractor's surety.

[remainder of page intentionally left blank]

Guarantee (continued)

\_\_\_\_\_  
Name of Subcontractor  
(if work performed by  
subcontractor)

By: \_\_\_\_\_  
Signature of Subcontractor

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

\_\_\_\_\_  
Title

Representatives to be contacted for service:

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

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

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

**XVI. OTHER REQUIRED DOCUMENTS**

- **Drug-Free Workplace Certification\***
- **Certification by Contractor Criminal Records Check\***
- **Contractor’s Certificate Regarding Non-Asbestos Containing Materials\***
- **Tobacco Use Policy\***
- **Conflict of Interest\***
- **Compliance With Safety Regulations\***
- **Certificates of Liability Insurance\*\***
  - Requirements, Accord 25 and 2<sup>nd</sup> page Additional Insured Endorsement with “Sample”
- **W-9 Form\*\***

**\*Must be completed and submitted with bid – No exceptions**

**\*\*Will be executed by successful bidder after award of bid, but before contract award is effective.**



### **DRUG-FREE WORKPLACE CERTIFICATION**

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

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

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

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

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

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

---

NAME OF CONTRACTOR

---

Signature

---

Print Name

---

Title

---

Date

**CERTIFICATION BY CONTRACTOR**  
**CRIMINAL RECORDS CHECK**  
**AB 1610, 1612 and 2102**

To Board of Trustees of Lowell Joint School District:

I, \_\_\_\_\_ certify that:  
(Name of Contractor)

1. I have carefully read and understand the Notice to Contractors Regarding Criminal Record Checks (Education Code §45125.1) required by the passage of AB 1610, 1612 and 2102.
2. Due to the nature of the work I will be performing for District, my employees  
 will **OR**  will not have contact with students of District.
3. My employees and volunteers who may have contact with District students must complete background checks with the California Department of Justice (DOJ) and the Federal Bureau of Investigation (FBI).
4. None of the employees who will be performing the work have been convicted of a violent or serious felony as defined in the Notice and in Penal Code sections §667.5 and §1192.7. This determination was made by a fingerprint check through the Department of Justice and the Federal Bureau of Investigation.

I declare under penalty of perjury that the foregoing is true and correct.

Executed at \_\_\_\_\_, \_\_\_\_\_ on \_\_\_\_\_  
(City) (State) (Date)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Typed or printed name

\_\_\_\_\_  
Title

\_\_\_\_\_  
Address

\_\_\_\_\_  
Telephone

**NOTICE TO CONTRACTORS REGARDING CRIMINAL RECORDS CHECK**  
**(EDUCATION CODE §45125.1)**

Education Code §45125.1 provides that if the employees of any entity that has a contract with a school District may have any contact with pupils, those employees shall submit or have submitted their fingerprints in a manner authorized by the Department of Justice (DOJ) together with a fee determined by the DOJ to be sufficient to reimburse itself for its costs incurred in processing the application.

The DOJ shall ascertain whether the individual whose fingerprints were submitted to it has been arrested or convicted of any crime insofar as that fact can be ascertained from information available to it. When the DOJ ascertains that an individual whose fingerprints were submitted to it has a pending criminal proceeding for a violent felony listed in Penal Code §1192.7(c) or has been convicted of such a felony, the DOJ shall notify the employer designated by the individual of the criminal information pertaining to the individual. The notification shall be delivered by telephone and shall be confirmed in writing and delivered to the employer by first-class mail.

**The contract shall not permit an employee to come in contact with pupils until both the DOJ and the Federal Bureau of Investigation has ascertained that the employee has not been convicted of a violent or serious felony. The contractor shall certify in writing to District's Board of Trustees that none of its employees who may come in contact with pupils have been convicted of a violent or serious felony.**

Penal Code §667.5(c) lists the following “violent” felonies: murder; voluntary manslaughter ; mayhem; rape; sodomy by force; oral copulation by force; lewd acts on a child under the age of 14 years; any felony punishable by death or imprisonment in the state prison for life; any felony in which the defendant inflicts great bodily injury on another; any robbery perpetrated in an inhabited dwelling; arson; penetration of a person's genital or anal openings by foreign or unknown objects against the victim's will; attempted murder; explosion or attempt to explode or ignite a destructive device or explosive with the intent to commit murder; kidnapping; continuous sexual abuse of a child; and carjacking.

Penal Code §1192.7 lists the following : “serious” felonies: murder; voluntary manslaughter; mayhem; rape; sodomy by force; oral copulation by force; a lewd or lascivious act on a child under the age of 14 years; any felony punishable by death or imprisonment in the state prison for life; any felony in which the defendant personally inflicts great bodily injury on another, or in which the defendant personally uses a firearm; attempted murder; assault with intent to commit rape or robbery; assault with a deadly weapon on a peace officer; assault by a life prisoner on a non-inmate; assault with a deadly weapon by an inmate; arson; exploding a destructive device with intent to injure or to murder, or explosion causing great bodily injury or mayhem; burglary of an inhabited dwelling; robbery or bank robbery; kidnapping; holding of a hostage by a person confined in a state prison; attempt to commit a felony punishable by death or imprisonment in the

LOWELL JOINT SCHOOL DISTRICT  
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CUPCAA BID NO. 202122-02

state prison for life; any felony in which the defendant personally uses a dangerous or deadly weapon; selling or furnishing specified controlled substances to a minor; penetration of genital or anal openings by foreign objects against the victim's will; grand theft involving a firearm; carjacking; and a conspiracy to commit specified controlled substances offenses.



**CONTRACTOR’S CERTIFICATE REGARDING  
NON-ASBESTOS CONTAINING MATERIALS**

Per Article 69 of the General Conditions.

Certification for \_\_\_\_\_ . We hereby certify that no Asbestos or Asbestos Containing Materials shall be used in this Project or in any tools, devices, clothing, or equipment used to affect the \_\_\_\_\_ which we have installed in the Lowell Joint School District under Project/Bid No. 1516-03.

- (a) Contractor further certifies that he/she has instructed his/her employees with respect to the above mentioned standards, hazards, risks and liabilities.
- (b) Asbestos and/or asbestos containing material shall be defined as all items containing but not limited to chrysotile, corcidolite, amosite, anthophyllite, tremolite and actinolite.
- (c) Any or all material containing greater than one-tenth of one percent (.1%) asbestos shall be defined as asbestos containing material.
- (d) Any disputes involving the question of whether or not material contains asbestos shall be settled by electron microscopy. The costs of any such tests shall be paid by the Contractor if the material is found to contain asbestos.
- (e) All work or materials found to contain asbestos or work or material installed with asbestos containing equipment will be immediately rejected and this work will be removed at no additional cost to District.

\_\_\_\_\_  
Date

\_\_\_\_\_  
Name of Contractor

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

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

\_\_\_\_\_  
Title

**TOBACCO USE POLICY**

In the interest of public health, Lowell Joint School District (District) provides a tobacco-free environment. Smoking or the use of any tobacco products are prohibited in buildings and vehicles, and on any property owned, leased or contracted for, by District. Failure to abide with conditions could result in the termination of this agreement.

Each employee engaged in the performance of the contract will be given a copy of this statement and, as a condition of this Agreement; the undersigned agrees to abide by the terms.

I acknowledge that I am aware of Tobacco Use Policy and hereby certify that I will adhere to the requirements of the policy.

\_\_\_\_\_  
Name of Bidder

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date



**CONFLICT OF INTEREST**

All Bidders shall respond to each of the following questions to determine whether any actual or perceived conflict of interest exists.

\_\_\_\_\_  
PRINT NAME

\_\_\_\_\_  
SIGNATURE AND DATE

\_\_\_\_\_  
TITLE OF OFFICER

\_\_\_\_\_  
NAME OF COMPANY

As part of your Certification, please respond to the following questions listed below:

1. Have you or any of your team member(s) or consultant(s) been employed by District in the last three years? [Yes] [No]. If your answer is "Yes", please provide the following information:

- |    |                                |       |      |
|----|--------------------------------|-------|------|
| a. | Were you a full-time employee? | [Yes] | [No] |
|    | Part-Time employee?            | [Yes] | [No] |
|    | As-Needed employee?            | [Yes] | [No] |
|    | Consultant?                    | [Yes] | [No] |
|    | Or other, please               |       |      |

Explain: \_\_\_\_\_

b. What were the date(s) of your employment/employment contract/consulting contract?  
\_\_\_\_\_

c. In which department(s) of District did you work?  
\_\_\_\_\_

d. Who was/were your Supervisor(s)?  
\_\_\_\_\_

e. Please describe your job duties and responsibilities for each District position held?  
\_\_\_\_\_

f. What was your last date of employment?  
\_\_\_\_\_

2. Do any Board of Trustee Member(s) or District employee(s) have a business position or serve as an Officer(s), Partner(s) or Shareholder(s) in your company? [Yes] [No]. If the answer is "Yes", please provide the following information:

a. What is the name of the Board Member(s) or employee(s)?

---

b. What is his/her position with your company?

---

c. If a Board of Trustee member(s) or employee(s)/Shareholder(s) - what percentage of your company's shares does he/she own?

---

3. Are any of your former employee(s), (Consultants) presently employed by District? [Yes] [No]. If the answer is "Yes", please provide the following information for each such employee(s).

a. What is the name of the former employee(s)?

---

b. What was his/her title at your company?

---

If he/she held more than one position(s) with your company, please provide the title of each positions) held.

---

c. Please describe his/her duties and responsibilities for each position(s) held at your company?

---

d. What were the date(s) of his/her employment?

---

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LOWELL JOINT SCHOOL DISTRICT  
MARQUEE INSTALLATIONS – MULTIPLE SITES  
CUPCAA BID NO. 202122-02

I declare under the Penalty of Perjury under the laws of the State of California that the abovementioned statements are true and correct to the best of my knowledge, and this declaration was executed on this day \_\_\_\_\_, \_\_\_\_\_, 20\_\_; in the \_\_\_\_\_ (City), \_\_\_\_\_ (State).

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(Signature)

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(Printed Name)

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(Title)

## COMPLIANCE WITH SAFETY REGULATIONS

(a) Contractor shall be responsible for all damages to persons or property that occur as a result of its fault or negligence in connection with the prosecution of this Agreement and shall take all necessary measures and be responsible for the proper care and protection of all materials delivered and work performed until completion and final acceptance by District. Contractor shall provide such heat, covering, and enclosures as are necessary to protect all work, materials, equipment, appliances, and tools against damage by weather conditions. All work shall be solely at contractor's risk with the exception of damage to the work caused by "acts of God" as defined in Public Contract Code Section 7105.

(b) Contractor shall take, and require subcontractors to take, all necessary precautions for safety of workers and shall comply with all applicable federal, state, local and other safety laws, standards, orders, rules, regulations, and building codes to prevent accidents or injury to persons on, about, or adjacent to the work site and to provide a safe and healthful place of employment. Contractor shall furnish, erect and properly maintain at all times, as directed by District or required by conditions and progress of work, all necessary safety devices, safeguards, construction canopies, signs audible devices for protection of the blind, safety rails, belts and nets, barriers, lights, and watchmen for protection of workers and the public and shall post danger signs warning against hazards created by such features in the course of construction. Contractor shall designate a responsible employee, whose duty shall be to post information regarding protection and obligations of workers and other notices required under occupational safety and health laws, to comply with reporting and other occupational safety requirements, and to protect the life, safety and health of workers. Name and position of person so designated shall be reported in writing to District by contractor. Contractor shall correct any violations of safety laws, standards, orders, rules, or regulations. Upon the issuance of a citation or notice of violation by the Division of Occupational Safety and Health, such violation shall be corrected immediately by contractor at contractor's expense.

(c) In an emergency affecting safety of person or of work or of adjoining property, contractor, without special instruction or authorization from District, is hereby permitted to act, at its discretion, to prevent such threatened loss or injury; and contractor shall so act if so authorized or instructed by District. Any compensation claimed by contractor on account of emergency work shall be determined by written agreement with District.

(d) Contractor shall take adequate precautions to protect existing roads, sidewalks, curbs, pavements, utilities, adjoining property and structures (including, without limitation, protection from settlement or loss of lateral support), and to avoid damage thereto, and repair any damage thereto caused by construction operations.

(e) Contractor shall (unless waived by District in writing):

(1) When performing new construction on existing sites, become informed and take into specific account the maturity of the students on the site; perform work which may interfere with school routine before or after school hours; enclose working area with a substantial barricade; not allow any unauthorized individuals on the site; require all workers on the Project to be conspicuously identified either by a firm logo on their clothing or prominent identification badge and arrange work to cause a minimum amount of inconvenience and danger to students and faculty in their regular school activities.

- (2) Provide substantial barricades around any shrubs or trees indicated to be preserved.
- (3) Deliver materials to building area over route designated by District.
- (4) When directed by District, take preventive measures to eliminate objectionable dust.
- (5) Enforce all instructions of District regarding signs, advertising, fires, and smoking and require that all workers comply with all regulations while on construction site.
- (6) Take care to prevent disturbing or covering any survey markers, monuments, or other devices marking property boundaries or corners. If such markers are disturbed by accident, they shall be replaced by an approved civil engineer at no cost to District.

\_\_\_\_\_  
Date

\_\_\_\_\_  
Name of Contractor

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

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

\_\_\_\_\_  
Title

## INSURANCE REQUIREMENTS

**The following coverages are required: Notify your insurance company that the wording in Section E must be included in the Descriptions of Operations section of the Certificate of Liability Insurance form.**

The Certificate of Liability (Accord 25 or similar form) is to be issued by contractor's insurance company. **Lowell Joint School District** is to be named as **Additional Insured and Certificate Holder**.

### **Certificate Holder Information:**

Lowell Joint School District  
33122 Valle Road  
San Juan Capistrano, CA 92675

### **\*\*Required Forms:**

Commercial General Liability Insurance – Additional Insured Endorsement

Option #1: Form CG 20 10 11 85

Or

Option #2: Choose either Form CG 20 10 07 04 or Form CG 20 33 07 04

Either form **must be accompanied** by Form CG 20 37 07 04

Commercial General Liability incl. Contractual Liab., and Broad Form Property Damage	\$1,000,000 minimum limit per occurrence \$2,000,000 minimum general aggregate
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Automobile Liability:	\$1,000,000 minimum limit per occurrence
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Workers' Compensation:	As required by the California Labor Code
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Employers' Liability:	\$1,000,000 minimum limit
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For all insurance coverages provided by vendor, the following terms apply:

- A. Any deductibles or self-insured retentions shall be declared in writing to District; District approval is required for any amounts over \$25,000.
- B. Insurance shall be placed with California admitted insurers with a current A.M. Best rating of no less than "A" unless otherwise approved by District, except that for Worker's Compensation, the State Compensation Fund of California is acceptable.
- C. Workers' Compensation and Employer's Liability policies shall contain a waiver of subrogation.

D. The general liability and automobile liability policies are to contain, or be endorsed to contain, the following provisions:

1. Vendor agrees to defend, indemnify, save and hold harmless the Lowell Joint School District (District), its officers, agents, representatives, employees and the Board of Trustees; and provides named additional insured endorsements for District, its officers, agents, representatives, employees and the Board of Trustees. They are to be covered as insured as respects: liability arising out of activities performed by or on behalf of the vendor; products and completed operations of the vendor; premises owned, occupied or used by the vendor; or automobiles owned, leased, hired or borrowed by the vendor. The coverage shall contain no special limitations on the scope of protection afforded to District, its subsidiaries, officials, employees and the Board of Trustees.
2. For any claims related to the Services, the vendor's insurance coverage shall be primary insurance as respects District, its subsidiaries, officials, employees and the Board of Trustees. Any insurance or self-insurance maintained by District, its subsidiaries, officials, employees and the Board of Trustees shall be excess of the vendor's insurance and shall not contribute with it.
3. Each insurance policy required by this clause shall be endorsed to state that coverage shall not be suspended, voided, canceled by either party, reduced in coverage or in limits except after thirty (30) days prior written notice by certified mail, return receipt requested, has been given to District.

E. The "Description of Operations" section must include the following: "Lowell Joint School District is named as additional insured. Such insurance as is afforded by this policy shall be primary, and any insurance carried by District shall be excess and noncontributory."

The vendor shall furnish District with original endorsements effecting coverage required by this clause. The endorsements are to be signed by a person authorized by that insurer to bind coverage on its behalf. All endorsements are to be received and approved by District before work commences.

### **Certificate of Liability Insurance**

**Contractors are not permitted to provide services without a Certificate of Liability Insurance being on file with the Purchasing Department.**

**The insurance requirement is a two page document of the following:**

Lowell Joint School District must be named as additional insured and certificate holder on the Certificate of Liability Insurance form **Acord 25** (Page 1, see attached)

The second page is a separate endorsement page (Page 2, see attached) is required and should include your policy number and name the **Lowell Joint School District** as an additional insured.

**Blanket endorsements are not acceptable.**

Required Endorsement:

*Lowell Joint School District is named as additional insured. Such insurance as is afforded by this policy shall be primary, and any insurance carried by District shall be excess and noncontributory.*

*See the following example.*



LOWELL JOINT SCHOOL DISTRICT  
MARQUEE INSTALLATIONS – MULTIPLE SITES  
CUPCAA BID NO. 202122-02

**POLICY NUMBER:** CA700H6004 **COMMERCIAL GENERAL LIABILITY**

**THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.**

**ADDITIONAL INSURED-DESIGNATED PERSON OR ORGANIZATION**

**This endorsement modifies insurance provided under the following:**

**COMMERCIAL GENERAL LIABILITY COVERAGE PART.**

**SCHEDULE**

**Name of Person or Organization:** XYZ School District

**(If no entry appears above, information required to complete this endorsement will be shown in the Declarations as applicable to this endorsement.)**

**WHO IS AN INSURED (Section II) is amended to include as an Insured the person or organization shown in the Schedule as an insured but only with respect to liability arising out of your operations or premises owned by or rented to you.**

**SAMPLE**

Form <b>W-9</b> (Rev. October 2018) Department of the Treasury Internal Revenue Service	<b>Request for Taxpayer                  Identification Number and Certification</b> ▶ Go to <a href="http://www.irs.gov/FormW9">www.irs.gov/FormW9</a> for instructions and the latest information.	Give Form to the requester. Do not send to the IRS.
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Print or type. See Specific Instructions on page 3.	1 Name (as shown on your income tax return). Name is required on this line; do not leave this line blank.	
	2 Business name/disregarded entity name, if different from above	
	3 Check appropriate box for federal tax classification of the person whose name is entered on line 1. Check only one of the following seven boxes.  <input type="checkbox"/> Individual/sole proprietor or single-member LLC <input type="checkbox"/> C Corporation <input type="checkbox"/> S Corporation <input type="checkbox"/> Partnership <input type="checkbox"/> Trust/estate  <input type="checkbox"/> Limited liability company. Enter the tax classification (C=C corporation, S=S corporation, P=Partnership) ▶ _____ <small>Note: Check the appropriate box in the line above for the tax classification of the single-member owner. Do not check LLC if the LLC is classified as a single-member LLC that is disregarded from the owner unless the owner of the LLC is another LLC that is not disregarded from the owner for U.S. federal tax purposes. Otherwise, a single-member LLC that is disregarded from the owner should check the appropriate box for the tax classification of its owner.</small>  <input type="checkbox"/> Other (see instructions) ▶ _____	4 Exemptions (codes apply only to certain entities, not individuals; see instructions on page 3):  Exempt payee code (if any) _____  Exemption from FATCA reporting code (if any) _____  <small>(Applies to accounts established outside the U.S.)</small>
	5 Address (number, street, and apt. or suite no.) See instructions.	Requester's name and address (optional)
	6 City, state, and ZIP code	
	7 List account number(s) here (optional)	

<b>Part I Taxpayer Identification Number (TIN)</b>																																																			
Enter your TIN in the appropriate box. The TIN provided must match the name given on line 1 to avoid backup withholding. For individuals, this is generally your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the instructions for Part I, later. For other entities, it is your employer identification number (EIN). If you do not have a number, see <i>How to get a TIN</i> , later.																																																			
Note: If the account is in more than one name, see the instructions for line 1. Also see <i>What Name and Number To Give the Requester</i> for guidelines on whose number to enter.	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="10" style="text-align: center;">Social security number</td> </tr> <tr> <td style="width: 20px;"> </td><td style="width: 20px;"> </td><td style="width: 20px;"> </td><td style="width: 20px;"> </td><td style="width: 20px;"> </td><td style="width: 20px;"> </td><td style="width: 20px;"> </td><td style="width: 20px;"> </td><td style="width: 20px;"> </td><td style="width: 20px;"> </td> </tr> <tr> <td colspan="10" style="text-align: center;">or</td> </tr> <tr> <td colspan="10" style="text-align: center;">Employer identification number</td> </tr> <tr> <td style="width: 20px;"> </td><td style="width: 20px;"> </td><td style="width: 20px;"> </td><td style="width: 20px;"> </td><td style="width: 20px;"> </td><td style="width: 20px;"> </td><td style="width: 20px;"> </td><td style="width: 20px;"> </td><td style="width: 20px;"> </td><td style="width: 20px;"> </td> </tr> </table>	Social security number																				or										Employer identification number																			
Social security number																																																			
or																																																			
Employer identification number																																																			

<b>Part II Certification</b>	
Under penalties of perjury, I certify that:	
1. The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me); and	
2. I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding; and	
3. I am a U.S. citizen or other U.S. person (defined below); and	
4. The FATCA code(s) entered on this form (if any) indicating that I am exempt from FATCA reporting is correct.	
Certification instructions. You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the certification, but you must provide your correct TIN. See the instructions for Part II, later.	
<b>Sign Here</b>	Signature of U.S. person ▶ _____
	Date ▶ _____

**General Instructions**

Section references are to the Internal Revenue Code unless otherwise noted.

**Future developments.** For the latest information about developments related to Form W-9 and its instructions, such as legislation enacted after they were published, go to [www.irs.gov/FormW9](http://www.irs.gov/FormW9).

**Purpose of Form**

An individual or entity (Form W-9 requester) who is required to file an information return with the IRS must obtain your correct taxpayer identification number (TIN) which may be your social security number (SSN), individual taxpayer identification number (ITIN), adoption taxpayer identification number (ATIN), or employer identification number (EIN), to report on an information return the amount paid to you, or other amount reportable on an information return. Examples of information returns include, but are not limited to, the following:

- Form 1099-INT (interest earned or paid)
- Form 1099-DIV (dividends, including those from stocks or mutual funds)
- Form 1099-MISC (various types of income, prizes, awards, or gross proceeds)
- Form 1099-B (stock or mutual fund sales and certain other transactions by brokers)
- Form 1099-S (proceeds from real estate transactions)
- Form 1099-K (merchant card and third party network transactions)
- Form 1098 (home mortgage interest), 1098-E (student loan interest), 1098-T (tuition)
- Form 1099-C (canceled debt)
- Form 1099-A (acquisition or abandonment of secured property)

Use Form W-9 only if you are a U.S. person (including a resident alien), to provide your correct TIN.

If you do not return Form W-9 to the requester with a TIN, you might be subject to backup withholding. See *What is backup withholding*, later.

## **XVII. GENERAL CONDITIONS**

**CALIFORNIA DEPARTMENT OF INDUSTRIAL RELATIONS (“DIR”)**: Senate Bill 854 was signed into law on June 20, 2014, and provides for new requirements for both contractors and subcontractors for any public works project.

Each contractor and subcontractor bidding on this project must register with the DIR. Each contractor and subcontractor will be required to pay an initial set up fee as well as an annual renewal fee to the DIR. The fee has initially been set at three hundred dollars (\$300.00). The DIR’s website is <http://www.dir.ca.gov>. Proof of such registration must be provided to District.

Contractors and subcontractors who apply to the DIR will be required to meet certain minimum qualifications to bid on any public works projects. These minimum requirements include: (i) workers compensation coverage, (ii) contractors State License Board license (if applicable to the trade), (iii) no delinquent unpaid wage or penalty assessments owed to any employee or enforcement, (iv) no state of Federal debarment, and (v) no prior violations of this registration requirement (for a first violation in a 12 month period a contractor or subcontractor can still qualify by paying for applicable penalty). Each contractor and subcontractor should carefully review the DIR website for all applicable requirements to be eligible to bid on this project and if needed should consult with an attorney.

Subject to certain limitations, each contractor and subcontractor may be required to comply with California labor Code §1776 (which require the submission on certified payroll records). These records, if required, will need to be submitted on a monthly basis to the California Labor Commissioner. Each contractor and subcontractor should carefully review the DIR website for all applicable requirements related to certified payroll being required on this project and ,if needed, should consult with an attorney.

**BONDS**: Contractor shall furnish a surety bond in an amount not less than ten percent (10%) of the maximum amount of bidder’s bid as security for faithful performance of this Agreement and shall furnish a separate bond in an amount not less than ten percent (10%) of the maximum amount of bidder’s bid as security for payment to persons performing labor and furnishing materials in connection with this Project. **Bonds shall be on the form set forth in these Project Documents.** The Payment Bond shall remain in full force and effect through the contract period. The Faithful Performance Bond shall remain in full force and effect through all of the guarantee periods that are a part of the Contract awarded.

**The required Faithful Performance Bond and Payment Bonds shall each contain its own separate bond number, or a declaration from the surety company acknowledging that the Faithful Performance Bond and the Payment Bond are two separate bonds, each with an independent penal sum limit equal to one hundred percent (100%) of the amount of the contract.**

**EQUIPMENT AND LABOR:** Contractor shall furnish all labor, materials and equipment necessary to complete the project in accordance with the approved plan and/or specifications. Where practical, “Standard Specifications for Public Works Construction” will apply.

**DEFAULT BY CONTRACTOR:** Failure to comply with any of the terms and/or conditions of this contract shall constitute default by the Contractor.

**FORCE MAJEURE CLAUSE:** Parties to the contract shall be excused from performance thereunder during the time and to the extent that they were prevented from obtaining or performing by act of “God, fire, strike, loss” or shortage of transportation facilities, lockout, or commandeering of materials, products, plants or facilities by the government, when satisfactory evidence thereof is presented to District, provided that it is satisfactorily established that the non-performance is not due to the fault or neglect of the party not performing.

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

**SUBCONTRACTORS:** Subcontractors, if any, engaged by the Contractor shall be subject to the approval of District, Contractor shall be held responsible for all operations of the subcontractors and shall require them to maintain adequate California Worker's Compensation and appropriate liability insurance.

**PREVAILING WAGE RATES:** Contractor and subcontractor shall adhere to the prevailing wage rate, and all applicable determinations made by the Director of Industrial Relations pursuant to California Labor Code. Copies of the prevailing rate of per diem wages are available at the following website: [www.dir.ca.gov](http://www.dir.ca.gov). The Contractor must post these rates at the job site and/or similar as required by law in addition to requirements as specified on individual contract(s).

**APPRENTICEABLE OCCUPATIONS:** Contractor shall be responsible for compliance with Labor Code for all apprenticeship occupations.

**PAYROLL RECORDS:** Contractor and subcontractor shall keep accurate payroll records, showing the name, address, social security number, work week and the actual per diem wages paid to each journeyman, apprentice, worker or other employee employed by Contractor, in connection with the public work. Such records shall be certified and available for inspection at reasonable hours at the Contractor’s principal place of business as required by Labor Code.

**COMPLIANCE WITH SAFETY REGULATIONS:** It shall be the responsibility of the Contractor to perform all activities incident to this project in a manner consistent with applicable safety standards and to insure that all completed and in process work satisfies safety standards.

Contractor is also responsible for obtaining District's rules and regulations pertaining to safety and security, including driving on school grounds, particularly when children are present.

**PROTECTION OF WORK AND PROPERTY:** Contractor shall erect and properly maintain at all times, as required by conditions and progress of work, all necessary safeguards, signs, barriers, lights, and watchmen for protection of workers and the public and shall post danger signs warning against hazards created by such features in the course of construction. In an emergency affecting life and safety of life, work of adjoining property, Contractor, without special instruction or authorization from District, is hereby permitted to act to prevent such threatened loss or injury.

**ASBESTOS:** Contractor shall not use or allow any subcontractor to use any materials containing asbestos.

**HAZARDOUS MATERIAL AND MATERIAL SAFETY DATA SHEETS:** In the event the Contractor encounters (during the scope of work as specified by individual contract or specifications), material believed to be asbestos, polychlorinated biphenyl (PCB), or any other identified or non-identified potentially hazardous material (which has not been rendered harmless and is labeled as such), Contractor shall immediately stop work in the area affected and report the condition to District. The work in the affected area shall not continue or be resumed except by written direction of District and by agreement by the Contractor. Contractor is required to ensure Material Safety Data Sheets are available, employees are trained in the use of MSDS, and MSDS are in a readily accessible place at the work site. This is required for any material that has an associated Material Safety Data Sheet per the Federal "Hazard Communication" standard or employees' Right-to-Know laws. Contractor is also required to ensure proper labeling and training on any substance brought onto the job site and ensure that any person working with the material (or has the possibility of exposure by use of the material or contact with the material), is informed of the possible and/or real hazards of the substance, and follows proper handling and protection procedures.

**HOLD HARMLESS:** Contractor shall save, defend, hold harmless, and indemnify District against any and all liability claims. This includes but is not limited to; cost of whatsoever kind and nature for injury to or death of any person or persons and for loss or damage to any property occurring in connection with, or in any way incident to, or arising out of the occupation, use, service, operation, or performance or work (under the terms of this contract or specifications as presented via District Purchase Order), resulting in whole or in part from the negligent acts or omissions of Contractor and/or subcontractor, or any employee agent, or representative of Contractor and/or subcontractor.

**INSURANCE:** Contractor shall not commence work without first obtaining all insurance required under this heading from a company or companies acceptable to District. The Contractor shall not allow any subcontractor to commence work until all appropriate insurance required of the subcontractor has been obtained and properly provided to District. The Contractor shall take out

and maintain at all times during the life of the contract (or as specified via District Purchase Order) the following policies of insurance:

- A. **Workers' Compensation Insurance.** The Contractor shall take out and maintain, during the life of the contract, Worker's Compensation Insurance for all his/her employees. Contractor shall require all subcontractors employed by him/her on the contract to maintain such insurance as will protect such subcontractors from claims under Worker's Compensation Acts.

In case any class of employee is not protected under the Worker's Compensation Statute for any reason, the Contractor shall provide adequate coverage as shall be necessary to District for the protection of such employees not otherwise protected.

- B. Contractor shall obtain and provide to District required evidence of said insurance prior to commencing the work and maintain, during the life of the contract, Contractor's Bodily Injury and Property Damage Liability Insurance in the amount of One-million dollars (\$1,000,000.00) combined single limit. The liability insurance shall include personal injury liability, broad form liability, contractual liability, and completed operations/products liability. The insurance policy must be an 'occurrence' type; a 'claims-made' policy will not be acceptable.
- C. **Insurance Covering Special Hazards.** When automobiles, trucks or other contractors' equipment are used in connection with this work, these special hazards shall be covered by riders to the above mentioned Public Liability Insurance and Property Damage Insurance policies, or by special policies of insurance in the same amount. Automobile Liability Insurance shall provide non-owned auto liability coverage for employer non-ownership and hired autos.
- D. Contractor shall procure and maintain Fire Insurance, with extended coverage endorsements, upon the work of the contract to one hundred percent (100%) of the insurable value thereof, including items of labor and materials connected therewith, whether in or adjacent to the structure insured, materials in place or to be used as part of the permanent construction including surplus materials, protective fences, temporary structures, including miscellaneous materials and supplies incident to the work. The insurance policy or policies shall provide that any loss "shall be payable to the Contractor and "District" as their respective interests may appear. Contractor shall keep work hereunder fully insured, without cost to District, until final inspection and acceptance thereof.
- E. Except for California Workers Compensation Insurance, District shall be named as an additional insured on all policies of insurance hereunder and shall be furnished a thirty (30) day written notice prior to reduction in coverage or cancellation.

**WORKERS:**

- A. Contractor shall at all times enforce strict discipline and good order among Contractor's employees. Contractor and subcontractor shall not employ any person or anyone not skilled (or unfit, unqualified), in assigned work.
- B. Any person in the employ of the Contractor, whom District may deem incompetent or unfit, shall be dismissed from the work and shall not again be employed on the project except with written consent of District.

**FINGERPRINTS:** Contractor shall comply with the fingerprinting and criminal background investigation requirements of the California Education Code. Contractor shall comply with all the California Department of Justice fingerprinting requirements.

**SUPERVISION:** Contractor shall provide competent supervision of personnel employed on the job, use of equipment, and quality of workmanship.

**CONTRACTOR NOT OFFICER, EMPLOYEE OR AGENT OF District:** While engaged in carrying out the terms and conditions of the Contract, Contractor is an independent contractor and not an officer, employee or agent of District, by direction or inference.

**PERMITS AND LICENSES:** Contractor shall be responsible for acquiring all necessary permits and shall secure and maintain in force such licenses and permits as required by law in connection with the project.

**ACCESS TO WORK:** District representatives shall at all times have access to work, wherever it is, in preparation or in progress. Contractor shall provide safe and proper facilities for such access.

**OCCUPANCY:** District reserves the right to occupy buildings or facilities at any time before contract completion. Such occupancy shall not constitute final acceptance of any part of work covered by this contract nor shall such occupancy extend the specified date for completion.

**CHANGES:** No changes or alterations to this contract shall be made without specific prior written approval by District.

**ASSIGNMENT:** No assignment of this Contract shall be made without the prior written approval of District.

**WARRANTY:** Contractor will be required to warranty all work and equipment supplied in the contract for a minimum one year period from date of final acceptance.

**BRAND OR TRADE NAMES:** Attention of the Contractor is directed to the Government Code, which must be complied with as to brand or trade name products. Whenever in the specifications brand or trade name products are specified in writing, the words 'or approved equal' are to be assumed included. Exact compliance with specified brand or trade name products is required

unless District issues a written amendment. All requests to substitute must be in writing directed to District's applicable representative. Contractor must provide for District's approval, the brand name, model number (including drawings and specifications) or other relative information on any proposed product or equipment to be supplied by the Contractor.

**PAYMENT:** Payment for work will be made in a lump sum upon acceptable completion (unless specified otherwise by agreement in writing or under special conditions in writing) and approval by District.

**ANTI-DISCRIMINATION:** It is the policy of District's Board of Trustees that in connection with any and all work and/or services performed under Public Works and Construction contracts, there will be no discrimination against any employee, company or individual or group of individuals, because of race, color, ancestry, sex, age, national origin, or religious belief. Therefore, the Contractor agrees to comply with applicable Federal and California laws including, but not limited to, California Fair Employment Practice Act, and/or Labor Code, or any code where anti-discrimination language occurs. In addition, Contractor agrees to require like compliance by all subcontractors.

**CLEAN UP:** Debris shall be regularly removed from the premises. The job site shall be free of any and all debris at all times when work is not actually being performed. Upon completion, all debris and containers shall be removed and the work site left clean.



Phone: 1.888.912.3151  
Fax: 1.601.399.5077  
Online: www.howardcomputers.com



Howard Computers  
P.O. Box 1588  
Laurel, MS 39441

## Online Quotation

**Quote No:** KJ2 1183275.00      **Quote Date:** February 18, 2022  
**Customer Name:** Alan Mao      **Phone Number:** 5629430211  
**Company Name:** Lowell Joint School District      **Fax Number:**  
**Quote Name:** Verkada CF81-E (Hardware)

### Item 1

Category	Description	Qty.	Unit Price	Ext. Price
System Type:	<b>Accessories</b>			
1:	Verkada CF81-E Outdoor Fisheye Camera, 512GB, 30 Days Max	1	\$1,381.00	\$1,381.00

**Sub-Total:** \$1,381.00  
**Shipping & Handling :** \$17.00  
**Taxes:** \$ 143.30  
**Enviromental Fee:** \$0.00  
**Total for Item 1:** \$1,541.30

This quote will expire March 20, 2022.  
To expedite your order, please include your quote number with your Purchase Order.

*RANCILLO*

### Total for all pre-configured items

**Sub-Total:** \$1,381.00  
**Shipping & Handling :** \$17.00  
**Taxes:** \$ 143.30  
**Enviromental Fee:** \$0.00  
**Total:** \$1,541.30

*2121-0000-0-6410-0000-8500-011*

#### Notes:

Pricing and availability subject to change without notice. Packaging, Shipping, and Handling fees are not included unless specifically stated. Prices and lease payments do not include applicable taxes. Ship dates are approximations and are not guarantees. Quick ship items not available in Alaska, Hawaii, or outside the United States. Specific state laws may affect shipment of products.

Any order for kiosks must be canceled prior to 21 days from the scheduled date of shipment to avoid incurring a 50% cancellation fee. Any cancellation made within that 21-day window will automatically incur a charge equivalent to 50% of the total kiosk order being canceled.

Howard reserves the right to charge a 25% restocking fee for cancellation of a purchase order after Howard has commenced fulfillment of the order. Howard may, with notice, cancel any purchase order at any time without any liability to the Purchaser. Howard reserves the right to charge the Purchaser full purchase price for delaying shipment of a purchase order for an extended period of time which then results in the cancellation of said order.

Given the current uncertainties related to international trade, Howard hereby reserves the right to unilaterally revise the prices quoted herein in the event its manufacturing or procurement costs for such goods increase due to the imposition by the United

Phone: 1.888.912.3151  
 Fax: 1.601.399.5077  
 Online: www.howardcomputers.com



Howard Computers  
 P.O. Box 1588  
 Laurel, MS 39441

## Online Quotation

<b>Quote No:</b>	KJ2 1185035.00	<b>Quote Date:</b>	February 24, 2022
<b>Customer Name:</b>	Alan Mao	<b>Phone Number:</b>	5629430211
<b>Company Name:</b>	Lowell Joint School District	<b>Fax Number:</b>	
<b>Quote Name:</b>	Verkada CF81-E (5 YR)		

### Item 1

Category	Description	Qty.	Unit Price	Ext. Price
System Type:	Accessories			
1:	Verkada 5-Year Camera License	1	\$621.00	\$621.00

<b>Sub-Total:</b>	<b>\$621.00</b>
<b>Shipping &amp; Handling :</b>	<b>Included</b>
<b>Taxes:</b>	<b>Tax Exempt</b>
<b>Enviromental Fee:</b>	<b>\$0.00</b>
<b>Total for Item 1:</b>	<b>\$621.00</b>

This quote will expire March 26, 2022.  
 To expedite your order, please include your quote number with your Purchase Order.

### Total for all pre-configured items

<b>Sub-Total:</b>	<b>\$621.00</b>
<b>Shipping &amp; Handling :</b>	<b>Included</b>
<b>Taxes:</b>	<b>Tax Exempt</b>
<b>Enviromental Fee:</b>	<b>\$0.00</b>
<b>Total:</b>	<b>\$621.00</b>

*2121-0000 - 0 - 5810 - 0000 - 8500 - 011*

#### Notes:

Pricing and availability subject to change without notice. Packaging, Shipping, and Handling fees are not included unless specifically stated. Prices and lease payments do not include applicable taxes. Ship dates are approximations and are not guarantees. Quick ship items not available in Alaska, Hawaii, or outside the United States. Specific state laws may affect shipment of products.

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**LOWELL JOINT SD**

**PURCHASE ORDER DETAIL REPORT**

BOARD OF TRUSTEES MEETING 04/04/2022

FROM 02/01/2022 TO 02/28/2022

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>OBJECT DESCRIPTION</u>
R99B0038	GAMETIME	127,811.76	127,811.76	140000015 6500	Equipment Replacement
R99F0093	PLUMBING WHOLESALE OUTLET	1,790.42	1,751.46	010000089 4300	Materials and Supplies
			9.86	010000092 4300	Materials and Supplies
			29.10	010000098 4300	Materials and Supplies
R99F0094	UNITED RENTALS (NORTH AMERICA)	416.95	416.95	010000091 5610	Rentals & Leases
R99F0095	PEST OPTION INC.	225.00	225.00	010000113 5570	Pest Control
R99F0096	HOWARD TECHNOLOGY SOLUTION	19,288.24	19,288.24	400000013 6200	Bldg & Improvement of Bldg
R99F0097	EMCOR SERVICES	470.77	470.77	010000089 5630	Repairs of Maintenance
R99F0098	ABES PLUMBING INC.	1,200.00	1,200.00	010000094 5630	Repairs of Maintenance
R99F0099	IMPERIAL SPRINKLER SUPPLY	2,225.69	2,225.69	010000108 4300	Materials and Supplies
R99F0100	JAMES HARDWARE COMPANY	161.74	103.61	010000094 4300	Materials and Supplies
			15.10	010000103 4300	Materials and Supplies
			11.67	010000104 4300	Materials and Supplies
			31.36	010000105 4300	Materials and Supplies
R99F0101	CANNINGS HARDWARE LA HABRA	443.41	443.41	010000098 4300	Materials and Supplies
R99F0102	GLASBY MAINTENANCE SUPPLY	14,318.70	1,390.83	018510005 4300	Materials and Supplies
			4,511.50	018510006 4300	Materials and Supplies
			3,226.68	018510007 4300	Materials and Supplies
			881.12	018510008 4300	Materials and Supplies
			695.24	018510009 4300	Materials and Supplies
			2,064.13	018510017 4300	Materials and Supplies
			1,170.97	018510022 4300	Materials and Supplies
			378.23	185100003 4300	Materials and Supplies
R99F0103	EAST WHITTIER GLASS & MIRROR	290.00	290.00	010000098 5630	Repairs or Maintenance
R99F0104	ADVANCED CHEMICAL TRANSPORT	3,204.93	3,204.93	010000287 5560	Waste Disposal
R99F0105	F.M. THOMAS AIR CONDITIONING	4,284.00	4,284.00	010000094 5630	Repairs or Maintenance

**LOWELL JOINT SD**  
**PURCHASE ORDER DETAIL REPORT**  
 BOARD OF TRUSTEES MEETING 04/04/2022

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<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>OBJECT DESCRIPTION</u>
R99F0106	THE HOME DEPOT PRO INSTITUTION	6,268.10	469.41	0100000089 4300	Materials and Supplies
			1,106.78	0100000091 4300	Materials and Supplies
			625.55	0100000092 4300	Materials and Supplies
			23.95	0100000093 4300	Materials and Supplies
			1,369.51	0100000094 4300	Materials and Supplies
			87.57	0100000095 4300	Materials and Supplies
			29.51	0100000096 4300	Materials and Supplies
			2,501.09	0100000098 4300	Materials and Supplies
			54.73	0100000108 4300	Materials and Supplies
R99F0107	SOUTHEAST CONSTRUCTION PRODUCT	929.48	895.40	0100000091 4300	Materials and Supplies
			20.34	0100000094 4300	Materials and Supplies
			13.74	0100000098 4300	Materials and Supplies
R99F0108	CINTAS	985.50	985.50	0158700018 4300	Materials and Supplies
R99F0109	F.M. THOMAS AIR CONDITIONING	3,238.15	883.15	0100000089 5630	Repairs or Maintenance
			645.00	0100000091 5630	Repairs or Maintenance
			270.00	0100000092 5630	Repairs or Maintenance
			645.00	0100000094 5630	Repairs or Maintenance
			795.00	0100000096 5630	Repairs or Maintenance
R99F0110	ENCCORP	3,200.00	3,200.00	1400000009 5800	Prof/ConsultingServ&Oper Exp
R99F0111	THE SHERWIN-WILLIAMS CO.	1,276.00	232.46	0100000089 4300	Materials and Supplies
			83.60	0100000093 4300	Materials and Supplies
			959.94	0100000098 4300	Materials and Supplies
R99F0112	WALTERS WHOLESALE ELECTRIC	5,980.63	5,980.63	0100000098 4300	Materials and Supplies
R99M0135	AMERICAN EXPRESS	13.22	13.22	0100000056 4300	Materials and Supplies
R99M0136	AMERICAN EXPRESS	142.88	142.88	0105110043 4300	Materials and Supplies
R99M0137	AMERICAN EXPRESS	178.41	178.41	0130100033 4300	Materials and Supplies

**LOWELL JOINT SD**  
**PURCHASE ORDER DETAIL REPORT**  
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R99M0138	AMERICAN EXPRESS	242.54	242.54	0100000278 4300	Materials and Supplies
R99M0139	AMERICAN EXPRESS	85.00	85.00	0140350016 5200	Travel and Conferences
R99M0140	AMERICAN EXPRESS	120.00	120.00	0141270019 4300	Materials and Supplies
R99M0141	AMERICAN EXPRESS	111.22	23.14	0100000058 4300	Materials and Supplies
			88.08	0156400007 4300	Materials and Supplies
R99M0142	AMERICAN EXPRESS	149.85	149.85	0100540008 4300	Materials and Supplies
R99M0143	AMERICAN EXPRESS	67.28	67.28	0156400033 4300	Materials and Supplies
R99M0144	AMERICAN EXPRESS	208.42	208.42	0100540008 4300	Materials and Supplies
R99M0145	AMERICAN EXPRESS	92.58	92.58	0100000058 4300	Materials and Supplies
R99M0146	AMERICAN EXPRESS	27.91	27.91	0156400011 4300	Materials and Supplies
R99M0147	AMERICAN EXPRESS	138.84	138.84	0156400012 4300	Materials and Supplies
R99M0148	AMERICAN EXPRESS	239.01	239.01	0156400028 4300	Materials and Supplies
R99M0149	AMERICAN EXPRESS	321.37	321.37	0156400010 4300	Materials and Supplies
R99M0150	AMERICAN EXPRESS	50.69	50.69	0190200006 4300	Materials and Supplies
R99M0151	AMERICAN EXPRESS	121.95	121.95	0108880020 4300	Materials and Supplies
R99M0152	AMERICAN EXPRESS	55.11	55.11	0108880020 4300	Materials and Supplies
R99M0153	AMERICAN EXPRESS	1,239.84	1,239.84	0109110014 4300	Materials and Supplies
R99M0154	AMERICAN EXPRESS	446.51	446.51	0156400033 5200	Travel and Conferences
R99M0155	AMERICAN EXPRESS	39.80	39.80	0100000277 4300	Materials and Supplies
R99M0156	AMERICAN EXPRESS	61.12	61.12	0156400011 4300	Materials and Supplies
R99M0157	AMERICAN EXPRESS	134.48	134.48	0100590006 4300	Materials and Supplies
R99M0158	BUREAU OF EDUCATION & RESEARCH	279.00	279.00	0156400009 5200	Travel and Conferences
R99M0159	AMERICAN EXPRESS	52.99	27.45	0165000012 4300	Materials and Supplies

**LOWELL JOINT SD**  
**PURCHASE ORDER DETAIL REPORT**  
 BOARD OF TRUSTEES MEETING 04/04/2022

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R99M0159	*** CONTINUED ***		25.54	016500029 4300	Materials and Supplies
R99M0160	AMERICAN EXPRESS	111.81	111.81	0109110004 4300	Materials and Supplies
R99N0015	ACTION SALES	5,512.51	771.76	1353100040 4300	Materials and Supplies
			771.75	1353100041 4300	Materials and Supplies
			771.75	1353100042 4300	Materials and Supplies
			771.75	1353100043 4300	Materials and Supplies
			771.75	1353100044 4300	Materials and Supplies
			1,653.75	1353100045 4300	Materials and Supplies
R99N0016	EMS LINQ INC	1,175.00	180.00	1353100052 5800	Prof/ConsultingServ&Oper Exp
			995.00	1353100052 5810	Licenses/Technology
R99R0279	LA HABRA ROTARY CLUB	295.00	295.00	0100000065 5300	Dues and Memberships
R99R0280	IPRINT TECHNOLOGIES	185.23	185.23	0156400007 4300	Materials and Supplies
R99R0281	AMERICAN EXPRESS	66.15	66.15	0156400033 5800	Prof/ConsultingServ&Oper Exp
R99R0282	TRINIDAD, GINA	231.53	231.53	0105110043 4300	Materials and Supplies
R99R0283	IMPERIAL BAND INSTRUMENTS	38.14	29.87	0105110036 4300	Materials and Supplies
			8.27	0105110041 4300	Materials and Supplies
R99R0284	J.W.PEPPER & SON INC.	55.11	55.11	0105110045 4300	Materials and Supplies
R99R0285	U.S. BANK	250.00	250.00	0100000133 5800	Prof/ConsultingServ&Oper Exp
R99R0286	U.S. BANK	250.00	250.00	0100000133 5800	Prof/ConsultingServ&Oper Exp
R99R0287	WILLIAM V.MACGILL & CO.	1,826.52	1,826.52	0100000058 4300	Materials and Supplies
R99R0288	SCHOOL DATEBOOKS	380.17	380.17	0100560004 4300	Materials and Supplies
R99R0289	BSN SPORTS LLC DBA US GAMES	609.13	609.13	0100560002 4300	Materials and Supplies
R99R0290	CINTAS CORPORATION	1,550.52	1,550.52	0100000098 4300	Materials and Supplies
R99R0291	APPLE INC.	12.99	12.99	0156400020 5810	Licenses/Technology

LOWELL JOINT SD

PURCHASE ORDER DETAIL REPORT

BOARD OF TRUSTEES MEETING 04/04/2022

FROM 02/01/2022 TO 02/28/2022

PO NUMBER	VENDOR	PO TOTAL	ACCOUNT AMOUNT	ACCOUNT NUMBER	OBJECT DESCRIPTION
R99R0292	SOUTHWEST SCHOOL SUPPLY	500.00	500.00	0190200005 4300	Materials and Supplies
R99R0294	GROUND CONTROL SYSTEMS	2,309.58	145.16	0109110014 4300	Materials and Supplies
			2,164.42	0109110014 4400	Non Capitalized Equipment
R99R0295	J.W.PEPPER & SON INC.	128.85	128.85	0105110041 4300	Materials and Supplies
R99R0296	STUDIES WEEKLY	118.18	118.18	0163000002 4130	Testbooks
R99R0297	SCHOOL SPECIALTY	230.97	230.97	0156400008 4300	Materials and Supplies
R99R0298	SONOVA USA INC.	2,713.74	2,713.74	0165010003 4300	Materials and Supplies
R99R0299	SONOVA USA INC.	2,714.82	2,714.82	0165010003 4300	Materials and Supplies
R99R0300	CONSTANT CONTACT INC.	420.75	420.75	0190200006 5810	Licenses/Technology
R99R0301	TRINIDAD, GINA	3,449.25	3,449.25	0109110014 4300	Materials and Supplies
R99R0302	LAKESHORE LEARNING MATERIALS	132.25	132.25	0156400010 4300	Materials and Supplies
R99R0303	SCHOOL SPECIALTY	92.43	92.43	0156400012 4300	Materials and Supplies
R99R0304	STUDIES WEEKLY	107.82	107.82	0163000002 4130	Testbooks
R99R0305	BUENA PARK PLAQUE & TROPHY	291.73	291.73	0100000317 4300	Materials and Supplies
R99R0306	SCHOOL DATEBOOKS	803.68	803.68	0100980006 4300	Materials and Supplies
R99R0307	J.W.PEPPER & SON INC.	56.93	56.93	0105110036 4300	Materials and Supplies
R99R0308	IMPERIAL BAND INSTRUMENTS	105.67	105.67	0105110041 4300	Materials and Supplies
R99R0309	IMPERIAL BAND INSTRUMENTS	168.47	28.47	0105110041 4300	Materials and Supplies
			140.00	0105110041 5630	Repairs or Maintenance
R99R0310	CSUF AUXILIARY SERVICES CORPOR	499.00	499.00	0100000065 5200	Travel and Conferences
R99R0311	JONES SCHOOL SUPPLY COMPANY	398.22	398.22	0105110043 4300	Materials and Supplies
R99R0312	LACOE	774.33	774.33	0100000071 5890	Other Services
R99R0313	RTC ENGRAVING	790.24	790.24	0100990002 4300	Materials and Supplies

**LOWELL JOINT SD**  
**Consolidated Check Register**  
 from 2/1/2022 to 2/28/2022

Check	Payee ID	Payee Name	Reference	Subs	Check Date	Cancel Date	Type	Status	Check Amount	
99	00000910	F9900011	BEST LAWNMOWER INC.	OH	02/02/2022		MW	IS	2,439.33	
99	00000911	U9900001	CITY OF LA HABRA WATER DEPARTM	OH	02/04/2022		MW	IS	972.92	
99	00000912	V9903279	LOPEZ, ALEJANDRO	JAN 2022	SERVICE OH	02/04/2022	MW	IS	357.14	
99	00000913	U9900010	MJARES, EDWARD	JAN 2022	SERVICE OH	02/04/2022	MW	IS	857.14	
99	00000914	V9900123	MONOPRICE INC.	22248721	OH	02/04/2022	MW	IS	694.34	
99	00000915	F9900054	PLUMBING WHOLESale OUTLET	10551698	OH	02/04/2022	MW	IS	1,790.42	
99	00000916	U9900004	SOUTHERN CALIFORNIA EDISON	1223012422	OH	02/04/2022	MW	IS	7,108.62	
99	00000917	V9900179	SOUTHWEST SCHOOL SUPPLY	RS-JAN2022	SWS	OH	02/04/2022	MW	IS	14,230.53
99	00000918	V9900183	STUDIES WEEKLY	390502	OH	02/04/2022	MW	IS	29,084.08	
99	00000919	U9900006	SUBURBAN WATER SYSTEMS	181003105404	OH	02/04/2022	MW	IS	4,067.64	
99	00000920	U9900008	T-MOBILE	1221012022	OH	02/04/2022	MW	IS	119.40	
99	00000921	U9900009	VERIZON WIRELESS-LA	9897463669	OH	02/04/2022	MW	IS	640.98	
99	00000922	V9900015	APPLE INC.	AH14188393	OH	02/07/2022	MW	IS	333.65	
99	00000923	F9900007	AUTOZONE	6202867620	OH	02/07/2022	MW	IS	344.42	
99	00000924	V9900046	CPI	CUS0281437	OH	02/07/2022	MW	IS	716.35	
99	00000925	V9900048	CSM CONSULTING, INC.	14120	OH	02/07/2022	MW	IS	2,125.00	
99	00000926	V9900052	DASH MEDICAL GLOVES	INV1254218	OH	02/07/2022	MW	IS	652.47	
99	00000927	V9900053	DATA IMPRESSIONS	0018261	OH	02/07/2022	MW	IS	7,260.30	
99	00000928	V9903319	GENERATION ESPORTS	3094	OH	02/07/2022	MW	IS	180.00	
99	00000929	V9900085	HOWARD TECHNOLOGY SOLUTION	21-00538367	OH	02/07/2022	MW	IS	733.57	
99	00000930	V9900088	IMPERIAL BAND INSTRUMENTS	65828	OH	02/07/2022	MW	IS	446.00	
99	00000931	E9900087	JOHN ZAPPULLA	JAN 2022	OH	02/07/2022	MW	IS	45.15	
99	00000932	V9900101	LA HABRA ROTARY CLUB	2345	OH	02/07/2022	MW	IS	295.00	
99	00000933	U9900004	SOUTHERN CALIFORNIA EDISON	1214011222B	OH	02/07/2022	MW	IS	4,230.63	
99	00000934	U9900005	SOUTHERN CALIFORNIA GAS CO	1222012422	OH	02/07/2022	MW	IS	3,209.91	
99	00000935	U9900004	SOUTHERN CALIFORNIA EDISON	0101013122	OH	02/08/2022	MW	IS	61.92	
99	00000936	U9900006	SUBURBAN WATER SYSTEMS	181003104236	OH	02/08/2022	MW	IS	542.90	
99	00000937	B9990010	ERICKSON-HALL CONSTRUCTION	PAY APP#9	OH	02/08/2022	MW	IS	193,235.32	
99	00000938	V9903264	DIANA GONZALEZ	MILEAGE 2/1-2/3/	OH	02/09/2022	MW	IS	22.82	
99	00000939	V9903235	U.S. BANK	6337234	OH	02/09/2022	MW	IS	500.00	
99	00000940	V9903315	US BANK AS CUST FOR TOWER DBW	121321EMAIL	OH	02/09/2022	MW	IS	9,898.25	
99	00000941	V9903206	US NATIONAL CORP	PAYAPP2-RTN	OH	02/09/2022	MW	IS	9,380.00	
99	00000942	V9903259	A-TECH CONSULTING INC	213421	OH	02/09/2022	MW	IS	2,400.00	
99	00000943	V9900160	RMA GROUP	78347	OH	02/09/2022	MW	IS	9,589.00	



**LOWELL JOINT SD**  
**Consolidated Check Register**  
 from 2/1/2022 to 2/28/2022

Check	Payee ID	Payee Name	Reference	Subs	Check Date	Cancel Date	Type	Status	Check Amount
99 00000944	V9900013	AMERICAN EXPRESS	ZOOM-JANUARY	OH	02/10/2022		MW	IS	1,134.06
99 00000945	U9900001	CITY OF LA HABRA WATER DEPARTM	1203010222	OH	02/10/2022		MW	IS	1,416.24
99 00000946	V9900088	IMPERIAL BAND INSTRUMENTS	66187	OH	02/10/2022		MW	IS	38.14
99 00000947	V9903303	iPRINT TECHNOLOGIES	861453	OH	02/10/2022		MW	IS	393.64
99 00000948	V9900094	J.W.PEPPER & SON INC.	363948090	OH	02/10/2022		MW	IS	178.09
99 00000949	U9900004	SOUTHERN CALIFORNIA EDISON	1230013022	OH	02/10/2022		MW	IS	6,177.37
99 00000950	U9900005	SOUTHERN CALIFORNIA GAS CO	1230013122	OH	02/10/2022		MW	IS	1,119.36
99 00000951	U9900006	SUBURBAN WATER SYSTEMS	180051642954	OH	02/10/2022		MW	IS	1,274.42
99 00000952	U9900007	TIME WARNER CABLE	775266012922	OH	02/10/2022		MW	IS	954.59
99 00000953	F9900003	ABES PLUMBING INC.	21101	OH	02/11/2022		MW	IS	1,200.00
99 00000954	V9900008	ADMINISTRATIVE SERV. CO-OP	13110	OH	02/11/2022		MW	IS	11,012.92
99 00000955	F9900010	BEE GONE BEE REMOVAL SERVICE	5503	OH	02/11/2022		MW	IS	200.00
99 00000956	F9900017	CINTAS CORPORATION	9161296215	OH	02/11/2022		MW	IS	1,550.52
99 00000957	E9903244	CRISTIAN BOGDAN	MILEAGE-JAN202	OH	02/11/2022		MW	IS	39.44
99 00000958	V9900056	DELTA DENTAL OF CALIFORNIA	BE004810970	OH	02/11/2022		MW	IS	1,780.89
99 00000959	V9900077	FULLERTON SCHOOL DISTRICT	22R10401	OH	02/11/2022		MW	IS	270.00
99 00000960	S9990002	GALLAGHER PEDIATRIC THERAP	9512	OH	02/11/2022		MW	IS	752.94
99 00000961	V9900083	HOGENTOGLER & CO., INC	290036-IN	OH	02/11/2022		MW	IS	468.18
99 00000962	E9900084	JIM COOMBS	LUNCH-SALINAS2	OH	02/11/2022		MW	IS	800.41
99 00000963	V9900104	LEADER SERVICES	CDS5751	OH	02/11/2022		MW	IS	1,896.90
99 00000964	E9900138	MARIKATE ELMQUIST	PURCH REIM13122	OH	02/11/2022		MW	IS	302.55
99 00000965	V9903262	NEARPOD INC	INV49661	OH	02/11/2022		MW	IS	2,340.00
99 00000966	V9900148	QUADIENT FINANCE USA, INC.	PPLN02001	OH	02/11/2022		MW	IS	2,000.00
99 00000967	V9900153	READ NATURALLY	252366	OH	02/11/2022		MW	IS	191.20
99 00000968	V9900159	RIVERSIDE INSIGHTS	INV107655	OH	02/11/2022		MW	IS	3,593.40
99 00000969	V9900161	RMH DANCE & PRODUCTIONS	121521EP	OH	02/11/2022		MW	IS	980.00
99 00000970	V9903224	SCHOLASTIC MAGAZINES	M70873351	OH	02/11/2022		MW	IS	294.14
99 00000971	V9903258	SCHOOL FIX	412719A	OH	02/11/2022		MW	IS	33.30
99 00000972	V9900175	SENTRY SIGNS & PRINTING	3625	OH	02/11/2022		MW	IS	476.28
99 00000973	V9903261	SOCIAL THINKING	228954	OH	02/11/2022		MW	IS	270.00
99 00000974	V9900179	SOUTHWEST SCHOOL SUPPLY	SUPT OFFC	OH	02/11/2022		MW	IS	446.91
99 00000975	E9900207	TIFFANY SHUN-HERNANDEZ	PURCH REIMB	OH	02/11/2022		MW	IS	134.53
99 00000976	I9900011	TRINIDAD, GINA	86137-012	OH	02/11/2022		MW	IS	229.95
99 00000977	V9900212	WPS	WPS-423134	OH	02/11/2022		MW	IS	694.94

**LOWELL JOINT SD**  
**Consolidated Check Register**  
 From 2/1/2022 to 2/28/2022

Check	Payee ID	Payee Name	Reference	Subs	Check Date	Cancel Date	Type	Status	Check Amount
99	00000978	E9900218 YUMI YAMAMOTO	PURCH REIMB	OH	02/11/2022		MW	IS	20.71
99	00000979	N9900003 BERNIER REFRIGERATION GENERATI	27250,27251-1	OH	02/11/2022		MW	IS	2,185.84
99	00000980	F9900014 BUG FLIP	JANUARY22	OH	02/11/2022		MW	IS	180.00
99	00000981	N9900015 Continental Sales	JANUARY2022	OH	02/11/2022		MW	IS	4,837.48
99	00000982	N9900004 DRIFTWOOD DAIRY	JANUARY2022	OH	02/11/2022		MW	IS	11,899.61
99	00000983	F9900045 LADY BUGS ENVIRONMENTAL TERMIT	145539	OH	02/11/2022		MW	IS	55.00
99	00000984	V9903228 LOVE TO SNACK LLC	30269	OH	02/11/2022		MW	IS	816.48
99	00000985	N9900009 P & R PAPER SUPPLY COMPANY	JAN2022	OH	02/11/2022		MW	IS	3,429.99
99	00000986	N9900013 SOUTHERN CALIFORNIA PIZZA	JAN2022	OH	02/11/2022		MW	IS	9,842.00
99	00000987	V9900179 SOUTHWEST SCHOOL SUPPLY	PINV0915603	OH	02/11/2022		MW	IS	501.28
99	00000988	V9900008 ADMINISTRATIVE SERV. CO-OP	13109	OH	02/11/2022		MW	IS	5,600.00
99	00000989	B9903229 HAULWAY STORAGE CONTAINERS	2038322	OH	02/11/2022		MW	IS	539.96
99	00000990	V9900020 ATKINSON ANDELSON LOYA RUD &	640791	OH	02/15/2022		MW	IS	232.50
99	00000991	E9900032 CAMERON MILLER	SCSBOA REG	OH	02/15/2022		MW	IS	123.05
99	00000992	E9900054 DEANNA MORRISON	01052022	OH	02/15/2022		MW	IS	113.13
99	00000993	E9900084 JIM COOMBS	WATER-BOARD	OH	02/15/2022		MW	IS	178.70
99	00000994	E9900114 KRISTA KARR	12022021	OH	02/15/2022		MW	IS	132.60
99	00000995	E9900143 MATTHEW CUKRO	12162021	OH	02/15/2022		MW	IS	218.99
99	00000996	V9900152 RCF JIM COOMBS	RCF-JAN2022	OH	02/15/2022		MW	IS	4,702.53
99	00000997	E9900182 SCOTT VAN DIEST	CONTEST FEE	OH	02/15/2022		MW	IS	75.00
99	00000998	V9900028 BUENA PARK PLAQUE & TROPHY	15900	OH	02/17/2022		MW	IS	291.73
99	00000999	F9900015 CANNINGS HARDWARE LA HABRA	491620	OH	02/17/2022		MW	IS	443.41
99	00001000	V9903336 CSUF AUXILIARY SERVICES CORPOR	20211213-00002	OH	02/17/2022		MW	IS	499.00
99	00001001	V9903264 DIANA GONZALEZ	MILEAGE 2/8-2/11	OH	02/17/2022		MW	IS	30.42
99	00001002	F9900027 EAST WHITTIER GLASS & MIRROR	18963	OH	02/17/2022		MW	IS	290.00
99	00001003	V9903272 GARDENA VALLEY PRINTING	30380-REV	OH	02/17/2022		MW	IS	265.00
99	00001004	F9900033 GLASBY MAINTENANCE SUPPLY	322047A	OH	02/17/2022		MW	IS	14,318.70
99	00001005	F9900039 IMPERIAL SPRINKLER SUPPLY	4928626	OH	02/17/2022		MW	IS	2,225.70
99	00001006	F9900040 JAMES HARDWARE COMPANY	370047	OH	02/17/2022		MW	IS	161.74
99	00001007	F9900053 PEST OPTION INC.	392790	OH	02/17/2022		MW	IS	225.00
99	00001008	F9900066 UNITED RENTALS (NORTH AMERICA)	200719045-001	OH	02/17/2022		MW	IS	416.95
99	00001009	U9900010 WARE DISPOSAL	918461	OH	02/17/2022		MW	IS	1,723.15
99	00001010	V9900088 IMPERIAL BAND INSTRUMENTS	M66403	OH	02/22/2022		MW	IS	140.00
99	00001011	V9900088 IMPERIAL BAND INSTRUMENTS	66409	OH	02/22/2022		MW	IS	105.67

**LOWELL JOINT SD**  
**Consolidated Check Register**  
 from 2/1/2022 to 2/28/2022

Check	Payee ID	Payee Name	Reference	Subs	Check Date	Cancel Date	Type	Status	Check Amount
99 00001012	V9900088	IMPERIAL BAND INSTRUMENTS	M66403	OH	02/22/2022		MW	IS	28.47
99 00001013	V9900092	INTERQUEST DETECTION	145-0921	OH	02/22/2022		MW	IS	350.00
99 00001014	V9900094	J.W.PEPPER & SON INC.	363676947	OH	02/22/2022		MW	IS	56.93
99 00001015	R9900001	BRENT ALLSMAN	MEDICAL-MARCHOH	OH	02/23/2022		MW	IS	557.02
99 00001016	R9903247	CAROLYN KANE	MEDICAL-MARCHOH	OH	02/23/2022		MW	IS	1,290.56
99 00001017	R9900003	CLAUDIA SCHALCHLIN	MEDICAL-MARCHOH	OH	02/23/2022		MW	IS	570.78
99 00001018	R9900004	DAWN AANDAHL	MEDICAL-MARCHOH	OH	02/23/2022		MW	IS	570.78
99 00001019	R9900014	EDDY VEGA	MEDICAL-MARCHOH	OH	02/23/2022		MW	IS	1,114.04
99 00001020	R9900006	EMILY WAKEFIELD	MEDICAL-MARCHOH	OH	02/23/2022		MW	IS	570.78
99 00001021	R9900007	GAYLE ROGERS	MEDICAL-MARCHOH	OH	02/23/2022		MW	IS	232.94
99 00001022	V9900095	JONES SCHOOL SUPPLY COMPANY	1842770	OH	02/23/2022		MW	IS	477.47
99 00001023	R9903248	JULIE ROTH	MEDICAL-MARCHOH	OH	02/23/2022		MW	IS	570.78
99 00001024	E9900115	KRISTA VAN HOOGMOED	01-27-2022	OH	02/23/2022		MW	IS	83.05
99 00001025	V9903225	LACOE	12/17/2021	OH	02/23/2022		MW	IS	2,658.00
99 00001026	V9903225	LACOE	22*0033	OH	02/23/2022		MW	IS	774.33
99 00001027	V9900112	LOGMEIN COMMUNICATIONS, INC.	DN7100910170	OH	02/23/2022		MW	IS	4,435.42
99 00001028	R9900013	MARGARET DUMADAG	MEDICAL-MARCHOH	OH	02/23/2022		MW	IS	1,141.56
99 00001029	R9900009	NANCY WHITE	MEDICAL-MARCHOH	OH	02/23/2022		MW	IS	1,290.56
99 00001030	V9900129	NCS PEARSON INC.	17208235	OH	02/23/2022		MW	IS	786.04
99 00001031	R9900010	PENNY MAYERCHECK	MEDICAL-MARCHOH	OH	02/23/2022		MW	IS	1,290.56
99 00001032	V9900147	PTM DOCUMENT SYSTEMS	0081346	OH	02/23/2022		MW	IS	1,060.06
99 00001033	R9900011	RONALD RANDOLPH	MEDICAL-MARCHOH	OH	02/23/2022		MW	IS	614.88
99 00001034	V9900164	RTC ENGRAVING	20/940	OH	02/23/2022		MW	IS	790.00
99 00001035	R9900012	SHELLEY MARKER	MEDICAL-MARCHOH	OH	02/23/2022		MW	IS	570.78
99 00001036	R9900002	BRUCE PATILLO	MEDICAL-MARCHOH	OH	02/23/2022		MW	IS	557.02
99 00001037	V9903264	DIANA GONZALEZ	MILEAGE2/15-2/18 OH	OH	02/24/2022		MW	IS	30.42
99 00001038	U9900002	FRONTIER	0210030922	OH	02/24/2022		MW	IS	1,083.56
99 00001039	U9900003	MCI A VERIZON COMPANY	409070950	OH	02/24/2022		MW	IS	5.62
99 00001040	F9900057	SOUTHEAST CONSTRUCTION PRODUCT	2112-042875	OH	02/24/2022		MW	IS	929.48
99 00001041	U9900004	SOUTHERN CALIFORNIA EDISON	0113021022	OH	02/24/2022		MW	IS	11,960.99
99 00001042	U9900005	SOUTHERN CALIFORNIA GAS CO	0122021022	OH	02/24/2022		MW	IS	1,271.11
99 00001043	U9900008	T-MOBILE	0104020322	OH	02/24/2022		MW	IS	808.00
99 00001044	VOID.CONTT	VOID - Continued Stub	CONTINUE	OH	02/24/2022		VM	VD	0.00
99 00001045	F9900059	THE HOME DEPOT PRO INSTITUTION	665722476	OH	02/24/2022		MW	IS	6,268.06

**LOWELL JOINT SD**  
**Consolidated Check Register**  
 From 2/1/2022 to 2/28/2022

Check	Payee ID	Payee Name	Reference	Subs	Check Date	Cancel Date	Type	Status	Check Amount
99 00001046	V9900010	WARE DISPOSAL	918463	OH	02/24/2022		M/W	IS	3,570.71
99 00001047	V9903344	OPTIONS FOR LEARNING	02182022	OH	02/24/2022		M/W	IS	618.00
99 00001048	U9900005	SOUTHERN CALIFORNIA GAS CO	0114021522	OH	02/25/2022		M/W	IS	1,566.59
99 00001049	V9900010	ALLIANCE OF SCHOOLS FOR COOPER	020222DDC	OH	02/28/2022		M/W	IS	39,012.34
99 00001050	V9900015	APPLE INC.	AH20782810	OH	02/28/2022		M/W	IS	12.99
99 00001051	V9900016	ARAMARK	24267484	OH	02/28/2022		M/W	IS	1,239.87
99 00001052	I9900002	BYRON FERGUSON DBA ALL AMERICA	1001-RS	OH	02/28/2022		M/W	IS	500.00
99 00001053	V9903337	CHURCH, JENNIFER	21/22 VBALL SEASON	OH	02/28/2022		M/W	IS	700.00
99 00001054	F9900016	CINTAS	9158088808	OH	02/28/2022		M/W	IS	985.50
99 00001055	V9900045	COYOTE FFA ALUMNI & SUPPORTERS	1-1/4/2022	OH	02/28/2022		M/W	IS	120.00
99 00001056	V9900063	EAST WHITTIER CITY SCHOOL DIST	3810	OH	02/28/2022		M/W	IS	16,800.00
99 00001057	V9903338	JIRON, YAINEL	21/22 RS-SEASON	OH	02/28/2022		M/W	IS	700.00
99 00001058	I9900007	LEES, DEBRA	026	OH	02/28/2022		M/W	IS	1,400.00
99 00001059	V9900154	READYRERESH BY NESTLE	02B0032621385	OH	02/28/2022		M/W	IS	53.85
99 00001060	V9900180	SPARKLETTTS	15734879021322	OH	02/28/2022		M/W	IS	157.28
99 00001061	F99000060	THE SHERWIN-WILLIAMS CO.	4411-9	OH	02/28/2022		M/W	IS	1,276.00
99 00001062	U9900007	TIME WARNER CABLE	12181020922	OH	02/28/2022		M/W	IS	8,674.87
99 00001063	V9903275	SILVER CREEK INDUSTRIES	PAY APP#3	OH	02/28/2022		M/W	IS	321,872.81

Issued: 864,092.69  
 99 Bank Total: 864,092.69  
 Grand Total: 864,092.69

LOWELL JOINT SCHOOL DISTRICT  
EMPLOYER-EMPLOYEE RELATIONS/PERSONNEL REPORT 2021-22 #9

April 4, 2022

I. CERTIFICATED EMPLOYEES

A. CHANGE OF STATUS

NAME	EFFECTIVE DATE	END DATE	SITE	COMMENT
Galli, Jessica	03/28/2022	05/27/2022	RS	FMLA (AB375) Baby Bonding Leave
Casey, Kaleen	03/17/2022	05/22/2021	MA	FMLA (AB375) Maternity Leave Correction of EER #8

\* 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.

B.

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.

Nicole Butler  
Ivan Morales  
Rebecca Hernandez  
Christine Rouse  
Jacqueline Zazueta

C. SUBSTITUTE CHANGE OF PAY

NAME	EFFECTIVE DATE	END DATE	SITE	COMMENT
Charman, Laren	03/17/2022	05/22/2021	DO	To be paid special long term rate of \$200.00 for Macy Elementary School for Second Grade
Brooks, Edward	03/28/2022	05/27/2022	DO	To be paid special long term rate of \$200.00 for Science Rancho Starbuck

II. CLASSIFIED EMPLOYEES April 4, 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>
Allen, Julie	03/21/2022		R17/S1	DO	New Hire-Receptionist/Office Assistant
Cardenas, Roberto	03/22/2022		R20/S6	M&O	Step Increase-Groundskeeper
Garcia Perez, Hector	01/05/2021		R20/S6	M&O	Step Increase-M&O
Marin, Luis	03/01/2022		R28/S4	MO	Step Increase-M&O
Rapp, Wendi	04/03/2022		R29/S8	DO	Step Increase-Info/Sys. Spec
Weissman, Cathy	02/03/2022		MGT R6/S3	DO	Step Increase-Bond Contracts & Accounting Compliance Manager
Zappulla, John	03/23/2022		R22/S5	DO	Step Increase-Systems Technician

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>
Bargas, Kerri	03/11/2022		R07/S8	NS	Step Increase -Cafeteria Worker
Cacioppo, Sherrie	03/04/2022	06/03/2022	R07/S6	RS	Cafeteria Worker/FMLA Unpaid leave
Chavez, Kristy	03/28/2022		R14/S1	DO	Instructional Assistant/Substitute
Chavez, Kristy	03/28/2022		NDA/01/01	DO	Noon Duty Aid/Substitute
Del Cid, Maria	12/13/2021	06/03/2022		DO	Learning Links Temporary Increase of Hours
Escobedo, Samantha	03/04/2022		NDA/01/01	DO	Noon Duty Aid/Substitute
Escobedo, Samantha	03/04/2022		R14/S1	DO	Instructional Assistant/Substitute
Gonzales, Vivian	03/25/2022		R14/S1	DO	Resignation-Instructional Aide Substitute
Kaopuiki, Ginger	04/11/2022		NDA R1/S1	JO	Noon Duty Aide/FMLA
Leonguerrero, Robyn	03/21/2022		R20/S6	MG	Step Increase-Library Media Technician
Lopez, Christina	03/08/2022			DO	Site Supervisor/Teacher Preschool
Melendez, George	3/02/2022		R14/S1	DO	Instructional Assistant/Substitute
Melendez, George	3/02/2022		NDA/01/01	DO	Noon Duty Aid/Substitute
Noria, Allan	03/28/2022		NDA/01/01	DO	Noon Duty Aid/Substitute
Noria, Allan	03/28/2022		R14/S1	DO	Instructional Assistant/Substitute
Ramirez, Adrianna	03/22/2022		R07/S4	DO	Cafeteria Worker/Substitute
Ramirez, Adrianna	03/22/2022		R16/1	DO	Clerk 16/Substitute
Ramirez, Adrianna	03/22/2022		R14/S1	DO	Instructional Assistant/Substitute
Sanchez, Marcela	03/23/2022		R17/S7	DO	Clerical Correction
Vasquez, Randi	03/16/2022		R23/S1	DO	Fiscal Clerk/ Substitute
Weimholt, Lina	06/15/2022		R16/S7	EP	Step Increase-Instructional Aide

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**2021/22 TEACHER SALARY SCHEDULE**

Effective July 1, 2021

Effective July 1, 2021 all employees shall receive a 5.00% increase to base salary earnings (excluding stipends and other remuneration).

	CLASS	CLASS	CLASS	CLASS	CLASS
STEP	1	2	3	4	5
1	49,356	52,879	56,406	59,932	63,456
2	52,879	56,406	59,932	63,456	66,982
3	56,406	59,932	63,456	66,982	70,510
4	59,932	63,456	66,982	70,510	74,033
5	63,456	66,982	70,510	74,033	77,557
6	66,982	70,510	74,033	77,557	81,085
7		74,033	77,557	81,085	84,611
8			81,085	84,611	88,136
9			81,085	88,136	91,662
10			81,085	88,136	95,188
11			81,085	88,136	98,713
12			81,085	88,136	98,713
13			85,049	92,469	103,562
14			85,049	92,469	103,562
15			85,049	92,469	103,562
16			85,738	93,242	104,420
17			85,738	93,242	104,420
18			85,738	93,242	104,420
19			87,115	94,789	106,138
20			87,115	94,789	106,138
21			88,486	96,338	107,856
22			88,486	96,338	107,856
23			89,862	97,885	109,574
24			89,862	97,885	109,574
25			89,862	97,885	109,574
26			91,237	99,430	111,295

**CLASS REQUIREMENTS**

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

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

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

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2022/23 TEACHER SALARY SCHEDULE

Effective July 1, 2022

Effective July 1, 2022 employees shall receive a 3.50% increase to base salary earnings (excluding stipends and other remuneration).

Table with 6 columns: STEP, CLASS 1, CLASS 2, CLASS 3, CLASS 4, CLASS 5. Rows 1-26 showing salary values for each step and class.

CLASS REQUIREMENTS

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

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

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

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LOWELL JOINT SCHOOL DISTRICT  
2021/22 CERTIFICATED MANAGEMENT AND SUPERVISORY SALARY SCHEDULE

Effective July 1, 2021

Effective July 1, 2021, employees shall receive a 5% increase to base salary earnings (excluding stipends and other remuneration).

MANAGEMENT POSITIONS	DAYS	COLUMN 1	COLUMN 2	COLUMN 3	COLUMN 4	COLUMN 5	COLUMN 6	COLUMN 7
Assistant Superintendent of Educational Services	248	168,385	170,995	173,598	176,207	178,811	181,411	184,021
Intermediate Principal	217	134,133	136,212	138,284	140,363	142,438	144,509	146,587
Elementary Principal	200	120,605	122,501	124,400	126,299	128,192	130,094	131,989
Assistant Principal	204	113,098	115,240	117,167	119,095	121,237	123,165	125,307
Director of Special Education	217	143,308	145,531	147,748	149,965	152,186	154,397	156,621
Director of Curriculum and Instruction	217	143,308	145,531	147,748	149,965	152,186	154,397	156,621

**SUPERVISORY POSITIONS**

Psychologist	187	101,717	103,612	105,512	107,415	109,293	111,208	114,273
Coordinator of Early Childhood Program	204	113,098	115,240	117,167	119,095	121,237	123,165	125,307
Coordinator of Expanded Learning Opportunities Program	204	113,098	115,240	117,167	119,095	121,237	123,165	125,307
Program Specialist	205	113,698	115,715	117,741	119,768	121,792	123,821	125,851

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

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

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LOWELL JOINT SCHOOL DISTRICT  
2022/23 CERTIFICATED MANAGEMENT AND SUPERVISORY SALARY SCHEDULE

Effective July 1, 2022

Effective July 1, 2022, employees shall receive a 3.5% increase to base salary earnings (excluding stipends and other remuneration).

MANAGEMENT POSITIONS	DAYS	COLUMN 1	COLUMN 2	COLUMN 3	COLUMN 4	COLUMN 5	COLUMN 6	COLUMN 7
Assistant Superintendent of Educational Services	248	174,278	176,980	179,674	182,374	185,069	187,760	190,462
Intermediate Principal	217	138,828	140,979	143,124	145,276	147,423	149,567	151,718
Elementary Principal	200	124,826	126,789	128,754	130,719	132,679	134,647	136,609
Assistant Principal	204	117,056	119,273	121,268	123,263	125,480	127,476	129,693
Director of Special Education	217	148,324	150,625	152,919	155,214	157,513	159,801	162,103
Director of Curriculum and Instruction	217	148,324	150,625	152,919	155,214	157,513	159,801	162,103

**SUPERVISORY POSITIONS**

Psychologist	187	105,277	107,238	109,205	111,175	113,118	115,100	118,273
Coordinator of Early Childhood Program	204	117,056	119,273	121,268	123,263	125,480	127,476	129,693
Coordinator of Expanded Learning Opportunities Program	204	117,056	119,273	121,268	123,263	125,480	127,476	129,693
Program Specialist	205	117,677	119,765	121,862	123,960	126,055	128,155	130,256

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

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

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

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**2021/22 COUNSELOR SALARY SCHEDULE**

204 DAYS

*Effective July 1, 2021, employees shall receive a 5.0% increase to base salary earnings (excluding stipends and other remuneration)*

STEP	COLUMN 1	COLUMN 2	COLUMN 3
1	85,845	88,046	90,303
2	87,596	89,842	92,146
3	89,384	91,676	94,026
4	91,208	93,548	95,946
5	93,070	95,457	97,904
6	94,969	97,404	99,902
7			101,941
8			104,021
9			106,145
10			108,311
11			110,521
12			112,776

**COLUMN REQUIREMENTS**

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

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

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**2022/23 COUNSELOR SALARY SCHEDULE**

204 DAYS

*Effective July 1, 2022, employees shall receive a 3.5% increase to base salary earnings (excluding stipends and other remuneration)*

	COLUMN	COLUMN	COLUMN
STEP	1	2	3
1	88,850	91,128	93,464
2	90,662	92,986	95,371
3	92,512	94,885	97,317
4	94,400	96,822	99,304
5	96,327	98,798	101,331
6	98,293	100,813	103,399
7			105,509
8			107,662
9			109,860
10			112,102
11			114,389
12			116,723

**COLUMN REQUIREMENTS**

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

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

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**2021/22 NURSE MANAGEMENT SALARY SCHEDULE**

200 Days

*Effective July 1, 2021, employees shall receive a 5% increase to base salary earnings (excluding stipends and other remuneration)*

STEP	COLUMN 1	COLUMN 2	COLUMN 3	COLUMN 4	COLUMN 5
1	54,534	58,426	62,324	66,219	70,113
2	58,426	62,324	66,219	70,113	74,008
3	62,324	66,219	70,113	74,008	77,906
4	66,219	70,113	74,008	77,906	81,799
5	70,113	74,008	77,906	81,799	85,694
6	74,008	77,906	81,799	85,694	89,591
7	77,532	81,799	85,694	89,591	93,487
8	81,058	85,356	89,591	93,487	97,381
9	81,058	88,911	89,591	97,381	101,277
10	81,058	88,911	89,591	97,381	105,172
11	81,058	88,911	89,591	97,381	109,068
12	81,058	88,911	89,591	97,381	109,068
13	85,021	93,283	93,971	102,169	114,425
14	85,021	93,283	93,971	102,169	114,425
15	85,021	93,283	93,971	102,169	114,425
16	85,710	94,064	94,732	103,024	115,374
17	85,710	94,064	94,732	103,024	115,374
18	85,710	94,064	94,732	103,024	115,374
19	87,087	95,623	96,254	104,732	117,272
20	87,087	95,623	96,254	104,732	117,272
21	88,458	97,186	97,769	106,444	119,171
22	88,458	97,186	97,769	106,444	119,171
23	89,833	98,746	99,289	108,153	121,068
24	89,833	98,746	99,289	108,153	121,068
25	89,833	98,746	99,289	108,153	121,068
26	91,206	100,304	100,807	109,859	122,970

**COLUMN REQUIREMENTS**

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

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

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**2022/23 NURSE MANAGEMENT SALARY SCHEDULE**

200 Days

*Effective July 1, 2022, employees shall receive a 3.5% increase to base salary earnings (excluding stipends and other remuneration)*

STEP	COLUMN 1	COLUMN 2	COLUMN 3	COLUMN 4	COLUMN 5
1	56,443	60,471	64,505	68,537	72,567
2	60,471	64,505	68,537	72,567	76,598
3	64,505	68,537	72,567	76,598	80,633
4	68,537	72,567	76,598	80,633	84,662
5	72,567	76,598	80,633	84,662	88,693
6	76,598	80,633	84,662	88,693	92,727
7	80,245	84,662	88,693	92,727	96,759
8	83,895	88,343	92,727	96,759	100,789
9	83,895	92,022	92,727	100,789	104,822
10	83,895	92,022	92,727	100,789	108,853
11	83,895	92,022	92,727	100,789	112,885
12	83,895	92,022	92,727	100,789	112,885
13	87,996	96,547	97,260	105,745	118,430
14	87,996	96,547	97,260	105,745	118,430
15	87,996	96,547	97,260	105,745	118,430
16	88,709	97,355	98,048	106,630	119,412
17	88,709	97,355	98,048	106,630	119,412
18	88,709	97,355	98,048	106,630	119,412
19	90,134	98,969	99,623	108,398	121,377
20	90,134	98,969	99,623	108,398	121,377
21	91,553	100,587	101,191	110,170	123,342
22	91,553	100,587	101,191	110,170	123,342
23	92,976	102,201	102,764	111,938	125,305
24	92,976	102,201	102,764	111,938	125,305
25	92,976	102,201	102,764	111,938	125,305
26	94,397	103,813	104,335	113,704	127,274

**COLUMN REQUIREMENTS**

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

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

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**2022/23 SPEECH AND LANGUAGE PATHOLOGIST SALARY SCHEDULE**

Effective July 1, 2022

*Effective July 1, 2022 SLP employees shall receive an additional 5.00% increase to base salary earnings (excluding stipends and other remuneration), above the agreed upon 3.5% increase to LJEAs salaries.*

	CLASS	CLASS	CLASS
STEP	3	4	5
1	61,299	65,132	68,961
2	65,132	68,961	72,792
3	68,961	72,792	76,627
4	72,792	76,627	80,455
5	76,627	80,455	84,285
6	80,455	84,285	88,119
7	84,285	88,119	91,951
8	88,119	91,951	95,782
9	88,119	95,782	99,614
10	88,119	95,782	103,446
11	88,119	95,782	107,276
12	88,119	95,782	107,276
13	92,427	100,490	112,546
14	92,427	100,490	112,546
15	92,427	100,490	112,546
16	93,176	101,330	113,479
17	93,176	101,330	113,479
18	93,176	101,330	113,479
19	94,672	103,012	115,346
20	94,672	103,012	115,346
21	96,162	104,696	117,213
22	96,162	104,696	117,213
23	97,657	106,377	119,079
24	97,657	106,377	119,079
25	97,657	106,377	119,079
26	99,152	108,056	120,950

**CLASS REQUIREMENTS**

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

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

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

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## LOWELL JOINT SCHOOL DISTRICT 2021/22 CLASSIFIED MANAGEMENT SALARY SCHEDULE

*Effective July 1, 2021, employees shall receive a 5.0% increase to base salary earnings (excluding stipends and other remuneration)*

MANAGEMENT POSITIONS	RANGE 1	RANGE 2	RANGE 3	RANGE 4	RANGE 5	RANGE 6	RANGE 7	RANGE 8
Assistant Superintendent of Administrative Services	13,323	14,025	14,762	15,500	16,275	17,089	17,943	18,840
Assistant Superintendent of Facilities and Operations	12,654	13,287	13,951	14,650	15,383	16,152	16,959	X
Director of Educational & Information Technology	7,138	7,500	7,878	8,274	8,691	9,136	9,591	10,082
Occupational Therapist (11 months)	6,689	7,022	7,375	7,745	8,131	8,539	8,965	9,414
Director of Fiscal Services	6,510	6,770	7,025	7,320	7,627	7,947	8,273	8,606
Bond Contracts and Accounting Compliance Manager	6,508	6,768	7,023	7,318	7,625	7,945	8,271	8,604
Site Supervisor/Teacher - Preschool	3,813	4,004	4,204	4,413	4,635	4,866	X	X

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

### LONGEVITY

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

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

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LOWELL JOINT SCHOOL DISTRICT  
2022/23 CLASSIFIED MANAGEMENT SALARY SCHEDULE

Effective July 1, 2022, employees shall receive a 3.50% increase to base salary earnings (excluding stipends and other remuneration)

MANAGEMENT POSITIONS	RANGE 1	RANGE 2	RANGE 3	RANGE 4	RANGE 5	RANGE 6	RANGE 7	RANGE 8
Assistant Superintendent of Administrative Services	13,789	14,516	15,279	16,043	16,845	17,687	18,571	19,499
Assistant Superintendent of Facilities and Operations	13,097	13,752	14,439	15,163	15,921	16,717	17,553	X
Director of Educational & Information Technology	7,388	7,763	8,154	8,564	8,995	9,456	9,927	10,435
Occupational Therapist (11 months)	6,923	7,268	7,633	8,016	8,416	8,838	9,279	9,743
Director of Fiscal Services	6,738	7,007	7,271	7,576	7,894	8,225	8,563	8,907
Bond Contracts and Accounting Compliance Manager	6,736	7,005	7,269	7,574	7,892	8,223	8,560	8,905
Site Supervisor/Teacher - Preschool	3,946	4,144	4,351	4,567	4,797	5,036	X	X

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

**LONGEVITY**

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

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

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**LOWELL JOINT SCHOOL DISTRICT  
2021/22 CLASSIFIED CONFIDENTIAL SALARY SCHEDULE**

**Effective July 1, 2021**

*Effective July 1, 2021, employees shall receive a 5% increase to their base salary earnings (excluding stipends and other remuneration).*

RANGE	PERFORMANCE RECOGNITION INCREASES							
	1	2	3	4	5	6	7	8
(A)	3,738	3,925	4,121	4,327	4,543	4,770	5,010	5,259
(B)	3,845	4,037	4,250	4,457	4,687	4,929	5,180	5,442
(C)	3,942	4,138	4,355	4,576	4,809	5,051	5,308	5,571
(D)	4,051	4,254	4,458	4,687	4,929	5,180	5,442	5,712
(E)	4,151	4,356	4,577	4,809	5,051	5,308	5,571	5,857
(F)	4,249	4,461	4,688	4,929	5,180	5,442	5,712	6,002
(G)	4,354	4,573	4,809	5,051	5,308	5,571	5,857	6,150
(H)	4,457	4,680	4,930	5,180	5,442	5,712	6,002	6,312
(I)	4,576	4,806	5,051	5,308	5,571	5,857	6,150	6,463
(J)	4,687	4,921	5,180	5,442	5,712	6,002	6,312	6,626
(K)	4,809	5,048	5,307	5,571	5,857	6,150	6,463	6,797
(L)	4,929	5,175	5,444	5,712	6,002	6,312	6,626	6,962
(M)	5,051	5,304	5,570	5,857	6,150	6,463	6,797	7,138
(N)	5,180	5,439	5,712	6,002	6,312	6,626	6,962	7,315
(O)	5,308	5,572	5,857	6,150	6,463	6,797	7,138	7,500
(P)	5,442	5,714	6,001	6,312	6,626	6,962	7,315	7,686
(Q)	5,571	5,850	6,151	6,463	6,797	7,138	7,500	7,878
(R)	5,712	5,997	6,312	6,626	6,962	7,315	7,686	8,082
(S)	5,857	6,151	6,463	6,797	7,138	7,500	7,878	8,275
(T)	6,002	6,301	6,624	6,962	7,315	7,686	8,082	8,480
(U)	6,150	6,458	6,797	7,138	7,500	7,878	8,275	8,691
(V)	6,312	6,627	6,960	7,315	7,686	8,082	8,480	8,918
(W)	6,463	6,786	7,138	7,500	7,878	8,275	8,691	9,136
(X)	6,626	6,956	7,315	7,686	8,082	8,480	8,918	9,362
(Y)	6,797	7,136	7,500	7,878	8,275	8,691	9,136	9,591
(Z)	6,962	7,311	7,687	8,082	8,480	8,918	9,362	9,835

**CONFIDENTIAL EMPLOYEES**

**RANGE**

**LONGEVITY**

Executive Assistant and Secretary to Superintendent

N

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

Administrative Assistant - Business Svcs/Classified Personnel

I

Assistant to the Superintendent's Office

F

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

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LOWELL JOINT SCHOOL DISTRICT  
2022/23 CLASSIFIED CONFIDENTIAL SALARY SCHEDULE

Effective July 1, 2022

Effective July 1, 2022, employees shall receive a 3.5% increase to their base salary earnings (excluding stipends and other remuneration).

RANGE	PERFORMANCE RECOGNITION INCREASES							
	1	2	3	4	5	6	7	8
(A)	3,869	4,062	4,265	4,478	4,702	4,937	5,185	5,443
(B)	3,980	4,178	4,399	4,613	4,851	5,102	5,361	5,632
(C)	4,080	4,283	4,507	4,736	4,977	5,228	5,494	5,766
(D)	4,193	4,403	4,614	4,851	5,102	5,361	5,632	5,912
(E)	4,296	4,508	4,737	4,977	5,228	5,494	5,766	6,062
(F)	4,398	4,617	4,852	5,102	5,361	5,632	5,912	6,212
(G)	4,506	4,733	4,977	5,228	5,494	5,766	6,062	6,365
(H)	4,613	4,844	5,103	5,361	5,632	5,912	6,212	6,533
(I)	4,736	4,974	5,228	5,494	5,766	6,062	6,365	6,689
(J)	4,851	5,093	5,361	5,632	5,912	6,212	6,533	6,858
(K)	4,977	5,225	5,493	5,766	6,062	6,365	6,689	7,035
(L)	5,102	5,356	5,635	5,912	6,212	6,533	6,858	7,206
(M)	5,228	5,490	5,765	6,062	6,365	6,689	7,035	7,388
(N)	5,361	5,629	5,912	6,212	6,533	6,858	7,206	7,571
(O)	5,494	5,767	6,062	6,365	6,689	7,035	7,388	7,763
(P)	5,632	5,914	6,211	6,533	6,858	7,206	7,571	7,955
(Q)	5,766	6,055	6,366	6,689	7,035	7,388	7,763	8,154
(R)	5,912	6,207	6,533	6,858	7,206	7,571	7,955	8,365
(S)	6,062	6,366	6,689	7,035	7,388	7,763	8,154	8,565
(T)	6,212	6,522	6,856	7,206	7,571	7,955	8,365	8,777
(U)	6,365	6,684	7,035	7,388	7,763	8,154	8,565	8,995
(V)	6,533	6,859	7,204	7,571	7,955	8,365	8,777	9,230
(W)	6,689	7,024	7,388	7,763	8,154	8,565	8,995	9,456
(X)	6,858	7,199	7,571	7,955	8,365	8,777	9,230	9,690
(Y)	7,035	7,386	7,763	8,154	8,565	8,995	9,456	9,927
(Z)	7,206	7,567	7,956	8,365	8,777	9,230	9,690	10,179

CONFIDENTIAL EMPLOYEES

RANGE

LONGEVITY

Executive Assistant and Secretary to Superintendent

N

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

Administrative Assistant - Business Svcs/Classified Personnel

I

Assistant to the Superintendent's Office

F

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

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2021/22 Classified Salary Schedule  
Effective July 1, 2021

Effective July 1, 2021, employees shall receive a 5% increase to their base salary earnings (excluding stipends and other remuneration).  
Effective January 1, 2022, minimum wage is \$15 per hour

RANGE	PERFORMANCE RECOGNITION INCREASES							
	1	2	3	4	5	6	7	8
1	2,640 (15.00)	2,640 (15.00)	2,640 (15.00)	2,640 (15.00)	2,640 (15.00)	2,874 (16.32)	3,017 (17.14)	3,172 (18.02)
2	2,640 (15.00)	2,640 (15.00)	2,640 (15.00)	2,640 (15.00)	2,804 (15.93)	2,944 (16.74)	3,101 (17.62)	3,255 (18.49)
3	2,640 (15.00)	2,640 (15.00)	2,640 (15.00)	2,640 (15.00)	2,874 (16.32)	3,017 (17.14)	3,172 (18.02)	3,341 (18.99)
4	2,640 (15.00)	2,640 (15.00)	2,640 (15.00)	2,640 (15.00)	2,911 (16.74)	3,101 (17.62)	3,255 (18.49)	3,416 (19.39)
5	2,640 (15.00)	2,640 (15.00)	2,640 (15.00)	2,874 (16.32)	3,017 (17.14)	3,172 (18.02)	3,341 (18.99)	3,505 (19.92)
6	2,640 (15.00)	2,640 (15.00)	2,804 (15.93)	2,944 (16.74)	3,101 (17.62)	3,255 (18.49)	3,416 (19.39)	3,585 (20.36)
7	2,640 (15.00)	2,640 (15.00)	2,874 (16.32)	3,017 (17.14)	3,172 (18.02)	3,341 (18.99)	3,505 (19.92)	3,666 (20.84)
8	2,640 (15.00)	2,804 (15.93)	2,944 (16.74)	3,101 (17.62)	3,255 (18.49)	3,416 (19.39)	3,585 (20.36)	3,763 (21.39)
9	2,640 (15.00)	2,874 (16.32)	3,017 (17.14)	3,172 (18.02)	3,341 (18.99)	3,505 (19.92)	3,666 (20.84)	3,862 (21.91)
10	2,804 (15.93)	2,944 (16.74)	3,101 (17.62)	3,255 (18.49)	3,416 (19.39)	3,585 (20.36)	3,763 (21.39)	3,957 (22.47)
11	2,874 (16.32)	2,944 (16.74)	3,101 (17.62)	3,255 (18.49)	3,416 (19.39)	3,585 (20.36)	3,763 (21.39)	4,059 (23.06)
12	2,944 (16.74)	3,101 (17.62)	3,255 (18.49)	3,416 (19.39)	3,585 (20.36)	3,763 (21.39)	3,957 (22.47)	4,152 (23.58)
13	3,017 (17.14)	3,172 (18.02)	3,341 (18.99)	3,505 (19.92)	3,666 (20.84)	3,862 (21.91)	4,059 (23.06)	4,263 (24.19)
14	3,101 (17.62)	3,255 (18.49)	3,416 (19.39)	3,585 (20.36)	3,763 (21.39)	3,957 (22.47)	4,152 (23.58)	4,370 (24.79)
15	3,172 (18.02)	3,341 (18.99)	3,505 (19.92)	3,666 (20.84)	3,862 (21.91)	4,059 (23.06)	4,263 (24.19)	4,486 (25.50)
16	3,255 (18.49)	3,416 (19.39)	3,585 (20.36)	3,763 (21.39)	3,957 (22.47)	4,152 (23.58)	4,370 (24.79)	4,596 (26.13)
17	3,341 (18.99)	3,505 (19.92)	3,666 (20.84)	3,862 (21.91)	4,059 (23.06)	4,263 (24.19)	4,486 (25.50)	4,712 (26.76)
18	3,416 (19.39)	3,585 (20.36)	3,763 (21.39)	3,957 (22.47)	4,152 (23.58)	4,370 (24.79)	4,596 (26.13)	4,827 (27.42)
19	3,505 (19.92)	3,666 (20.84)	3,862 (21.91)	4,059 (23.06)	4,263 (24.19)	4,486 (25.50)	4,712 (26.76)	4,950 (28.14)
20	3,585 (20.36)	3,763 (21.39)	3,957 (22.47)	4,152 (23.58)	4,370 (24.79)	4,596 (26.13)	4,827 (27.42)	5,082 (28.86)
21	3,666 (20.84)	3,862 (21.91)	4,059 (23.06)	4,263 (24.19)	4,486 (25.50)	4,712 (26.76)	4,950 (28.14)	5,195 (29.51)
22	3,763 (21.39)	3,957 (22.47)	4,152 (23.58)	4,370 (24.79)	4,596 (26.13)	4,827 (27.42)	5,082 (28.86)	5,327 (30.28)
23	3,862 (21.91)	4,055 (23.06)	4,263 (24.19)	4,486 (25.50)	4,712 (26.76)	4,950 (28.14)	5,195 (29.51)	5,462 (31.03)
24	3,957 (22.47)	4,152 (23.58)	4,370 (24.79)	4,596 (26.13)	4,827 (27.42)	5,082 (28.86)	5,327 (30.28)	5,592 (31.76)
25	4,059 (23.06)	4,263 (24.19)	4,486 (25.50)	4,712 (26.76)	4,950 (28.14)	5,195 (29.51)	5,462 (31.03)	5,742 (32.60)
26	4,152 (23.58)	4,370 (24.79)	4,596 (26.13)	4,827 (27.42)	5,082 (28.86)	5,327 (30.28)	5,592 (31.76)	5,882 (33.41)
27	4,263 (24.19)	4,486 (25.50)	4,712 (26.76)	4,950 (28.14)	5,195 (29.51)	5,462 (31.03)	5,742 (32.60)	6,040 (34.29)
28	4,370 (24.79)	4,596 (26.13)	4,827 (27.42)	5,082 (28.86)	5,327 (30.28)	5,592 (31.76)	5,882 (33.41)	6,178 (35.10)
29	4,486 (25.50)	4,712 (26.76)	4,950 (28.14)	5,195 (29.51)	5,462 (31.03)	5,742 (32.60)	6,040 (34.29)	6,340 (36.00)
30	4,596 (26.13)	4,827 (27.42)	5,082 (28.86)	5,327 (30.28)	5,592 (31.76)	5,882 (33.41)	6,178 (35.10)	6,488 (36.86)

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2022/23 Classified Salary Schedule  
Effective July 1, 2022

Effective July 1, 2022, employees shall receive a 3.5% increase to their base salary earnings (excluding stipends and other remuneration).  
Effective January 1, 2022, minimum wage is \$15 per hour

RANGE	PERFORMANCE RECOGNITION INCREASES							
	1	2	3	4	5	6	7	8
1	2,640 (15.00)	2,640 (15.00)	2,640 (15.00)	2,640 (15.00)	2,640 (15.00)	2,975 (16.89)	3,123 (17.74)	3,283 (18.65)
2	2,640 (15.00)	2,640 (15.00)	2,640 (15.00)	2,640 (15.00)	2,902 (16.49)	3,047 (17.33)	3,210 (18.24)	3,369 (19.14)
3	2,640 (15.00)	2,640 (15.00)	2,640 (15.00)	2,640 (15.00)	2,975 (16.89)	3,123 (17.74)	3,283 (18.65)	3,458 (19.65)
4	2,640 (15.00)	2,640 (15.00)	2,640 (15.00)	2,640 (15.00)	2,975 (16.89)	3,123 (17.74)	3,283 (18.65)	3,536 (20.07)
5	2,640 (15.00)	2,640 (15.00)	2,902 (16.49)	3,047 (17.33)	3,210 (18.24)	3,369 (19.14)	3,536 (20.07)	3,628 (20.62)
6	2,640 (15.00)	2,640 (15.00)	2,975 (16.89)	3,123 (17.74)	3,283 (18.65)	3,458 (19.65)	3,628 (20.62)	3,710 (21.07)
7	2,640 (15.00)	2,902 (16.49)	2,975 (16.89)	3,123 (17.74)	3,283 (18.65)	3,458 (19.65)	3,628 (20.62)	3,794 (21.57)
8	2,640 (15.00)	2,902 (16.49)	3,047 (17.33)	3,210 (18.24)	3,369 (19.14)	3,536 (20.07)	3,710 (21.07)	3,895 (22.14)
9	2,640 (15.00)	2,975 (16.89)	3,123 (17.74)	3,283 (18.65)	3,458 (19.65)	3,628 (20.62)	3,794 (21.57)	3,997 (22.68)
10	2,902 (16.49)	3,047 (17.33)	3,210 (18.24)	3,369 (19.14)	3,536 (20.07)	3,710 (21.07)	3,895 (22.14)	4,095 (23.26)
11	2,975 (16.89)	3,123 (17.74)	3,283 (18.65)	3,458 (19.65)	3,628 (20.62)	3,794 (21.57)	3,997 (22.68)	4,201 (23.87)
12	3,047 (17.33)	3,210 (18.24)	3,369 (19.14)	3,536 (20.07)	3,710 (21.07)	3,895 (22.14)	4,095 (23.26)	4,297 (24.41)
13	3,123 (17.74)	3,283 (18.65)	3,458 (19.65)	3,628 (20.62)	3,794 (21.57)	3,997 (22.68)	4,201 (23.87)	4,412 (25.04)
14	3,210 (18.24)	3,369 (19.14)	3,536 (20.07)	3,710 (21.07)	3,895 (22.14)	4,095 (23.26)	4,297 (24.41)	4,523 (25.66)
15	3,283 (18.65)	3,458 (19.65)	3,628 (20.62)	3,794 (21.57)	3,997 (22.68)	4,201 (23.87)	4,412 (25.04)	4,643 (26.39)
16	3,369 (19.14)	3,536 (20.07)	3,710 (21.07)	3,895 (22.14)	4,095 (23.26)	4,297 (24.41)	4,523 (25.66)	4,757 (27.04)
17	3,458 (19.65)	3,628 (20.62)	3,794 (21.57)	3,997 (22.68)	4,201 (23.87)	4,412 (25.04)	4,643 (26.39)	4,877 (27.70)
18	3,536 (20.07)	3,710 (21.07)	3,895 (22.14)	4,095 (23.26)	4,297 (24.41)	4,523 (25.66)	4,757 (27.04)	4,996 (28.38)
19	3,628 (20.62)	3,794 (21.57)	3,997 (22.68)	4,201 (23.87)	4,412 (25.04)	4,643 (26.39)	4,877 (27.70)	5,123 (29.12)
20	3,710 (21.07)	3,895 (22.14)	4,095 (23.26)	4,297 (24.41)	4,523 (25.66)	4,757 (27.04)	4,996 (28.38)	5,260 (29.87)
21	3,794 (21.57)	3,997 (22.68)	4,201 (23.87)	4,412 (25.04)	4,643 (26.39)	4,877 (27.70)	5,123 (29.12)	5,377 (30.54)
22	3,895 (22.14)	4,095 (23.26)	4,297 (24.41)	4,523 (25.66)	4,757 (27.04)	4,996 (28.38)	5,260 (29.87)	5,513 (31.34)
23	3,997 (22.68)	4,201 (23.87)	4,412 (25.04)	4,643 (26.39)	4,877 (27.70)	5,123 (29.12)	5,377 (30.54)	5,653 (32.12)
24	4,095 (23.26)	4,297 (24.41)	4,523 (25.66)	4,757 (27.04)	4,996 (28.38)	5,260 (29.87)	5,513 (31.34)	5,788 (32.87)
25	4,201 (23.87)	4,412 (25.04)	4,643 (26.39)	4,877 (27.70)	5,123 (29.12)	5,377 (30.54)	5,653 (32.12)	5,943 (33.74)
26	4,297 (24.41)	4,523 (25.66)	4,757 (27.04)	4,996 (28.38)	5,260 (29.87)	5,513 (31.34)	5,788 (32.87)	6,088 (34.58)
27	4,412 (25.04)	4,643 (26.39)	4,877 (27.70)	5,123 (29.12)	5,377 (30.54)	5,653 (32.12)	5,943 (33.74)	6,251 (35.49)
28	4,523 (25.66)	4,757 (27.04)	4,996 (28.38)	5,260 (29.87)	5,513 (31.34)	5,788 (32.87)	6,088 (34.58)	6,394 (36.33)
29	4,643 (26.39)	4,877 (27.70)	5,123 (29.12)	5,377 (30.54)	5,653 (32.12)	5,943 (33.74)	6,251 (35.49)	6,562 (37.26)
30	4,757 (27.04)	4,996 (28.38)	5,260 (29.87)	5,513 (31.34)	5,788 (32.87)	6,088 (34.58)	6,394 (36.33)	6,715 (38.15)

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LOWELL JOINT SCHOOL DISTRICT  
May 2, 2022

To: President Salinas and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Resolution 2021/22 No. 859, Recognizing May 3, 2022, as  
"Day of the Teacher" ACTION/  
(RESOLUTION)

Teachers in the State of California are being recognized on May 3, 2022, for their dedication to providing outstanding learning experiences for all students and being role models for district students preparing to become contributing and successful adults.

It is recommended that Resolution 2021/22 No. 859, recognizing May 3, 2022, as "Day of the Teacher" 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. 859**

**A RESOLUTION OF THE BOARD OF TRUSTEES  
OF THE LOWELL JOINT SCHOOL DISTRICT  
OF LOS ANGELES AND ORANGE COUNTIES, CALIFORNIA,  
RECOGNIZING WEDNESDAY, MAY 3, 2022, AS  
“DAY OF THE TEACHER”**

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

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

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

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

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

**WHEREAS**, Tuesday, May 3, 2022, has been designated as “Day of the Teacher” in the State of California;

**NOW, THEREFORE BE IT RESOLVED**, that the Board of Trustees, on behalf of the students, parents, and the community at large, does hereby recognize Tuesday, May 3, 2022, as a day of formal recognition and appreciation of the efforts of the teachers in the Lowell Joint School District.

**APPROVED AND ADOPTED** this 2<sup>nd</sup> day of May, 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 2<sup>nd</sup> day of May, 2022, and passed by a unanimous vote of those present.

**IN WITNESS WHEREOF**, I have hereunto set my hand and seal the 2<sup>nd</sup> day of May, 2022.

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Jim Coombs, Secretary to the Board of Trustees



LOWELL JOINT SCHOOL DISTRICT  
May 2, 2022

To: President Salinas and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Resolution 2021/22 No. 860 Recognizing May 12, 2022,  
as "School Nurses Day" ACTION/  
(RESOLUTION)

Nurses provide vital links between public and private resources and programs. School nurses create and maintain safe school environments; provide mandatory health education, health screenings, and immunizations; deliver early intervention services; design a wellness-driven program; and assist students with chronic and acute illnesses and special needs as they transition from home to school.

It is recommended that Resolution 2021/22 No. 860, recognizing May 12, 2022, as "School Nurses Day" 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. 860**

**A RESOLUTION OF THE BOARD OF TRUSTEES  
OF THE LOWELL JOINT SCHOOL DISTRICT OF  
LOS ANGELES AND ORANGE COUNTIES, CALIFORNIA,  
RECOGNIZING THURSDAY, MAY 12, 2022, AS  
“SCHOOL NURSES DAY”**

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

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

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

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

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

**NOW, THEREFORE, BE IT RESOLVED**, the Board of Trustees on behalf of the students, parents, and community at large, does hereby recognize Thursday, May 12, 2022, as School Nurses Day to support the learning and health needs of California's children to ensure academic success.

**APPROVED AND ADOPTED** this 2<sup>nd</sup> day of May, 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 2<sup>nd</sup> day of May, 2022, and passed by a unanimous vote of those present.

**IN WITNESS WHEREOF**, I have hereunto set my hand and seal this 2<sup>nd</sup> day of May, 2022.

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Jim Coombs, Secretary to the Board of Trustees

LOWELL JOINT SCHOOL DISTRICT  
May 2, 2022

To: President Salinas and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Resolution 2021/22 No. 861, Recognizing May 15 – 21,  
2022, as “Classified School Employees Week” ACTION/  
(RESOLUTION)

Classified school employees in the State of California are being recognized the week of May 15 through May 21, 2022, for their valuable services to the schools and students.

It is recommended that Resolution 2021/22 No. 861, recognizing May 15 – 21, 2022, as “Classified School Employees Week” 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. 861**

**A RESOLUTION OF THE BOARD OF TRUSTEES  
OF THE LOWELL JOINT SCHOOL DISTRICT  
OF LOS ANGELES AND ORANGE COUNTIES, CALIFORNIA,  
RECOGNIZING MAY 15 – 21, 2022, AS  
“CLASSIFIED SCHOOL EMPLOYEES WEEK”**

**WHEREAS**, the week of May 15 – 21, 2022, has been designated as “Classified School Employees Week” in the State of California; and

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

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

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

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

**NOW, THEREFORE, BE IT RESOLVED**, that the Board of Trustees on behalf of the students, parents, and community at large, does hereby recognize and wish to honor the contribution of the classified school employees to quality education in the State of California and in the Lowell Joint School District and declares the week of May 15 – 21, 2022, as “Classified School Employee Week” in the Lowell Joint School District.

**APPROVED AND ADOPTED** this 2<sup>nd</sup> day of May, 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 foregoing resolution was duly and regularly adopted by the said Board at a regular meeting thereof held on the 2<sup>nd</sup> day of May, 2022, and passed by a unanimous vote of those present.

**IN WITNESS WHEREOF**, I have hereunto set my hand and seal this 2<sup>nd</sup> day of May, 2022.

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Jim Coombs  
Secretary to the Board of Trustees

LOWELL JOINT SCHOOL DISTRICT  
May 2, 2022

To: President Salinas and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Resolution 2021/22 No. 862, Designating the Observance of Lincoln Day on February 13, 2023 and the Observance of Washington Day on February 20, 2023      ACTION/  
(RESOLUTION)

The Lowell Joint School District 2022/23 School Calendar designates a recess in February on February 13, 2023 and February 20, 2023. This action does not change the recess period in any way, for technical reasons, it is necessary for the Board to designate by resolution that the Lincoln Birthday holiday be held on February 13, 2023 and Washington Birthday holiday be held on February 20, 2023;

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

The Governing Board of the Lowell Joint School District will observe Lincoln Day on February 13, 2023 and Washington Day on February 20, 2023.

It is recommended that Resolution 2021/22 No. 862, designating the Observance of Lincoln Day on February 13, 2023 and the Observance of Washington Day on February 20, 2023 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. 862**

**A RESOLUTION OF THE BOARD OF TRUSTEES  
OF THE LOWELL JOINT SCHOOL DISTRICT  
OF LOS ANGELES AND ORANGE COUNTIES, CALIFORNIA,  
DESIGNATING THE OBSERVANCE OF LINCOLN DAY ON FEBRUARY 13, 2023  
AND THE OBSERVANCE OF WASHINGTON DAY ON FEBRUARY 20, 2023**

**WHEREAS**, the Lowell Joint School District 2022/23 School Calendar designates a recess in February on February 13, 2023 and February 20, 2023; and,

**WHEREAS**, this action does not change the recess period in any way, for technical reasons, it is necessary for the Board to designate by resolution that the Lincoln Birthday holiday be held on February 13, 2023 and Washington Birthday holiday be held on February 20, 2023; and,

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

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

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

**NOW, THEREFORE, BE IT RESOLVED** that the Governing Board of the Lowell Joint School District will observe Lincoln Day on February 13, 2023 and Washington Day on February 20, 2023.

APPROVED AND ADOPTED THIS 2<sup>nd</sup> day of May, 2022, at the regular meeting of the Board of Education of the Lowell Joint School District.

**APPROVED AND ADOPTED** this 2<sup>nd</sup> day of May, 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 foregoing resolution was duly and regularly adopted by the said Board at a regular meeting thereof held on the 2<sup>nd</sup> day of May, 2022, and passed by a unanimous vote of those present.

**IN WITNESS WHEREOF**, I have hereunto set my hand and seal this 2<sup>nd</sup> day of May, 2022.

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Jim Coombs  
Secretary to the Board of Trustees

LOWELL JOINT SCHOOL DISTRICT  
May 2, 2022

To: President Salinas and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Appointment of the Citizens Bond Oversight Committee ACTION

On November 6, 2018, the Lowell Joint School District community approved Measure LL. Measure LL authorizes the District to issue tax-exempt general obligation bonds in an amount up to \$48,000,000. The District is using the proceeds of these bonds in accordance with the projects listed on the Measure LL ballot throughout the District.

Once bonds were approved through the Proposition 39 election, and the Board of Trustees officially certified the election, the Board had 60 days in which to establish an independent citizens' bond oversight committee (CBOC). The November 2019 election was formally declared and certified by the Board of Trustees at the February 4, 2019 Board meeting.

The purpose of the CBOC is to review the annual independent financial and performance audits required by Proposition 39, make physical inspections of the school buildings and grounds, and review cost-saving efforts in building design and use. The Board is required to provide administrative and any necessary technical assistance to the committee, including sufficient resources to publicize the committee's conclusions, all without spending bond funds.

The CBOC must consist of at least seven members, which cannot include any District employee, official, vendor, contractor, or consultant may serve on the committee. The law does not state that members must reside in the District. Members serve a term of two years, without compensation, and may serve no more than three consecutive terms.

The CBOC is charged with ensuring that bond revenues are only spent for the specific projects listed in the Measure LL bond, and that no funds are used for any teacher or administrator salaries other than specific staff hired to facilitate the bond project, or for other school operating expenses. The committee is also charged with advising the public if these guidelines are not adhered to.

The committee must include at least the following representatives:

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Superintendent's Comment:

APPROVAL RECOMMENDED.

- One (1) member active in a business organization representing the business community located within the district
- One (1) member active in a senior citizens' organization
- One (1) member active in a bona fide taxpayers' organization
- One (1) member who is the parent or guardian of a child enrolled in the district
- One (1) member who is either a parent or guardian of a child enrolled in the district and active in a parent-teacher organization, such as the Parent Teacher Association or School Site Council
- Two (2) members selected from the public at large

Recently, the Parent/PTA representative, Mrs. Johnson, chose to step down from her position. In addition, Mr. Tourville's student is graduating from Rancho Starbuck. In order to maintain the continuity of the committee and to fill the vacancy created by Mrs. Johnson's departure, it is recommended that the Citizen Bond Oversight Committee add Mr. Paul Caffrey to serve in the position as a parent/PTA representative, Mr. Powers serve as a parent of student's representative, and Mr. Tourville serve as a business representative. These changes are reflected below:

<b><u>Representative Categories:</u></b>	<b><u>Representative Names:</u></b>
One (1) member active in a business organization representing the business community located within the district	Martin Tourville
One (1) member active in a senior citizens' organization	Stuart Gothold
One (1) member active in a bona fide taxpayers' organization	Jan Averill
One (1) member who is the parent or guardian of a child enrolled in the district	Casey Powers
One (1) member who is either a parent or guardian of a child enrolled in the district and active in a parent-teacher organization, such as the Parent Teacher Association or School Site Council	Paul Caffrey
Two (2) members selected from the public at large	Richard Jones
	Taffi Graham

It is recommended that the appointment of the recommended Citizens Bond Oversight Committee be approved, and that the Superintendent or designee be authorized to execute the agreement.

Superintendent's Comment:

APPROVAL RECOMMENDED.

LOWELL JOINT SCHOOL DISTRICT  
May 2, 2022

To: President Salinas and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Approval of the 2021/2022 Extended School Year  
(ESY) Program

ACTION/  
RATIFICATION

The District is legally required to provide Extended School Year (ESY) services to special education students at risk of significant regression and/or delayed recoupment of skills lost over an extended break in the educational program. These students are currently enrolled in the Special Day Classes at El Portal Elementary School, Macy Elementary School, Olita Elementary School, and Rancho-Starbuck Junior High School, as well as the two preschool programs at Meadow Green Elementary School.

The four-week extended school year program will begin on June 6, 2022 and end on July 1, 2022. Classes will be conducted five days per week, four hours per day, Monday through Friday, at Olita Elementary School.

It is recommended that the proposed extended school year program offering for the 2021/2022 school year be approved, and that the Superintendent or designee be authorized to execute the necessary documents.

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Superintendent's Comment:

APPROVAL RECOMMENDED.

LOWELL JOINT SCHOOL DISTRICT  
May 2, 2022

To: President Salinas and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Resolution 2021/22 No. 863 Approving an Increase in Statutory School Fees Imposed on New Residential and Commercial/ Industrial Construction Pursuant to Education Code Section 17620 and Government Code Section 65995

PUBLIC HEARING  
ACTION/  
(RESOLUTION)

Government Code Section 65995 establishes a maximum statutory fee that may be charged against development projects within the school district and authorizes that amount to be biennially adjusted for inflation as determined by the State Allocation Board (SAB) at its January meeting in even numbered years.

On January 22, 2020, the SAB acted to increase the Level I Developer Fees for both residential and commercial/industrial construction pursuant to Education Code Section 17620 and Government Code Section 65995. For unified school districts, the Level I fee for residential construction was increased from \$2.72 to \$3.19 per square foot of new residential construction. The Level I fee for commercial/industrial construction was increased from \$0.44 to \$0.52 per square foot of new commercial/industrial construction.

In order for a school district to assess the new Level I fees, it must prepare and adopt a school facilities fee justification study, commonly known as a Level I Developer Fee Justification Study. The Notice of Public Hearing was published in the *Whittier Daily News* on April 5, 2022, and April 15, 2022. If approved, the new Level I fees will go into effect sixty (60) days after adoption.

It is recommended that a public hearing be held and after hearing comments, adopt Resolution 2021/22 No. 863 approving an increase in statutory school fees imposed on new residential and commercial/industrial construction pursuant to Education Code Section 17620 and Government Code Section 65995 be approved, and that the Superintendent or designee be authorized to execute the resolution.

AR:sb  
Attachment

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Superintendent's Comment:

ADOPTION BY MAJORITY ROLL CALL VOTE.

**LOWELL JOINT SCHOOL DISTRICT**

**RESOLUTION 2021/22 NO. 863**

**A RESOLUTION OF THE BOARD OF TRUSTEES  
OF THE LOWELL JOINT SCHOOL DISTRICT  
OF LOS ANGELES AND ORANGE COUNTIES, CALIFORNIA,  
APPROVING AN INCREASE IN STATUTORY SCHOOL FEES  
IMPOSED ON NEW RESIDENTIAL AND COMMERCIAL/INDUSTRIAL  
CONSTRUCTION PURSUANT TO EDUCATION CODE SECTION 17620  
AND GOVERNMENT CODE SECTION 65995**

**WHEREAS**, the Board of Trustees (“Board”) of the Lowell Joint School District (“District”) provides for the educational needs for Grade TK-8 students;

**WHEREAS**, on February 23, 2022, the State Allocation Board (“SAB”) authorized an adjustment in the statutory school fee amounts for unified school districts pursuant to Government Code Section 65995(b)(3) to Four and 79/100 Dollars (\$4.79) per square foot for assessable space of new residential construction (“Residential Statutory School Fees”) and Seventy-Eight Cents (\$0.78) per square foot of chargeable covered and enclosed space for the categories of new commercial/industrial construction (“Commercial/Industrial Fees” and collectively “Statutory School Fees”), as long as such increases are properly justified by the District pursuant to law; and

**WHEREAS**, the District pursuant to Education Code Section 17623(a) entered into a fee sharing agreement (“Fee Sharing Agreement”) with the Fullerton Joint Union High School District (“FJUHSD”), which provides for the educational needs of students in the same jurisdictional boundaries as the District. The Fee Sharing Agreement specifies the allocation of Statutory School Fees that may be charged and collected by the District, and said agreement allows the District to charge and collect an amount approximately sixty-six and sixty-seven hundredths percent (66.67%) to the District and approximately thirty-three and thirty-three hundredths percent (33.33%) to FJUHSD; and

**WHEREAS**, new residential and commercial/industrial construction continues to generate additional students for the District’s schools and the District is required to provide school facilities (“School Facilities”) to accommodate those students; and

**WHEREAS**, the District does not have sufficient funds available for the construction or reconstruction of the School Facilities, construction of permanent School Facilities, and acquisition of interim School Facilities, to accommodate students from new residential and commercial/industrial construction; and

**WHEREAS**, the Board has received and considered a report entitled “2022 School Fee Justification Study” (“Study”), which includes information, documentation, and analysis of the School Facilities needs of the District, including: (a) the purpose of the Applicable Statutory School Fees; (b) the use to which the Applicable Statutory School Fees are to be put; (c) the nexus (roughly proportional and reasonable relationship) between

the residential and commercial/industrial construction and (1) the use for Applicable Statutory School Fees, (2) the need for School Facilities, (3) the cost of School Facilities and the amount of Applicable Statutory School Fees from new residential and commercial/industrial construction; (d) a determination of the impact of the increased number of employees anticipated to result from the commercial/industrial construction (by category) upon the cost of providing School Facilities within the District; (e) an evaluation and projection of the number of students that will be generated by new residential construction; (f) the new School Facilities that will be required to serve such students; and (g) the cost of such School Facilities; and

**WHEREAS**, the Study pertaining to the Statutory School Fees and to the capital facilities needs of the District has been available to the public for at least ten (10) days before the Board considered at a regularly scheduled public meeting the increase in the Statutory School Fees; and

**WHEREAS**, all notices of the proposed increase in the Statutory School Fees and the public hearing have been given in accordance with applicable law; and

**WHEREAS**, a public hearing was duly held at a regularly scheduled meeting of the Board relating to the proposed increase in the Statutory School Fees and to consider the Study on May 2, 2022; and

**WHEREAS**, as to the Statutory School Fees, Education Code Section 17621 provides that the adoption, increase or imposition of any fee, charge, dedication, or other requirement, pursuant to Education Code Section 17620 shall not be subject to the California Environmental Quality Act, Division 13 (commencing with Section 21000) of the Public Resources Code.

**NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF TRUSTEES OF THE LOWELL JOINT SCHOOL DISTRICT AS FOLLOWS:**

**Section 1.** That the Board accepts and adopts the Study.

**Section 2.** That the Board finds that the purpose of the Statutory School Fees imposed upon new residential construction are to fund the additional School Facilities required to serve the students generated by the new residential construction upon which the Statutory School Fees are imposed.

**Section 3.** That the Board finds that the Statutory School Fees imposed on new residential construction will be used only to finance those School Facilities described in the Study and related documents, and that these School Facilities are required to serve the students generated by the new residential construction within the District; and that the use of the Statutory School Fees will include construction of additional School Facilities, remodeling existing School Facilities to add additional classrooms, and technology, and acquiring and installing additional portable classrooms and related School Facilities, remodeling of existing School Facilities, and additional portables to be determined based on the residence of the students being generated by such new residential construction, as

well as any required central administrative and support facilities, within the District.

**Section 4.** That the Board finds that there is a roughly proportional, reasonable relationship between the use of the Statutory School Fees and the new residential construction within the District because the Statutory School Fees imposed on new residential construction by this Resolution will be used to fund School Facilities that will be used to serve the students generated by such new residential construction.

**Section 5.** That the Board finds that there is a roughly proportional, reasonable relationship between the new residential construction upon which the Statutory School Fees are imposed, and the need for the construction or reconstruction of School Facilities in the District because new students will be generated from new residential construction within the District and these students cannot be housed by the District without causing the District to incur additional costs to construct School Facilities and/or reconstruct existing School Facilities.

**Section 6.** That the Board finds that the amount of the Statutory School Fees imposed on new residential construction as set forth in this Resolution is roughly proportional and reasonably related to, and does not exceed the cost of, providing the School Facilities required to serve the students generated by such new residential construction within the District.

**Section 7.** That the Board finds that the purpose of the Statutory School Fees imposed on new commercial/industrial construction is to fund the additional School Facilities required to serve the students generated by the new commercial/industrial construction upon which the Commercial/Industrial Fees are imposed.

**Section 8.** That the Board finds that the Statutory School Fees imposed on new commercial/industrial construction (by category) will be used only to finance those School Facilities described in the Study and related documents and that these School Facilities are required to serve the students generated by such new commercial/industrial construction; and that the use of the Statutory School Fees will include construction of additional School Facilities, remodeling existing School Facilities to add additional classrooms and technology, and acquiring and installing additional portable classrooms and related facilities, remodeling of existing School Facilities, and additional portables to be determined based on the residence of the students being generated by such new commercial/ industrial construction, as well as any required central administrative and support facilities within the District.

**Section 9.** That the Board finds that there is a roughly proportional, reasonable relationship between the use of the Statutory School Fees and new commercial/industrial construction by category within the District because the Statutory School Fees imposed on commercial/industrial construction by this Resolution will be used to fund School Facilities which will be used to serve the students generated by such new commercial/industrial construction.

**Section 10.** That the Board finds that there is a roughly proportional, reasonable relationship between the new commercial/industrial construction by category, upon which



the Statutory School Fees are imposed, and the need for additional School Facilities in the District because new students will be generated from new commercial/industrial construction within the District and the District does not have student capacity in the existing School Facilities to accommodate these students.

**Section 11.** That the Board finds that the amount of the Statutory School Fees imposed on new commercial/industrial construction by category as set forth in this Resolution is roughly proportional and reasonably related to and does not exceed the cost of providing the School Facilities required to serve the students generated by such new commercial/industrial construction within the District.

**Section 12.** That the Board finds that a separate fund ("Fund") of the District and two or more sub-funds ("Sub-Funds") have been created or are authorized to be established for all monies received by the District for the deposit of Statutory School Fees and mitigation payments ("Mitigation Payments") imposed on construction within the District and that said Fund and Sub-Funds at all times have been separately maintained, except for temporary investments, with other funds of the District as authorized by law.

**Section 13.** That the Board finds that the monies of the separate Fund or the separate Sub-Funds described in Section 12, consisting of the proceeds of Statutory School Fees and Mitigation Payments have been imposed for the purposes of constructing and reconstructing those School Facilities necessitated by new residential and/or commercial/industrial construction, and thus, these monies may be expended for all those purposes permitted by applicable law. The Statutory School Fees may also be expended by the District for the costs of performing any study or otherwise making the findings and determinations required under subdivisions (a), (b) and (d) of Section 66001 of the Government Code. In addition, the District may also retain, as appropriate, an amount not to exceed in any fiscal year, three percent (3%) of the fees collected in that fiscal year pursuant to Education Code Section 17620 for reimbursement of the administrative costs incurred by the District in collecting the Statutory School Fees.

**Section 14.** That the Board is hereby justified in levying the Statutory School Fees as a condition of approval of new residential development projects and imposes the Statutory School Fees on such development projects in the following amounts, which shall be adjusted pursuant to the Fee Sharing Agreement:

a. Three and 19/100 Dollars (\$3.19) per square foot of assessable space for new residential construction, including new residential projects, manufactured homes and mobile homes as authorized under Education Code Section 17625, and including residential construction or reconstruction other than new construction where such construction or reconstruction results in an increase of assessable space, as defined in Government Code Section 65995, in excess of five hundred (500) square feet.

b. Fifty-Two Cents (\$0.52) per square foot of assessable space, for new residential construction used exclusively for the housing of senior citizens, as described in Section 51.3 of the Civil Code or as described in subdivision (k) of Section 1596.2

of the Health and Safety Code or a multi-level facility as described in paragraph 9 of subdivision (d) of Government Code Section 15432 or any mobile home or manufactured home that is located within a mobile home park, subdivision, cooperative or condominium for mobile homes limited to older persons as defined by the Federal Fair Housing Amendments of 1988.

**Section 15.** That this Board is hereby justified in levying the Statutory School Fees as a condition of approval of new commercial/industrial construction projects and levies the Statutory School Fees on such development projects in the amount of Fifty-Two Cents (\$0.52) per square foot of chargeable covered and enclosed space for all categories of commercial/industrial construction, except for properties that are classified as rental self-storage properties. The maximum applicable Statutory School Fees that may be levied per square foot of chargeable covered and enclosed space is Five Cents (\$0.05) for rental self-storage properties.

**Section 16.** That the proceeds of the Statutory School Fees established pursuant to this Resolution shall continue to be deposited into those Sub-Funds of the Funds identified in Section 12 of this Resolution, the proceeds of which shall be used exclusively for the purpose for which the Statutory School Fees are to be collected, including, as to Statutory School Fees, accomplishing any study, findings or determinations required by subdivisions (a), (b) and (d) of Section 66001 of the Government Code, or retaining an amount not to exceed in any fiscal year, three percent (3%) of the fees collected in that fiscal year pursuant to Education Code Section 17620 for reimbursement of the administrative costs incurred by the District in collecting the Statutory School Fees or in financing the described Study or in defending the imposition of Statutory School Fees.

**Section 17.** That the District's Superintendent, or designee, is directed to cause a copy of this Resolution to be delivered to the building officials of the City of La Habra, La Habra Heights, La Mirada, Whittier (each a "City" or collectively the "Cities"), the Counties of Orange and Los Angeles (each a "County" or collectively the "Counties") and the Office of Statewide Health Planning and Development ("OSHPD") along with a copy of all the supporting documentation referenced herein and a map of the District clearly indicating the boundaries thereof, advising the Cities, Counties and the OSHPD that new residential and commercial/ industrial construction is subject to the Statutory School Fees changed pursuant to this Resolution and requesting that no building permit or approval for occupancy be issued by any of these entities for any new residential development project, mobile home or manufactured home subject to the Statutory School Fees absent a certification of compliance ("Certificate of Compliance") from the District demonstrating compliance of such project with the requirements of the Statutory School Fees, nor that any building permit be issued for any nonresidential construction absent a certification from this District of compliance with the requirements of the applicable Statutory School Fees.

**Section 18.** That the Board hereby establishes a process that permits the party against whom the Commercial/Industrial Fees are imposed the opportunity for a hearing to appeal that imposition of Commercial/Industrial Fees for commercial/industrial construction as stated in Education Code Section 17621(e)(2).

**Section 19.** That the Superintendent is authorized to cause a Certificate of Compliance to be issued for each development project, mobile home and manufactured home for which there is compliance with the requirement for payment of the Statutory School Fees in the amounts specified by this Resolution. In the event a Certificate of Compliance is issued for the payment of Statutory School Fees for a development project, mobile home or manufactured home and it is later determined that the statement or other representation made by an authorized party concerning the development project as to square footage is untrue or in the event the zoning is declared invalid, then such Certificate of Compliance shall automatically terminate, and the appropriate City, County or OSHPD shall be so notified.

**Section 20.** That no statement or provision set forth in this Resolution, or referred to therein shall be construed to repeal any preexisting fee or mitigation amount previously imposed by the District on any residential or nonresidential construction.

**Section 21.** That if any portion or provision hereof is held invalid, the remainder hereof is intended to be and shall remain valid.

**Section 22.** That the change in the District's Statutory School Fees will become effective sixty (60) days from the date of this Resolution unless a separate resolution increasing the fees immediately on an urgency basis is adopted by the Board.

**APPROVED AND ADOPTED** this 2<sup>nd</sup> day of May 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 2<sup>nd</sup> day of May 2022, and passed by a unanimous vote of those present.

**IN WITNESS WHEREOF**, I have hereunto set my hand and seal this 2<sup>nd</sup> day of May, 2022.

---

Jim Coombs, Secretary to the Board of Trustees



## 2022 SCHOOL FEE JUSTIFICATION STUDY

APRIL 13, 2022

LOWELL JOINT SCHOOL DISTRICT  
11019 VALLEY HOME AVE., WHITTIER, CA 90603  
T. (562) 943-0211

KOPPEL & GRUBER  
PUBLIC FINANCE

331 VIA VERA CRUZ, SUITE 256  
SAN MARCOS  
CALIFORNIA 92078

T. 760.510.0290  
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2022 LEVEL I FEES

## **EXECUTIVE SUMMARY**

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Education Code Section 17620 authorizes the governing board of a school district to levy school fees to offset the impacts to school facilities from new residential and commercial/industrial construction and reconstruction. In order to levy Level I fees (statutory fees), a school district must prepare and adopt a school fee justification study pursuant to the provisions of Education Code Section 17620 and Sections 65995 and 66001 of the Government Code. The school fee justification study serves as the basis for justifying the levy of Level I fees and presents and documents the nexus findings required by State law.

This School Fee Justification Study (“Study”) has been prepared for the Lowell Joint School District (“School District”) to demonstrate the relationship between new residential and commercial/industrial development and the School District’s need for the construction and/or reconstruction of school facilities, the cost of the school facilities, and the per square foot amount of Level I fees (“School Fees”) that may be levied by the School District on residential and commercial/industrial development in accordance with applicable law.

The maximum School Fees authorized by Education Code Section 17620 are currently \$4.79 per square foot for residential construction/reconstruction and \$0.78 per square foot for commercial/industrial construction for unified school districts. The State Allocation Board (“SAB”) reviews and may adjust the maximum authorized School Fees every January in even-numbered years.

The School District provides education for grades transitional kindergarten through 8. Pursuant to Education Code Section 17623(a), the School District, as a nonunified school district sharing common jurisdiction with other nonunified school district(s), entered into a school facilities fee allocation agreement with the Fullerton Joint Union High School District. The agreement specifies the percentage of the maximum School Fees that may be levied and collected by each school district. According to the agreement, sixty-six and sixty-seven hundredths percent (66.67%) of the maximum School Fees may be charged and collected by the School District, or \$3.19 and \$0.52 for residential and commercial/industrial development, respectively (“Applicable School Fees”). Based on the findings presented in this Study, the School District is justified in collecting its portion of the maximum residential and commercial/industrial School Fees, with the exception of the commercial/industrial category designated as Rental Self-Storage, as further described in this Study. The findings are summarized as follows:

### **RESIDENTIAL DEVELOPMENT**

New residential development in the School District is projected over the next ten (10) years and beyond. Based on student generation rates determined for the School District, such development could generate an estimated 56 new students over the next ten (10) years. The projected student enrollment supports expansion or reconstruction of existing school facilities. The school facilities cost impact per residential square foot as determined in this Study are shown in Table E-1.

The cost impacts per square foot of residential construction/reconstruction shown in Table E-1 are greater than the School District’s share of the current maximum authorized

residential School Fee, which is \$3.19 per square foot; therefore, the School District is reasonably justified in levying Applicable School Fees on new residential development.

**TABLE E-1  
RESIDENTIAL SCHOOL FACILITIES COST IMPACTS/  
APPLICABLE SCHOOL FEE PER SQUARE FOOT**

IMPACT PER SQUARE FOOT	APPLICABLE RESIDENTIAL SCHOOL FEE PER SQUARE FOOT
\$4.22	<b>\$3.19</b>

**COMMERCIAL/INDUSTRIAL DEVELOPMENT**

As commercial/industrial properties develop, new jobs are created. Many of the employees working at the new jobs will move into the School District boundaries, thereby increasing the need for new residential development and further impacting the School District’s facilities. School Fees may be imposed on commercial/industrial development if the school fees collected on residential development are insufficient to provide adequate school facilities for students generated as a result of new development and nexus findings are presented that justify the imposition of the commercial/industrial school fee.

Section 17621(e)(1)(B) of the Education Code requires that the Study determine the impact of the increased number of employees anticipated to result from commercial/industrial development upon the cost of providing school facilities within the School District. This code section further adds that employee generation estimates shall be based on the applicable employee generation estimates set forth in the January 1990 edition of “San Diego Traffic Generator Study” (“Traffic Study”), a report by San Diego Association of Governments (“SANDAG”). The school facilities cost impacts per commercial/industrial square foot as determined in this Study are shown in Table E-2 by commercial/industrial land use type (each commercial/industrial category is further described in Appendix “A”). With the exception of the cost impact applicable to commercial/industrial development classified as Rental Self-Storage, the cost impacts per square foot of commercial/industrial development are greater than or equal to the Applicable School Fees for commercial/industrial development of \$0.52 per square foot. Therefore, the School District is reasonably justified in levying the Applicable School Fees on new commercial/industrial development. The Applicable School Fees that may be imposed on the Rental Self-Storage commercial/industrial category is the net cost impact per square foot as determined herein.

**TABLE E-2  
COMMERCIAL/INDUSTRIAL SCHOOL FACILITIES COST IMPACTS/  
APPLICABLE SCHOOL FEE PER SQUARE FOOT**

COMMERCIAL/INDUSTRIAL CATEGORY	IMPACT PER SQUARE FOOT	MAXIMUM APPLICABLE SCHOOL FEE PER SQUARE FOOT
Banks	\$2.21	<b>\$0.52</b>
Community Shopping Center	\$1.21	<b>\$0.52</b>
Neighborhood Shopping Center	\$2.20	<b>\$0.52</b>
Industrial Business Parks	\$2.76	<b>\$0.52</b>
Industrial Parks/Warehousing/Manufacturing	\$1.06	<b>\$0.52</b>
Rental Self-Storage	\$0.05	<b>\$0.05</b>
Research & Development	\$2.39	<b>\$0.52</b>
Hospitality (Lodging)	\$0.89	<b>\$0.52</b>
Commercial Offices (Standard)	\$3.77	<b>\$0.52</b>
Commercial Offices (Large High Rise)	\$3.58	<b>\$0.52</b>
Corporate Offices	\$2.12	<b>\$0.52</b>
Medical Offices	\$3.36	<b>\$0.52</b>



## **SECTION I. LEGISLATION AND LEGAL REQUIREMENTS**

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This section discusses the legislative history of the Level I Fee.

### **A. LEGISLATIVE HISTORY**

Assembly Bill (“AB”) 2926 enacted by the State in 1986, also known as the “1986 School Facilities Legislation” granted school districts the right to levy fees in order to offset the impacts to school facilities from new residential and commercial development. Originally set forth in Sections 53080 and 65995 of the Government Code, AB 2926 authorized statutory school fees to be levied, commencing January 1, 1987, in the amount of \$1.50 per square foot of new residential assessable space and \$0.25 per square foot of enclosed commercial or industrial assessable space. AB 2926 also provided for an annual increase of the statutory fees based on the Statewide cost index for Class B construction, as determined by the SAB. The provisions of AB 2926 have since been amended and expanded.

AB 1600 was enacted by the State legislature in 1987 and created Government Code Sections 66000 *et seq.* These sections require a public agency to satisfy the requirements as further discussed in Section VII herein when establishing, increasing or imposing a fee as a condition of approval for a development project.

AB 181, enacted in 1989, established new requirements for school districts levying school fees and also re-codified Government Code Section 53080 *et seq.* as Education Code Section 17620 *et seq.* The additional provisions established by AB 181 imposed more stringent nexus requirements which must be satisfied by school districts prior to levying school fees, especially with respect to commercial/industrial school fees. Additionally, AB 181 provided that the maximum school fees for residential and commercial/industrial development be subject to an increase every two (2) years rather than annually.

In 1998, Governor Wilson signed into law Senate Bill 50 (“SB 50”), the Leroy F. Greene School Facilities Act of 1998, which reformed State’s School Building Program and developer school fee legislation. A significant provision of SB 50 provides school districts the option of adopting alternative school fees (also known as Level II and Level III fees) in excess of the Level I fee upon meeting certain requirements. SB 50 also placed a \$9.2 billion State Bond measure on the November 3, 1998 ballot (Proposition 1A). With the passage of Proposition 1A in November 1998, SB 50 became operative.

SB 50 also limited the power of cities and counties to require mitigation of school facilities impacts as a condition of approving new development and suspended the court cases known as Mira-Hart-Murrieta. The Mira-Hart-Murrieta cases previously permitted school districts to collect mitigation fees in excess of school fees under certain circumstances.

On November 5, 2002, California voters passed Proposition 47, which authorized the issuance of \$13.05 billion in State bonds and also enacted AB 16, which provided for additional reformation of the School Building Program. AB 16, among other items, clarified that if the SAB is no longer approving apportionments for new construction due to the lack of funds available for new school facilities construction, a school district may increase its

Level II Fee to the Level III Fee. With the issuance of the State bonds authorized by the passage of Proposition 47, this section of AB 16 became inoperable.

Furthermore, Proposition 55 was approved on March 2, 2004, which authorized the sale of \$12.3 billion in State bonds. In addition, California voters approved Proposition 1D in the general election held on November 7, 2006. Proposition 1D authorized the issuance of \$10.4 billion in State bonds.

Most recently, California voters approved Proposition 51 (the California Public School Facility Bonds Initiative) in the general election held on November 8, 2016, authorizing the issuance of \$9 billion in bonds to fund the improvement and construction of school facilities for K-12 schools and community colleges.

## **SECTION II. PROJECTED UNHOUSED STUDENTS AND ESTIMATED FACILITY AND PER-STUDENT COSTS**

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The objective of this Study is to determine if a nexus exists between future residential and commercial/industrial development and the need for school facilities. In addition, the Study aims to identify the costs of such required school facilities and determine the amount of School Fees that can be justifiably levied on residential and commercial/industrial development according to the estimated impacts caused by such development. This section evaluates whether existing school facilities can accommodate students generated from future residential development, projects student enrollment based on anticipated residential growth, and estimates the costs of school facilities required to accommodate new residential growth. The findings determined in this section are used in following sections to evaluate the cost impact per square foot for new residential and commercial/industrial property. Although many of the figures in this section are primarily derived from residential development projections and impacts, they are adjusted in Section IV. to evaluate the impact of commercial/industrial development.

### **A. SCHOOL DISTRICT CAPACITY AND CURRENT STUDENT ENROLLMENT**

The School District's existing school facilities capacity and student enrollment were evaluated in order to determine if there is excess capacity to house students generated by new residential and commercial/industrial development.

The School District currently operates five (5) elementary schools and one (1) intermediate school. Per Education Code Section 17071.10, these facilities have a capacity to accommodate 3,304 seats, of which 2,515 seats are at the elementary school level (transitional kindergarten through grade 6) and 789 seats are at the intermediate school level (grades 7 and 8). Pursuant to Education Code Section 17071.30 and SAB Regulation 1859.51, portable classrooms were not included in the calculation to the extent they are (i) leased through the State Relocatable Classroom Program, (ii) leased for a period of less than five (5) years, (iii) leased when needed as interim housing (project basis), or (iv) represent the number of portables that exceed 25% of the School District's permanent classrooms. Appendix "B" provides a calculation of the updated facility capacity.

Based on October 2021 California Longitudinal Pupil Achievement Data System (CALPADS) data, the student enrollment of the School District is 3,099 students, of which 2,314 students are at the elementary school level and 785 students are at the intermediate school level. Current available capacity is calculated by subtracting current student enrollment from existing school facilities capacity for each school level. This operation results in available capacity at the elementary and intermediate school levels. The capacity calculation is shown in Table 1. It should be noted these capacities are driven by State loading standards and do not necessarily reflect the School District's program goals.

**TABLE 1  
FACILITIES CAPACITY AND STUDENT ENROLLMENT**

SCHOOL LEVEL	EXISTING PERMANENT FACILITIES CAPACITY	STUDENT ENROLLMENT (OCTOBER 2021)	AVAILABLE/ (DEFICIT) CAPACITY
Elementary School (TK-6)	2,515	2,314	201
Intermediate School (7-8)	789	785	4
<b>TOTAL</b>	<b>3,304</b>	<b>3,099</b>	<b>205</b>

**B. PROJECTED UNHOUSED STUDENTS**

**1. Projected Residential Units**

Areas within the School District are largely developed and built-out; however, opportunities exist for new development through infill and redevelopment projects. A projection of the number of new residential construction within the School District boundaries was derived from information obtained from the Planning Departments of the cities of La Habra, La Habra Heights, La Mirada and Whittier (collectively the “Planning Agencies”). Based on the information, it is estimated the School District could experience the development of 268 residential units over the next ten (10) years (“Projected Units”).

The Projected Units are summarized by residential category in Table 2 below. single-family detached units (“SFD”) are those units with no common walls; multi-family attached units (“MFA”) are those units sharing a common wall and include townhouses, condominiums, apartments, triplexes, duplexes, etc. Currently, none of the Projected Units have mitigated their impact to the School District through participation in a Community Facilities District or through execution of a mitigation agreement.

**TABLE 2  
PROJECTED UNITS BY RESIDENTIAL CATEGORY**

RESIDENTIAL CATEGORY	PROJECTED UNITS
Single-Family Detached (SFD)	70
Multi-Family Attached (MFA)	198
<b>TOTAL</b>	<b>268</b>

**2. Student Generation Rates**

In order to calculate student generation rates (“SGRs”), Koppel & Gruber Public Finance (“K&G Public Finance”) first obtained County of Orange and County of Los Angeles Assessor’s roll data from a third-party vendor. The data contained all residential parcels within the School District and provided land use class designations (i.e. condominiums, single family dwellings, etc.), physical address (situs), and number of units for many but not all parcels. Parcels in the database were classified by unit type (SFD and MFA) and the number of units applicable to these properties was researched and inputted as needed.

Since the County property data was missing unit counts for many of the residential parcels contained therein, K&G Public Finance relied on housing information from the U.S. Census Bureau<sup>1</sup> to estimate the total number of residential units located within the School District by residential category.

K&G Public Finance then obtained a student database from the School District, which contained student identification, grade level and physical address information for each student enrolled in the School District. The student database is reflective of student enrollment information as of October 2021. The student enrollment address information was matched to the address (situs address) information of parcels in the County property characteristic databases. The number of students matched was then queried by school level and residential category. Table 3 below summarizes the SGRs by school level and residential type. The calculation of the SGRs is shown in Appendix “C” of this Study.

**TABLE 3  
STUDENT GENERATION RATES**

SCHOOL LEVEL	SFD UNITS	MF UNITS
Elementary School (TK-6)	0.2064	0.1378
Intermediate School (7-8)	0.0688	0.0385
<b>TOTAL</b>	<b>0.2752</b>	<b>0.1763</b>

### 3. Projected Student Enrollment

Projected student enrollment was determined by multiplying the SGRs in Table 3 by the number of Projected Units as shown in Table 2. A total of 54 students are estimated to be generated from Projected Units. The projected student enrollment is summarized by school level in Table 4.

**TABLE 4  
PROJECTED STUDENT ENROLLMENT BY SCHOOL LEVEL**

SCHOOL LEVEL	TOTAL PROJECTED STUDENTS
Elementary School (TK-6)	41
Intermediate School (7-8)	13
<b>TOTAL</b>	<b>54</b>

### 4. Projected Unhoused Students

As shown in Table 1, there is available capacity at the elementary school level and deficit capacity at the intermediate school level, based on current student enrollment and existing capacity. While the capacity analysis shows available seats, the determination does not consider the educational program goals and priorities of the School District, nor do the results of the capacity analysis reveal the condition and adequacy of the existing facilities to house student enrollment.

<sup>1</sup> 2020 American Community Survey 5-Year Estimates; DP04 – Selected Housing.

As further described in this Study, capital improvement projects are necessary for the long-term use of the School District’s facilities and to adequately house the existing student population and future enrollment growth at all school levels. The facilities needs exist regardless of the availability of capacity to house student enrollment, inclusive of student enrollment generated from new development. Therefore, there are zero (0) seats available to accommodate Projected Student Enrollment from Projected Units. Table 5 shows the number of Projected Unhoused Students at each school level.

**TABLE 5  
PROJECTED UNHOUSED STUDENTS**

SCHOOL LEVEL	PROJECTED STUDENT ENROLLMENT	AVAILABLE SEATS	PROJECTED UNHOUSED STUDENTS
Elementary School (TK-6)	41	0	41
Intermediate School (7-8)	13	0	13
<b>TOTAL</b>	<b>54</b>	<b>0</b>	<b>54</b>

**C. FACILITY NEEDS AND ESTIMATED PER-STUDENT COST**

**1. Facilities Needs**

In June 2021, the School District conducted a Facilities Master Plan (“2021 Master Plan”), which identified the facilities needs of the School District, and focuses on improvements that are necessary to provide adequate housing and the continued use of the School District’s existing facilities. The 2021 Master Plan also provided an estimate of the costs to fund the proposed improvement projects, which amounted to \$205,045,459 in 2021 dollars.

The primary source of funding for the projects in Phase 1 of the Master Plan are expected to be generated from general obligation bond sales issued under the School District’s Measure LL bond authorization. Measure LL was a local bond measure approved by the voters on November 6, 2018 and authorized the School District to issue up to \$48,000,000 in bonds to finance capital improvement projects throughout the School District (“Measure LL Authorization”). As of the date of this Study, the School District has issued the entire authorized amount under Measure LL with two series of bonds, totaling \$48,000,000.

The 2021 Master Plan demonstrates capital improvement projects are necessary for the long-term use and adequate housing of student enrollment at the School District’s existing facilities and to meet the educational goals of the School District. The proposed capital improvements will benefit student enrollment as a result of new development. Therefore, without implementation of the capital improvement projects, adequate facilities do not exist within the School District to house student enrollment as a result of new development.

As outlined in the 2021 Master Plan, replacement or expansion of facilities at the School District’s existing sites are planned to accommodate student enrollment rather than the acquisition and development of additional school sites.

## 2. Estimated Cost per Student

The 2021 Master Plan estimates the per square foot cost for new classroom construction at \$500 in 2021 dollars. An additional ten percent (10%) was added for estimated soft and site development costs, which yields a per square foot cost of \$550. The estimated cost per square foot is multiplied by the square footage per student as determined by the California Department of Education (“CADOE”) Report on Complete Students, dated May 23, 2007, which results in the Total Facilities Cost Impact per Seat/Student, which is shown in Table 6.

**TABLE 6**  
**FACILITIES COST IMPACT PER SEAT/STUDENT**

SCHOOL LEVEL	SQUARE FOOTAGE REQUIREMENT PER STUDENT <sup>1</sup>	ESTIMATED COST PER SQUARE FOOT	FACILITIES COST IMPACT PER SEAT/STUDENT
Elementary School (TK-6)	73	\$550	\$40,150
Intermediate School (7-8)	80	\$550	\$44,000

<sup>1</sup> Source: California Department of Education Report on Complete Schools, dated May 23, 2007.

### SECTION III. PROJECTED IMPACT OF RESIDENTIAL DEVELOPMENT

The following section presents the school facilities impact analysis for new residential development and provides step-by-step calculations of the estimated per residential square foot cost impact.

To determine the school facilities cost impact per square foot of residential development, first the Facilities Cost Impact per Seat/Student determined in Table 6 is multiplied by the Projected Unhoused Students as shown in Table 5 for each school level. The result of this computation is shown in Table 7 and reflects the estimated school facilities cost impact to house Projected Unhoused Students.

**TABLE 7  
TOTAL FACILITIES COST IMPACT**

SCHOOL LEVEL	PROJECTED UNHOUSED STUDENTS	FACILITIES COST IMPACT PER SEAT/STUDENT	TOTAL FACILITIES COST IMPACT
Elementary School (TK-6)	41	\$40,150	\$1,646,150
Intermediate School (7-8)	13	\$44,000	\$572,000
<b>TOTAL</b>			<b>\$2,218,150</b>

The total school facilities impact shown in Table 7 above was then divided by the number of Projected Units shown in Table 2 to determine the school facilities cost per residential unit. The cost per residential unit is shown in Table 8.

**TABLE 8  
SCHOOL FACILITIES COST PER RESIDENTIAL UNIT**

TOTAL FACILITIES COST IMPACT	PROJECTED UNITS	FACILITIES COST IMPACT PER RESIDENTIAL UNIT
\$2,218,150	268	<b>\$8,277</b>

The school facilities cost impact per residential square foot is calculated by dividing the school facilities cost per residential unit determined in Table 8 by the weighted average square footage of each residential unit type. This calculation is shown in Table 9 below. The weighted average square footage of the Projected Units is estimated based on information obtained from the Planning Agencies.

**TABLE 9  
SCHOOL FACILITIES COST PER RESIDENTIAL SQUARE FOOT**

FACILITIES COST IMPACT PER RESIDENTIAL UNIT	WEIGHTED AVERAGE SQUARE FOOTAGE	FACILITIES COST PER RESIDENTIAL SQUARE FOOT
\$8,277	1,960	<b>\$4.22</b>



The school facilities impact per residential square foot determined in Table 9 is greater than the School District's share of the current maximum authorized residential School Fees of \$3.19 per square foot; therefore, the School District is justified in levying up to but not exceeding the maximum authorized amount for residential construction and reconstruction.

## SECTION IV. COMMERCIAL/INDUSTRIAL SCHOOL IMPACT ANALYSIS

The following section presents the school facilities impact analysis for new commercial/industrial development and provides a step-by-step calculation of the estimated per commercial/industrial square foot cost impacts.

### A. EMPLOYEE GENERATION

In the course of making the nexus findings to justify School Fees levied on commercial/industrial development, Education Code Section 17621(e)(1)(B) requires that the Study determine the impact of the increased number of employees anticipated to result from commercial/industrial development upon the cost of providing school facilities within the School District. As mentioned in the Executive Summary, for purposes of making such determination this code section further sets out that the employee generation estimates be based on the applicable estimates set forth in the Traffic Study published by SANDAG.

The employee generation estimates per 1,000 square feet of development derived from the Traffic Study are listed by commercial/industrial land use category in Table 10. The land use categories listed are based on those categories described in the Traffic Study and include all land uses recommended by the provisions of Education Code Section 17621(e)(1)(B).

**TABLE 10  
EMPLOYEE GENERATION PER 1,000 SQUARE FEET  
OF COMMERCIAL/INDUSTRIAL DEVELOPMENT**

COMMERCIAL/INDUSTRIAL CATEGORY	AVERAGE SQUARE FOOTAGE PER EMPLOYEE	EMPLOYEES PER 1,000 SQUARE FEET
Banks	354	2.8253
Community Shopping Center	652	1.5348
Neighborhood Shopping Center	357	2.7985
Industrial Business Parks	284	3.5156
Industrial Parks/Warehousing/Manufacturing	742	1.3473
Rental Self-Storage	15,541	0.0643
Research & Development	329	3.0408
Hospitality(Lodging)	883	1.1325
Commercial Offices (Standard)	209	4.7897
Commercial Offices (Large High Rise)	220	4.5442
Corporate Offices	372	2.6848
Medical Offices	234	4.2654

Source: San Diego Traffic Generator Study, January 1990 Edition; SANDAG.

**B. RESIDENTIAL IMPACT**

**1. Households**

To evaluate the impact of commercial/industrial development on School District facilities, the employee generation estimates listed in Table 10 were first used to determine the impact of commercial/industrial development on a per household basis. Based on information obtained from the U.S. Census Bureau<sup>1</sup>, there are approximately 1.46 employed persons per household on average for households located within the School District. Dividing the employee generation estimates listed in Table 10 by 1.46 results in the estimated number of households per 1,000 square feet of commercial/industrial development (“Total Household Impact”).

The Total Household Impact determined in the preceding paragraph takes into consideration all employees generated from commercial/industrial development. Since some of those employees will live outside the School District and will therefore have no impact on the School District, the figures are adjusted to reflect only those households within the School District occupied by employees generated from commercial/industrial development built within the School District. Based on information derived from U.S. Census Bureau data<sup>2</sup>, it is estimated that approximately 10.4 percent (10.4%) of employees both live and work within the School District. Multiplying the Total Household Impact by 10.4% results in the households within the School District impacted per 1,000 square feet commercial/industrial development. The results of these computations are shown in Table 11.

**TABLE 11  
IMPACT OF COMMERCIAL/INDUSTRIAL DEVELOPMENT ON  
HOUSEHOLDS WITHIN THE SCHOOL DISTRICT**

<b>COMMERCIAL/INDUSTRIAL CATEGORY</b>	<b>SCHOOL DISTRICT HOUSEHOLDS PER 1,000 SQUARE FEET COM./IND.</b>
Banks	0.2013
Community Shopping Center	0.1093
Neighborhood Shopping Center	0.1993
Industrial Business Parks	0.2504
Industrial Parks/Warehousing/Manufacturing	0.0960
Rental Self-Storage	0.0046
Research & Development	0.2166
Hospitality(Lodging)	0.0807
Commercial Offices (Standard)	0.3412
Commercial Offices (Large High Rise)	0.3237
Corporate Offices	0.1912
Medical Offices	0.3038

<sup>1</sup> 2020 American Community Survey 5-Year Estimates; DP04 – Selected Housing (total housing units); DP03 – Selected Economic Characteristics (total employed)

<sup>2</sup> 2020 American Community Survey 5-Year Estimates; S0801 – Commuting Characteristics (worked in place of residence)

## 2. Household Student Generation

The student generation impacts per 1,000 square feet of commercial/industrial development were calculated by multiplying the household impacts shown in Table 11 by blended student generation rates determined for each school level. The result of this calculation is shown in Table 12. The blended student generation rates are based on the SGRs summarized in Table 3 and were combined into a single rate per school level based on the proportionate number of each type of residential unit anticipated to be constructed in the School District as shown in Table 2. The determination of the blended student generation rates is shown and described in Appendix “C” of this Study.

**TABLE 12**  
**STUDENT GENERATION PER 1,000 SQUARE FEET OF**  
**COMMERCIAL/INDUSTRIAL DEVELOPMENT**

COMMERCIAL/INDUSTRIAL CATEGORY	ELEMENTARY SCHOOL STUDENT GENERATION	INTERMEDIATE SCHOOL STUDENT GENERATION	TOTAL STUDENT GENERATION
Banks	0.0313	0.0093	0.0406
Community Shopping Center	0.0170	0.0051	0.0221
Neighborhood Shopping Center	0.0310	0.0092	0.0402
Industrial Business Parks	0.0390	0.0116	0.0506
Industrial Parks/Warehousing/Manufacturing	0.0149	0.0045	0.0194
Rental Self-Storage	0.0007	0.0002	0.0009
Research & Development	0.0337	0.0101	0.0438
Hospitality (Lodging)	0.0126	0.0037	0.0163
Commercial Offices (Standard)	0.0531	0.0158	0.0689
Commercial Offices (Large High Rise)	0.0504	0.0150	0.0654
Corporate Offices	0.0298	0.0089	0.0387
Medical Offices	0.0473	0.0141	0.0614

## 3. Inter-District Student Impact

Based on information provided by the School District, 258 students were enrolled at the School District on an inter-district basis as of October 2021, of which 176 students are enrolled at the elementary school level and 82 students are enrolled at the intermediate school level. Many of those inter-district students attend the School District as a result of their parents or guardians being employed at businesses located within the School District boundaries. To determine the inter-district impact of new commercial/industrial development, the number of inter-district students was first divided by the estimated number of employees within the School District’s area. Employment was estimated at 16,679 based on information obtained from the U.S. Census Bureau. The ratio of inter-district students to estimated employment was then multiplied by the employee generation factors for each of the commercial/industrial categories as shown in Table 10. The calculation results in the Inter-District Student Impacts shown in Table 13.

**TABLE 13**  
**INTER-DISTRICT COST IMPACT PER 1,000 SQUARE FEET OF**  
**COMMERCIAL/INDUSTRIAL DEVELOPMENT**

COMMERCIAL/INDUSTRIAL CATEGORY	ELEMENTARY SCHOOL INTER-DISTRICT IMPACT	INTERMEDIATE SCHOOL INTER-DISTRICT IMPACT	TOTAL INTER-DISTRICT COST IMPACT
Banks	0.0299	0.0138	0.0437
Community Shopping Center	0.0163	0.0075	0.0238
Neighborhood Shopping Center	0.0297	0.0137	0.0434
Industrial Business Parks	0.0373	0.0172	0.0545
Industrial Parks/Warehousing/Manufacturing	0.0143	0.0066	0.0209
Rental Self-Storage	0.0007	0.0003	0.0010
Research & Development	0.0322	0.0149	0.0471
Hospitality (Lodging)	0.0120	0.0055	0.0175
Commercial Offices (Standard)	0.0508	0.0235	0.0743
Commercial Offices (Large High Rise)	0.0482	0.0223	0.0705
Corporate Offices	0.0285	0.0132	0.0417
Medical Offices	0.0452	0.0209	0.0661

**4. Total Student Generation Impact**

The Total Student Generation Impact is determined by adding the Student Generation Impacts shown in Table 12 to the Inter-District Impacts determined in Table 13. The Total Student Generation Impacts are listed in Table 14.

**TABLE 14**  
**TOTAL STUDENT GENERATION IMPACT PER 1,000 SQUARE FEET OF**  
**COMMERCIAL/INDUSTRIAL DEVELOPMENT**

COMMERCIAL/INDUSTRIAL CATEGORY	ELEMENTARY SCHOOL IMPACT	INTERMEDIATE SCHOOL IMPACT	TOTAL COST IMPACT
Banks	0.0612	0.0231	0.0843
Community Shopping Center	0.0333	0.0126	0.0459
Neighborhood Shopping Center	0.0607	0.0229	0.0836
Industrial Business Parks	0.0763	0.0288	0.1051
Industrial Parks/Warehousing/Manufacturing	0.0292	0.0111	0.0403
Rental Self-Storage	0.0014	0.0005	0.0019
Research & Development	0.0659	0.0250	0.0909
Hospitality (Lodging)	0.0246	0.0092	0.0338
Commercial Offices (Standard)	0.1039	0.0393	0.1432
Commercial Offices (Large High Rise)	0.0986	0.0373	0.1359
Corporate Offices	0.0583	0.0221	0.0804
Medical Offices	0.0925	0.0350	0.1275

**C. NET IMPACT PER COMMERCIAL/INDUSTRIAL SQUARE FOOT**

**1. Cost Impact**

To estimate the school facilities costs required to house new students as a result of additional commercial/industrial development, the school facilities cost per student was determined by multiplying the school facilities costs per student determined in Table 6 by the student generation impacts for the elementary and intermediate school levels shown in Table 14. The school facilities cost impacts are shown in Table 15 by commercial/industrial development category and school level.

**TABLE 15  
SCHOOL FACILITIES COSTS PER 1,000 SQUARE FEET OF  
COMMERCIAL/INDUSTRIAL DEVELOPMENT**

COMMERCIAL/INDUSTRIAL CATEGORY	ELEMENTARY SCHOOL IMPACT	INTERMEDIATE SCHOOL IMPACT	TOTAL COST IMPACT
Banks	\$2,457	\$1,016	\$3,473
Community Shopping Center	\$1,337	\$554	\$1,891
Neighborhood Shopping Center	\$2,437	\$1,008	\$3,445
Industrial Business Parks	\$3,063	\$1,267	\$4,330
Industrial Parks/Warehousing/Manufacturing	\$1,172	\$488	\$1,660
Rental Self-Storage	\$56	\$22	\$78
Research & Development	\$2,646	\$1,100	\$3,746
Hospitality(Lodging)	\$988	\$405	\$1,393
Commercial Offices (Standard)	\$4,172	\$1,729	\$5,901
Commercial Offices (Large High Rise)	\$3,959	\$1,641	\$5,600
Corporate Offices	\$2,341	\$972	\$3,313
Medical Offices	\$3,714	\$1,540	\$5,254

**2. Residential Fee Offsets**

The total cost impacts determined in Table 15 represent the amounts required to fully mitigate the impact on school facilities, as a result of new commercial/industrial development within the School District. Many employees as result of new commercial/industrial development will commute from areas outside of the School District boundaries or will reside in existing homes, from which no mitigation will be received from the housing in which they reside. However, new commercial/industrial development, and thereby new employee generation, will also increase the need for new residential development to house those employees living in the School District. Applicable Residential School Fees adopted by the School District under applicable law will also be imposed by the School District on such new residential development. To prevent new commercial/industrial development from paying the portion of impact that is mitigated by the Applicable Residential School Fees, this amount has been calculated and deducted from the school facilities impact costs calculated in Table 15.

The residential fee offsets are first calculated by using the Applicable Residential School Fee of \$3.19 per square foot and multiplying that amount by the weighted average square footage of a residential unit in the School District, which is 1,960 square feet. This calculation provides the average residential revenues from a residential unit of \$6,252 (\$3.19 x 1,960). The average residential revenues from a residential unit multiplied by the Household Impacts per 1,000 square feet of commercial/industrial development, as shown in Table 11, results in the residential school fee revenues per 1,000 square feet of commercial/industrial development (“Residential Fee Offset”). This computation is shown in Table 16.

**TABLE 16  
RESIDENTIAL FEE OFFSET**

COMMERCIAL/INDUSTRIAL CATEGORY	HOUSEHOLDS PER 1,000 SQUARE FEET COM./IND.	RESIDENTIAL FEE OFFSET PER 1,000 SQUARE FEET COM./IND.
Banks	0.2013	\$1,259
Community Shopping Center	0.1093	\$683
Neighborhood Shopping Center	0.1993	\$1,246
Industrial Business Parks	0.2504	\$1,566
Industrial Parks/Warehousing/Manufacturing	0.0960	\$600
Rental Self-Storage	0.0046	\$29
Research & Development	0.2166	\$1,354
Hospitality (Lodging)	0.0807	\$505
Commercial Offices (Standard)	0.3412	\$2,133
Commercial Offices (Large High Rise)	0.3237	\$2,024
Corporate Offices	0.1912	\$1,195
Medical Offices	0.3038	\$1,899

### 3. Net School Facilities Costs

Subtracting the Residential Fee Offset determined in Table 16 from the total school facilities costs listed in Table 15 results in the net school facilities costs per 1,000 square feet of commercial/industrial development (“Net School Facilities Costs”). The Net School Facilities Costs are listed in Table 17.

**TABLE 17  
NET SCHOOL FACILITIES COSTS  
PER 1,000 SQUARE FEET COMMERCIAL/INDUSTRIAL DEVELOPMENT**

COMMERCIAL/INDUSTRIAL CATEGORY	TOTAL SCHOOL FACILITIES COSTS	RESIDENTIAL FEE OFFSET	NET SCHOOL FACILITIES COSTS
Banks	\$3,473	\$1,259	\$2,214
Community Shopping Center	\$1,891	\$683	\$1,208
Neighborhood Shopping Center	\$3,445	\$1,246	\$2,199
Industrial Business Parks	\$4,330	\$1,566	\$2,764
Industrial Parks/Warehousing/Manufacturing	\$1,660	\$600	\$1,060
Rental Self-Storage	\$78	\$29	\$49
Research & Development	\$3,746	\$1,354	\$2,392
Hospitality (Lodging)	\$1,393	\$505	\$888
Commercial Offices (Standard)	\$5,901	\$2,133	\$3,768
Commercial Offices (Large High Rise)	\$5,600	\$2,024	\$3,576
Corporate Offices	\$3,313	\$1,195	\$2,118
Medical Offices	\$5,254	\$1,899	\$3,355

The Net School Facilities Costs determined in Table 17 were then divided by 1,000<sup>1</sup> to provide the cost impact on a square foot basis. These cost impacts are listed in Table 18.

**TABLE 18  
NET COST IMPACTS  
PER SQUARE FOOT OF COMMERCIAL/INDUSTRIAL DEVELOPMENT**

COMMERCIAL/INDUSTRIAL CATEGORY	NET IMPACTS
Banks	<b>\$2.21</b>
Community Shopping Center	<b>\$1.21</b>
Neighborhood Shopping Center	<b>\$2.20</b>
Industrial Business Parks	<b>\$2.76</b>
Industrial Parks/Warehousing/Manufacturing	<b>\$1.06</b>
Rental Self-Storage	<b>\$0.05</b>
Research & Development	<b>\$2.39</b>
Hospitality(Lodging)	<b>\$0.89</b>
Commercial Offices (Standard)	<b>\$3.77</b>
Commercial Offices (Large High Rise)	<b>\$3.58</b>
Corporate Offices	<b>\$2.12</b>
Medical Offices	<b>\$3.36</b>

The net cost impacts shown in Table 18 are greater than the School District's share of the current maximum authorized commercial/industrial School Fees of \$0.52 per square foot, except for the category of Rental Self-Storage. Therefore, the School District is justified in levying commercial/industrial school fees in amount up to but not exceeding

<sup>1</sup> The Employee Generation rates derived from the SANDAG study are estimated per 1,000 square feet of development.



the School District's share of the maximum authorized statutory fee. For the Rental Self-Storage Commercial/Industrial category, the School District is justified in collecting an amount equal to \$0.05.

## **SECTION V. OTHER CONSIDERATIONS**

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### **A. COMMERCIAL/INDUSTRIAL DEVELOPMENT NOT IN PRESCRIBED CATEGORIES**

In cases where new commercial/industrial development does not fit within the prescribed categories shown in Table 10, the School District shall evaluate such development on a case-by-case basis to determine if the imposition of the School Fees on the development meets the nexus requirements set forth under Government Code Section 66000 et seq. The School District may levy School Fees on such development in an amount up to but not exceeding the cost per square foot impact determined through such evaluation.

### **B. AGE-RESTRICTED (SENIOR) HOUSING**

The School District must exercise discretion in determining whether a particular project qualifies as “senior citizen housing” for the purpose of imposing developer fees. (See California Ranch Homes Development Co. v. San Jacinto Unified School Dist. (1993) 17 Cal.App.4th 573, 580–581.) The School District acknowledges Section 65995.1 and will levy its share of School Fees on qualifying senior citizen housing projects at the current commercial/industrial rate of \$0.78 per square foot as justified herein. The School District will require proof that such senior units are indeed restricted to seniors (i.e. a copy of the recorded CC&Rs or deed(s)) and reserves the right to revoke a Certificate of Compliance and/or require payment of difference of the amount per square foot paid to the then current amount of School Fees being levied on residential development per square foot should such CC&Rs or deed(s) be modified to allow students to reside in such the housing units. If there is any uncertainty as to whether a project qualifies as senior citizen housing or will, in fact, remain senior citizen housing beyond initial approval, the School District may wish to seek cooperation from the developer as a condition of levying the commercial/industrial School Fee rate. Such cooperation could take the form of an agreement by the developer to include a restriction in the recorded CC&Rs conditioning subsequent changes in residency requirements on the owner’s payment of applicable developer fees, and to notify the School District of changes in residency requirements and/or to provide current residency data upon School District’s request.

## **SECTION VI. REDEVELOPMENT**

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Government Code Section 66001, subdivision (a)(3) and (4) requires that a school district, in imposing school-impact fees, establish a reasonable relationship between the fee's use, the need for the public facility and the type of development project on which the fee is imposed. This section addresses and sets forth general policy when considering the levy of school fees on new construction units resulting from redevelopment projects within the School District.

Redevelopment means voluntarily demolishing existing residential, commercial, and/or industrial structures and subsequently replacing them with new construction ("Redevelopment"). The School District is aware of Redevelopment projects completed within the School District boundaries and anticipates similar Redevelopment projects may be completed in the next ten (10) years and beyond. School fees authorized pursuant to Education Code Section 17620 and Government Code Sections 65995 et seq. shall be levied by the School District on new construction resulting from Redevelopment projects, if there is a nexus between the School Fees being imposed and the impact of new construction on school facilities, after the impact of pre-existing development has been taken into consideration. In determining such nexus, the School District shall review, evaluate and determine on a case-by-case basis, the additional impact of the proposed new development by comparing the projected square footage, student generation and cost impacts of the proposed new construction and the pre-existing residential, commercial and/or industrial development. Such analysis shall utilize the student generation rates identified in Table 3 of this Study, as applicable.

The School District may levy school fees, authorized under applicable law, on new construction resulting from Redevelopment projects in an amount up to the additional impact cost per square foot as determined in accordance with the preceding paragraph, but not exceeding the applicable school fees.

## **SECTION VII. GOVERNMENT CODE SECTION 66000**

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Government Code Sections 66000 *et seq.* were enacted by State Legislature in 1987. In any action establishing, increasing, or imposing a fee as a condition of approval of a development project, such as the Applicable Residential School Fee and Applicable Commercial/Industrial School Fees described herein (collectively referred to as the “Applicable School Fees”), these Government Code sections require the public agency to satisfy the following requirements:

1. Determine the purpose of the fee;
2. Identify the use to which the fee is to be put;
3. Determine how there is a reasonable relationship between the fee’s use and the type of development project on which the fee is imposed;
4. Determine that there is a reasonable relationship between the need for the public facilities and the type of development project on which the fee is imposed;
5. Determine that there is a reasonable relationship between the amount of the fee and the cost, or portion of the cost of the public facility attributable to the development on which the fee is imposed; and
6. Provide an annual accounting of any portion of the fee remaining unspent or held for projects for more than five (5) years after collection.

The information set forth herein, including the information contained in the Appendices attached hereto, provide factual evidence establishing a nexus between the type of development projected to be built within the School District and the amount of Applicable School Fees levied upon such development based on the need for such Applicable School Fees. The determinations made in this Study meet the requirements of Government Code Section 66000. The findings are summarized as follows:

### **Purpose of the School Fee**

The Board of the School District will levy and collect school fees on new residential and commercial/industrial development to obtain funds for the construction and/or reconstruction of school facilities to accommodate students generated as a result of such development. In accordance with Education Code Section 17620, “construction or reconstruction of school facilities” *does not* include any item of expenditure for any of the following:

1. Regular maintenance or routine repair of school buildings and facilities;
2. Inspection, sampling, analysis, encapsulation or removal of asbestos-containing material, except where incidental to school facilities construction or reconstruction for which the expenditure of fees or other consideration collected pursuant to Education Code Section 17620 is not prohibited; and,
3. Deferred maintenance as described in Education Code Section 17582.

### **Identify the Use of the School Fee**

The School District has determined that revenues collected from Applicable School Fees imposed on residential and commercial/industrial developments will be used for the following purposes:

1. Construction or reconstruction of school facilities required to accommodate students generated by new residential and commercial/industrial development in areas of the School District where existing school facilities are needed;
2. Construction or reconstruction of administrative and operations facilities required in response to new student growth from new development;
3. Acquisition or lease of property for unhoused students generated from new development;
4. Purchase or lease of interim and/or temporary school facilities in order to accommodate student capacity demands;
5. Furniture for use in new school facilities;
6. Costs associated with the administration, collection, and justification for the Applicable School Fees;
7. Provide local funding that may be required if the School District applies for State funding through SB 50.

Projects undertaken or proposed to be undertaken by the School District are very generally described and appropriated in the School District's Annual Budget. Additionally, the 2021 Master Plan outlined proposed improvement plans to a number of existing school facilities and reported the need to replace existing modular classrooms, in addition to various repair and maintenance items at facilities throughout the School District. As previously noted and described herein, the Applicable School Fees will be used to fund school facilities necessary to accommodate Projected Unhoused Students generated by Projected Units to the extent described in this Study and permitted by applicable law. Such Applicable School Fees may be used to fund, in part, the facilities needs identified in the 2021 Master Plan and as allowable by applicable law, inclusive of those school facilities described in this Study.

### **Relationship Between the Use of the Fee, the Need for School Facilities and the Type of Development on Which the Fee is Imposed**

As determined in the preceding sections, existing school facilities are in need of upgrade or replacement for their continued long-term use and to provide adequate and safe housing for existing student enrollment and students generated from new residential and commercial/industrial development. The fees imposed on such new development will be used, in part, to finance a portion of the construction and/or reconstruction of school facilities required to accommodate student enrollment growth generated by new residential and commercial/industrial development.

**Determination of the Relationship Between the Fee Amount and the School Facilities Costs Attributable to Type of Development on Which the Fee is Imposed**

The imposition of the Applicable Residential School Fee of \$3.19 per square foot of residential development is justified, as this fee is below the per square foot cost impact to provide adequate school facilities required as a result of such new residential development.

Similarly, the imposition of the Applicable Commercial/Industrial School Fees of \$0.52 per square foot of commercial/industrial development are justified as the fees are equal to or below the estimated per square foot net cost impact to provide adequate school facilities required as a result of such new commercial/industrial development, except for Rental Self-Storage development.

**Accounting Procedures for the Fees**

The School District will deposit, invest, and expend the school fees imposed and collected on residential and commercial/industrial development in accordance with the provision of Government Code Section 66006.

**APPENDIX A**  
**COMMERCIAL/INDUSTRIAL DEVELOPMENT DESCRIPTIONS**

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Banks	Include small branch offices to regional offices used for banking. Properties under this category allow customers to conduct banking on-site.
Shopping Center	Broadly include regional, community and neighborhood shopping centers which sell merchandise and services to consumers. Include grocery stores, restaurants, retail centers, automotive sales.
Industrial Business Parks	Include any combination of facilities engaged in manufacturing/assembly, warehousing, and/or storage with 15% or more of the total area designated for commercial use.
Industrial Parks/Warehousing/Manufacturing	Include any combination of facilities engaged in manufacturing/assembly, warehousing, and/or storage with limited or no commercial use (less than 15% of the total area designated for commercial use).
Rental Self-Storage	Include warehouse developments which rent small storage vaults and often termed "mini-storage".
Research & Development	Include scientific research and development laboratories, office and/or their supporting facilities.
Hospitality (Lodging)	Include establishments which provide lodging to the general public. Lodging types include hotels, motels, resort hotels and inns. The maximum term of occupancy for establishment within this category shall not exceed 30 days.
Commercial Offices (Standard) <sup>1</sup>	Include general office space occupying less than 100,000 square feet with multiple tenants.
Commercial Offices (Large High Rise) <sup>1</sup>	Include general office space occupying 100,000 square feet and greater with multiple tenants.
Corporate Offices	An office or office building with a single tenant.
Medical Offices	Include medical offices that serve a wide range of medical needs and may include a pharmacy. Medical offices are generally operated by one or more physicians.

<sup>1</sup> Office space used for activities described under banks, research and development, or medical offices should be classified under those categories.

**APPENDIX B**  
**FACILITIES CAPACITY UPDATE**

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**LOWELL JOINT SCHOOL DISTRICT  
FACILITIES CAPACITY UPDATE  
APPENDIX B**

**CLASSROOM INVENTORY**

School Level	School Site	Permanent Classrooms	Portable Classrooms	Total Classrooms	Non-Traditional Classrooms	General Education Classrooms
Elementary School	El Portal Elementary	12	12	24	3	21
	Jordan Elementary	18	6	24	0	24
	Macy Elementary	16	4	20	0	20
	Meadow Green Elementary	17	5	22	3	19
	Olita Elementary	16	5	21	0	21
<b>ELEMENTARY SCHOOL TOTALS</b>		<b>79</b>	<b>32</b>	<b>111</b>	<b>6</b>	<b>105</b>
Intermediate School	Rancho Starbuck Middle	25	10	35	4	31
<b>INTERMEDIATE SCHOOL TOTALS</b>		<b>25</b>	<b>10</b>	<b>35</b>	<b>4</b>	<b>31</b>
<b>Total</b>		<b>104</b>	<b>42</b>	<b>146</b>	<b>10</b>	<b>136</b>

**STUDENT CAPACITY (In accordance with California Code of Regulation, Title II, Section 1859.35)**

Description	General Education		Non-Instructional	Total
	K-6	7-8		
I. Total Classroom Inventory	105	31	10	146
II. Permanent Classrooms				104
III. Portable Classrooms				42
IV. 25% of Permanent Classrooms				26
V. Adjustment (III. Minus IV.)	12	4	-	16
IV. Total (I. minus V.)	93	27	10	130
Student Capacity <sup>1</sup>	2,325	729	250	3,304

<sup>1</sup>Per Education Code Section 17071.10, school capacities are determined based on loading factors of 25 students per classroom for grades kindergarten through 6 and 27 students per classroom for grades 7 and 8. Also per OPSC, capacity is loaded at 13 students per classroom for special day classes and 25 students per classroom for non-instructional classrooms.

**ESTIMATED STUDENT CAPACITY BY SCHOOL LEVEL**

Description	K-6	7-8	Total
General Education	2,325	729	3,054
Proration of Non Instructional	190	60	250
<b>Total</b>	<b>2,515</b>	<b>789</b>	<b>3,304</b>

## APPENDIX C

### STUDENT GENERATION RATES

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Student Generation Rates (SGRs) used in this Study are based on information obtained from the County of Orange Assessor’s Office and the County of Los Angeles Assessor’s Office (each a “County” or together the “Counties”), student enrollment data from the School District and U.S. Census Bureau data.

A property database reflective of the Counties 2021/22 Assessors’ rolls were obtained via a third-party vendor. The property databases contain property information for parcels within the School District, including land use class information (i.e. condominiums, single family dwellings, etc.). Parcels in the databases were classified by unit type (SFD, MFA) based on each respective County’s land use class designations, and further research as necessary. Since the property data information obtained from the Counties was missing unit counts for many of the residential parcels contained therein, K&G Public Finance relied on housing information derived from U.S. Census Bureau data<sup>1</sup> to estimate the total number of residential units located within the School District. The residential units identified in the U.S. Census Bureau data were also classified by property type (SFD and MFA).

A student enrollment database was obtained from the School District and was reflective of student enrollment information as of October 2021. The student enrollment address information was matched to the address (situs address) information of parcels in each County’s property characteristic database. The number of students matched was then queried by school level and residential category. Students could not be matched if they were inter-district or they did not have a valid physical address (e.g. only P.O. Box was listed). Mobile homes are not considered in the SGR determination, including the students matched to the mobile home land use, and therefore have been omitted<sup>2</sup>. The determination of the SGRs is summarized in Tables C-1 and C-2.

**Table C-1**  
**Single Family Detached (SFD)**  
**Student Generation Rates**

SCHOOL LEVEL	STUDENTS MATCHED	SFD UNITS	SGR BY SCHOOL LEVEL
Elementary School (TK-6)	1,661	8,048	0.2064
Intermediate School (7-8)	554	8,048	0.0688
<b>TOTAL</b>	<b>2,215</b>	<b>NA</b>	<b>0.2752</b>

<sup>1</sup> 2020 American Community Survey 5-Year Estimates; DP04 – Selected Housing.

<sup>2</sup> Education Code Section 17625 sets forth the prerequisites that must be met before school districts may levy school fees on mobile homes. Since it is often difficult to determine and make projections relating to mobile homes that meet those requirements, the mobile home category is omitted from this analysis.

**Table C-2  
Multi-Family (MFA)  
Student Generation Rates**

SCHOOL LEVEL	STUDENTS MATCHED	MFA UNITS	SGR BY SCHOOL LEVEL
Elementary School (TK-6)	422	3,063	0.1378
Intermediate School (7-8)	118	3,063	0.0385
<b>TOTAL</b>	<b>540</b>	<b>NA</b>	<b>0.1763</b>

In order to evaluate students generated from future households by school level, the student generation rates determined in Table C-1 and C-2 above (also summarized in Table 3 of this Study) were used. These student generation rates are listed by residential category and by school level.

**Table C-3  
Student Generation Rates**

SCHOOL LEVEL	SFD UNITS	MFA UNITS
Elementary School (TK-6)	0.2064	0.1378
Intermediate School (7-8)	0.0688	0.0385
<b>TOTAL</b>	<b>0.2752</b>	<b>0.1763</b>

The student generation rates for each residential category listed in Table C-3 were blended into a single student generation rate for each school level based on the percentage allocation of unmitigated Projected Units. The percentage allocations are shown in Table C-4.

**Table C-4  
Allocation of Projected Units by Residential Category**

RESIDENTIAL CATEGORY	PROJECTED UNITS	PERCENTAGE ALLOCATION
SFD	70	26%
MFA	198	74%
<b>TOTAL</b>	<b>268</b>	<b>100%</b>

The Blended Student Generation Rates were determined by applying the percentage allocations, the results of which are shown in Table C-5.

**Table C-5  
Blended Student Generation Rates**

SCHOOL LEVEL	BLENDED STUDENT GENERATION RATE <sup>1</sup>
Elementary School (TK-6)	0.1557
Intermediate School (7-8)	0.0464
<b>TOTAL</b>	<b>0.2021</b>

<sup>1</sup> May not compute due to slight rounding differences.

**APPENDIX D**  
**NOTICE OF PUBLIC HEARING**

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**LOWELL JOINT SCHOOL DISTRICT**

**NOTICE OF PUBLIC HEARING**

**NOTICE OF CONSIDERATION OF APPROVING AN INCREASE  
IN STATUTORY (LEVEL 1) SCHOOL FEES IMPOSED ON NEW  
RESIDENTIAL AND COMMERCIAL/INDUSTRIAL  
CONSTRUCTION PURSUANT TO GOVERNMENT CODE  
SECTION 65995 AND EDUCATION CODE SECTION 17620**

**NOTICE IS HEREBY GIVEN** that the Board of Trustees (“Board”) of the Lowell Joint School District (“School District”) at its regular board meeting to be held in the Board Room at the District Office, 11019 Valley Home Avenue, Whittier, California, on Monday, May 2, 2022 at approximately 7:30 p.m. or soon thereafter, will consider approving an increase in statutory school fees (“Level I School Fees”) that may be imposed on new residential and commercial/industrial construction located within the boundaries of the School District pursuant to Government Code Section 65995 and Education Code Section 17620. Specifically, the Board will consider approving maximum Level I School Fees of (i) \$3.19 per square foot for assessable space of new residential construction and up to \$0.52 per square foot of chargeable covered and enclosed space for categories of new commercial/industrial construction.

A report entitled “2022 School Fee Justification Study” was prepared pursuant to and in accordance with applicable law, which includes information and analysis demonstrating the relationship between new residential and commercial/industrial development and the School District’s need for the construction and/or reconstruction of school facilities, the estimated cost of the school facilities, and justification for the levy of Level I School Fees on new residential and commercial/industrial development.

The School Fee Justification Study and any related documents regarding the proposed adoption of the Level I School Fees are available for public review during normal business hours at the School District’s administrative office, located at 11019 Valley Home Avenue, Whittier, CA 90603.

Questions and/or comments should be directed to Andrea Reynolds, Assistant Superintendent of Administrative Services at (562) 902-4280.

**APPENDIX E**  
**EXCERPT FROM STATE ALLOCATION BOARD AGENDA –**  
**2022 LEVEL I FEES**

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REPORT OF THE EXECUTIVE OFFICER  
State Allocation Board Meeting, February 23, 2022

INDEX ADJUSTMENT ON THE ASSESSMENT FOR DEVELOPMENT

PURPOSE OF REPORT

To report the index adjustment on the assessment for development, which may be levied pursuant to Education Code Section 17620.

DESCRIPTION

The law requires the maximum assessment for development be adjusted every two years by the change in the Class B construction cost index, as determined by the State Allocation Board (Board) in each calendar year. This item requests that the Board make the adjustment based on the change reflected using the RS Means index.

AUTHORITY

Education Code Section 17620(a)(1) states the following: "The governing board of any school district is authorized to levy a fee, charge, dedication, or other requirement against any construction within the boundaries of the district, for the purpose of funding the construction or reconstruction of school facilities, subject to any limitations set forth in Chapter 4.9 (commencing with Section 65995) of Division 1 of Title 7 of the Government Code."

Government Code Section 65995(b)(3) states the following: "The amount of the limits set forth in paragraphs (1) and (2) shall be increased in 2000, and every two years thereafter, according to the adjustment for inflation set forth in the statewide cost index for class B construction, as determined by the State Allocation Board at its January meeting, which increase shall be effective as of the date of that meeting."

BACKGROUND

There are three levels that may be levied for developer's fees. The fees are levied on a per-square foot basis. The lowest fee, Level I, is assessed if the district conducts a Justification Study that establishes the connection between the development coming into the district and the assessment of fees to pay for the cost of the facilities needed to house future students. The Level II fee is assessed if a district makes a timely application to the Board for new construction funding, conducts a School Facility Needs Analysis pursuant to Government Code Section 65995.6, and satisfies at least two of the requirements listed in Government Code Section 65995.5(b)(3). The Level III fee is assessed when State bond funds are exhausted; the district may impose a developer's fee up to 100 percent of the School Facility Program new construction project cost.

STAFF ANALYSIS/STATEMENTS

A historical comparison of the assessment rates for development fees for 2018 and 2020 are shown below for information. According to the RS Means, the cost index for Class B construction increased by 17.45% percent, during the two-year period from January 2020 to January 2022, requiring the assessment for development fees to be adjusted as follows beginning January 2022:

RS Means Index Maximum Level I Assessment Per Square Foot

	<u>2018</u>	<u>2020</u>	<u>2022</u>
Residential	\$3.79	\$4.08	\$4.79
Commercial/Industrial	\$0.61	\$0.66	\$0.78

RECOMMENDATION

Increase the 2022 maximum Level I assessment for development in the amount of 17.45 percent using the RS Means Index to be effective immediately.



**LOWELL JOINT SCHOOL DISTRICT**

**NOTICE OF PUBLIC HEARING**

**NOTICE OF CONSIDERATION OF APPROVING AN INCREASE  
IN STATUTORY (LEVEL 1) SCHOOL FEES IMPOSED ON NEW  
RESIDENTIAL AND COMMERCIAL/INDUSTRIAL  
CONSTRUCTION PURSUANT TO GOVERNMENT CODE  
SECTION 65995 AND EDUCATION CODE SECTION 17620**

**NOTICE IS HEREBY GIVEN** that the Board of Trustees (“Board”) of the Lowell Joint School District (“School District”) at its regular board meeting to be held in the Board Room at the District Office, 11019 Valley Home Avenue, Whittier, California, on Monday, May 2, 2022 at approximately 7:30 p.m. or soon thereafter, will consider approving an increase in statutory school fees (“Level I School Fees”) that may be imposed on new residential and commercial/industrial construction located within the boundaries of the School District pursuant to Government Code Section 65995 and Education Code Section 17620. Specifically, the Board will consider approving maximum Level I School Fees of (i) \$3.19 per square foot for assessable space of new residential construction and up to \$0.52 per square foot of chargeable covered and enclosed space for categories of new commercial/industrial construction.

A report entitled “2022 School Fee Justification Study” was prepared pursuant to and in accordance with applicable law, which includes information and analysis demonstrating the relationship between new residential and commercial/industrial development and the School District’s need for the construction and/or reconstruction of school facilities, the estimated cost of the school facilities, and justification for the levy of Level I School Fees on new residential and commercial/industrial development.

The School Fee Justification Study and any related documents regarding the proposed adoption of the Level I School Fees are available for public review during normal business hours at the School District’s administrative office, located at 11019 Valley Home Avenue, Whittier, CA 90603.

Questions and/or comments should be directed to Andrea Reynolds, Assistant Superintendent of Administrative Services at (562) 902-4280.

LOWELL JOINT SCHOOL DISTRICT  
May 2, 2022

To: President Salinas and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Resolution 2021/22 No. 864 Establishing a Child  
Development Fund with the County Treasurer

ACTION/  
(RESOLUTION)

With the beginning of the 2022/23 school year, the district is opening a fee based preschool program, and also plans to open a state preschool program, upon receipt of the district's state application approval. The newly created Child Development Fund will record these program activities. Other funds that could be included in this new fund include the new Expanded Learning Opportunity Program this district is implementing, the new Universal Pre-K Program the district is implementing, and the existing First Five Early Learning Program.

Government Code Section 8328 states that a school district can establish a separate fund for the purpose of deposit and expenditure of revenues receive for the purpose of Child Development. Therefore, this new fund is recommended be created to account for these types of activities.

It is recommended that Resolution 2021/22 No. 863 to establish a Child Development Fund with the County Treasurer for the purpose of accumulating and expending revenues effective May 2, 2022, be adopted, and that the Superintendent or designee be authorized to execute the necessary documents.

AR/sb

Attachment

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Superintendent's Comment:

ADOPTION BY MAJORITY ROLL CALL VOTE.

VI-B1-1

**LOWELL JOINT SCHOOL DISTRICT**

**RESOLUTION 2021/22 NO. 864**

**RESOLUTION OF THE BOARD OF TRUSTEES OF THE  
LOWELL JOINT SCHOOL DISTRICT  
OF LOS ANGELES AND ORANGE COUNTIES, CALIFORNIA REQUESTING TO  
ESTABLISH A SEPARATE FUND FOR THE PURPOSE OF DEPOSIT AND  
EXPENDITURE OF REVENUES RECEIVED  
TO THE PURPOSE OF CREATING A CHILD DEVELOPMENT FUND**

**WHEREAS**, the Education Code Section 8328 states that a school district can establish a separate fund for the purpose of deposit and expenditure of revenues received for the purpose of Child Development; and

**WHEREAS**, the District is opening a fee-based preschool program, and has applied and anticipates approval to open a state preschool program; and,

**WHEREAS**, the Orange County Department of Education, in complying with the said code sections, has established fund 1212 for this purpose; and,

**WHEREAS**, the Lowell Joint School District wishes to comply with the California Administrative and Education Code provisions and the Orange County Department of Education directives;

**APPROVED AND ADOPTED** this 2<sup>nd</sup> day of May 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 2<sup>nd</sup> day of May 2022, and passed by a unanimous vote of those present.

**IN WITNESS WHEREOF**, I have hereunto set my hand and seal this 2<sup>nd</sup> day of May, 2022.

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Jim Coombs, Secretary to the Board of Trustees

LOWELL JOINT SCHOOL DISTRICT  
May 2, 2022

To: President Salinas and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Resolution 2021/22 No. 865 to Commit Restricted  
Funds

ACTION/  
(RESOLUTION)

With the passage of Proposition 2 in 2014, a local reserve cap of ten percent (10%) was included if certain state Proposition 98 funding criteria and reserve levels were met. These criteria were met during the 21/22 fiscal year and therefore, the cap is in effect as of July 1, 2022 for the foreseeable future. The district wishes to comply with this reserve cap by establishing types of commitments via this resolution for which the district should reserve funds.

This resolution identifies the following types of commitments for which the district may commit reserves:

- Technology Device Refresh
- Textbook Adoptions
- Carryover of unspent school site discretionary funds
- Carryover of unspent restricted categorical funds
- Declining enrollment mitigation
- Reserves in excess of the state minimum - currently two percent (Per BP 3105)
- Unfunded Health and Welfare Post Employment Benefit Liabilities
- Unfunded STRS and PERS Pension Liabilities

It is recommended that Resolution 2021/22 No. 865, to Commit Restricted Funds, be adopted, and that the Superintendent or designee be authorized to execute the necessary documents.

AR/sb

Attachment

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Superintendent's Comment:

ADOPTION BY MAJORITY ROLL CALL VOTE.

**LOWELL JOINT SCHOOL DISTRICT**

**RESOLUTION 2021/22 NO. 865**

**RESOLUTION OF THE BOARD OF TRUSTEES OF THE  
LOWELL JOINT SCHOOL DISTRICT  
OF LOS ANGELES AND ORANGE COUNTIES, CALIFORNIA  
TO DESIGNATE GENERAL FUNDS AS COMMITTED FUND BALANCE**

**WHEREAS**, the Governmental Standards Accounting Board (GASB) has issued Statement No. 54, establishing a hierarchy clarifying constraints that govern how a government entity can use amounts reported as fund balance; and

**WHEREAS**, the Lowell Joint School District Board of Trustees (Board) has previously adopted Board Policy 3100 acknowledging its authority to commit, assign, or evaluate existing fund-balance classifications and identify the intended uses of committed or assigned funds; and

**WHEREAS**, the committed fund balance classification reflects amounts subject to specific internal constraints self-imposed by the Board; and

**WHEREAS**, once the committed fund-balance constraints are imposed, it requires the constraint to be revised, removed or redirected for other purposes by the Board in the same manner as the Board originally approved the commitment; and

**WHEREAS**, the Board has determined it has specific needs that it elects to fund with portions of its General Fund ending fund balance.

**NOW, THEREFORE, BE IT RESOLVED**, that the Lowell Joint School District Board of Trustees, hereby commits to utilizing portions of its general fund ending balance, as indicated by the committed fund classification in its financial statements, for any of the following purposes:

- Technology Devices Refresh
- Textbook Adoptions
- Carryover of unspent school site discretionary funds
- Specific deficit spending mitigation measures
- Declining enrollment mitigation
- Carryover of unspent restricted categorical funds
- Reserves in excess of the state minimum - currently two percent (per BP 3105)
- Unfunded Health and Welfare Post Employment Benefit Liabilities
- Unfunded STRS and PERS Pension Liabilities
- Deferred Maintenance Projects

**BE IT FURTHER RESOLVED**, that such funds cannot be used for any purposes other than directed above, unless the Board adopts a successor resolution to revise or remove the constraint, or otherwise redirect the funds for other purposes; and

**BE IT FURTHER RESOLVED**, that the district's Superintendent, or their designee, is hereby authorized and directed to finalize the amounts to be committed for the purposes directed above based on the filing of the financial reports presented to the board at each filing period.

Approved, passed and adopted by the Board of Trustees of the Lowell Joint School District on the 2nd day of May, 2022:

**AYES:**

**NOES:**

**ABSTAIN:**

**ABSENT:**

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

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

LOWELL JOINT SCHOOL DISTRICT  
May 2, 2022

To: President Salinas and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Approval of Transfer Between the General Fund  
and the Child Development Fund for Start Up  
Funding

ACTION

With the beginning of the 2022/23 school year, the district is opening a fee based preschool program, and also plans to open a state preschool program, upon receipt of the district's state application approval. The newly created Child Development Fund will record these program activities. Other funds that could be included in this new fund include the new Expanded Learning Opportunity Program this district is implementing, the new Universal Pre-K Program the district is implementing, and the existing First Five Early Learning Program.

This new fund will need "start-up funding" to allow it to process salary and benefit payments, as well as supplies and services for these programs. Education Code 41013 allows for the General Fund to transfer funds into the Child Development Fund. One hundred thousand dollars (\$100,000) is estimated to be needed, and will be monitored. It's not known how long this fund will take to become self-supporting for reserves and cash flow purposes. Repayment of these loaned funds will occur when it's determined sufficient reserves and cash exists.

It is recommended that the Governing Board approve the Transfer between the General Funds, and the Child Development Fund, and that the Superintendent or designee be authorized to execute the necessary documents.

AR/sb

Attachment

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Superintendent's Comment:

APPROVAL RECOMMENDED.

VI-D1-1

LOWELL JOINT SCHOOL DISTRICT  
May 2, 2022

To: President Salinas and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Approval to Open a Checking Account With the Credit Union of Southern California For the New Child Development Fund ACTION

With the beginning of the 2022/23 school year, the district is opening a fee based preschool program, and also plans to open a state preschool program, upon receipt of the district's state application approval. The newly created Child Development Fund will record these program activities. Other funds that could be included in this new fund include the new Expanded Learning Opportunity Program this district is implementing, the new Universal Pre-K Program the district is implementing, and the existing First Five Early Learning Program.

It is necessary to create a checking account to accumulate some of these revenues and process any necessary urgent expenses that may arise related to child development activities. This checking account will receive payments from parents or guardians for fee based programs. The district's Child Development Fund will receive these accumulated deposits from this checking account.

The incumbents in the following positions will be authorized signers on this checking account:

Coordinator of Early Learning  
Coordinator of Expanded Learning  
Site Supervisor/Lead Teacher  
Assistant Superintendent of Education Services

Twenty Five Thousand Dollars (\$25,000) is the recommended imprest balance to place in this checking account.

It is recommended that the Governing Board authorize the Administration to establish a checking account with the Credit Union of Southern California Child Development Fund with the County Treasurer for the purpose of accumulating and expending revenues effective May 2, 2022, and that the Superintendent or designee be authorized to execute the necessary documents.

AR/sb

---

Superintendent's Comment:

APPROVAL RECOMMENDED.

VI-E1-1



LOWELL JOINT SCHOOL DISTRICT  
May 2, 2022

To: President Salinas and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Approval of Agreement with Nigro & Nigro to Perform ACTION  
Audit Services-Children and Families Commission of  
Orange County Agreement FCI-SD4-15/First 5-  
KRI/Kindergarten Readiness Initiative Grant

Recital 14.1 of the agreement requires Lowell Joint School District to annually obtain an independent audit report of the grant.

It is recommended that the Board approve the agreement with Nigro & Nigro for Audit Services for the Fiscal Years 2020-2021, 2021-2022, and 2022-2023 at a cost of \$2,100 per year. The district may also be billed for reasonable, necessary, and actual expenses related to travel and mileage, and that the Superintendent or designee be authorized to execute the necessary documents.

AR/sb

---

Superintendent's Comment:

APPROVAL RECOMMENDED.



April 7, 2022

Lowell Joint School District  
11019 Valley Home Ave.  
Whittier, CA 90603

We are pleased to confirm our understanding of the services we are to provide Lowell Joint School District for the fiscal years ending June 30, 2021 through 2023. We will conduct a financial and performance audit of the grant agreement FCI-SD4-15 between the Children and Families Commission of Orange County and the Lowell Joint School District as of and for the fiscal years ending June 30, 2021 through 2023.

#### **Audit Objectives**

The objective of our audit is the expression of an opinion as to whether the financial statements of the program are fairly presented, in all material respects, in conformity with generally accepted accounting principles. Our audit will be conducted in accordance with generally accepted auditing standards and the standards for financial and performance audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, and will include tests of accounting records and other procedures we consider necessary to enable us to express such an opinion. If our opinion on the financial statements 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 are unable to form or have not formed an opinion, we may decline to express an opinion or to issue a report as a result of this engagement.

We will also provide a report (that does not include an opinion) on internal control related to the financial statements and compliance with the provisions of applicable laws, regulations, contracts, agreements, and grants, noncompliance with which could have a material effect on the financial statements as required by *Government Auditing Standards*. The report on internal control and compliance will include a statement that the report is intended for the information and use of the board, management and specific legislative or regulatory bodies and is not intended to be and should not be used by anyone other than these specified parties. If during our audit we become aware that Lowell Joint School District is subject to an audit requirement that is not encompassed in the terms of this engagement, we will communicate to management and those charged with governance that an audit in accordance with U.S. generally accepted auditing standards and the standards for financial audits contained in *Government Auditing Standards* may not satisfy the relevant legal, regulatory, or contractual requirements.

Jeff Nigro, CPA, CFE | Elizabeth Nigro, CPA | Shannon Bishop, CPA | Peter Glenn, CPA, CFE | Paul J. Kaymark, CPA

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**Management Responsibilities**

Management is responsible for establishing and maintaining internal controls, including monitoring ongoing activities; for the selection and application of accounting principles; and for the fair presentation in the financial statements of the financial position of the program and the changes in financial position, in conformity with U.S. generally accepted accounting principles. Management is responsible for the basic financial statements and all accompanying information as well as all representations contained therein.

You are responsible for management decisions and functions. As part of the audit, we will prepare a draft of your financial statements and related notes. In accordance with *Government Auditing Standards*, you will be required to review and approve those financial statements prior to their issuance and have a responsibility to be in a position in fact and appearance to make an informed judgment on those financial statements. Further, you are required to designate a qualified management-level individual to be responsible and accountable for overseeing our services.

Management is responsible for making all financial records and related information available to us and for the accuracy and completeness of that information. Management's responsibilities include adjusting the financial statements to correct material misstatements and for confirming to us in the representation letter that the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the latest period presented are immaterial, both individually and in the aggregate, to the financial statements taken as a whole.

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 District involving (1) management, (2) employees who have significant roles in internal control, and (3) others where the fraud or illegal acts could have a material effect on the financial statements. Your responsibilities include informing us of your knowledge of any allegations of fraud or suspected fraud affecting the District received in communications from employees, former employees, grantors, regulators, or others. In addition, you are responsible for identifying and ensuring that the District complies with applicable laws and regulations and for taking timely and appropriate steps to remedy any fraud, illegal acts, violations of contracts or grant agreements, or abuse that we may report.

Management is responsible for establishment and maintenance of a process for tracking the status of audit findings and recommendations. Management is also responsible for identifying for us previous audits or other engagements or studies related to the objectives discussed in the Audit Objectives section of this letter. This responsibility includes relaying to us corrective actions taken to address significant findings and recommendations resulting from those audits or other engagements or studies. You are also responsible for providing management's views on our current findings, conclusions, and recommendations, as well as your planned corrective actions, and the timing and format related thereto.

**Audit Procedures – General**

An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements; therefore, our audit will involve judgment about the number of transactions to be examined and the areas to be tested. We will plan and perform the audit to obtain reasonable rather than absolute assurance about whether the financial statements are free of material misstatement, whether from (1) errors, (2) fraudulent financial reporting, (3) misappropriation of assets, or (4) violations of laws or governmental regulations that are attributable to the District or to acts by

management or employees acting on behalf of the District. Because the determination of abuse is subjective, *Government Auditing Standards* do not expect auditors to provide reasonable assurance of detecting abuse.

Because an audit is designed to provide reasonable, but not absolute 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. In addition, an audit is not designed 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, we will inform you of any material errors and any fraudulent financial reporting or misappropriation of assets that come to our attention. We will also inform you of any violations of laws or governmental regulations that come to our attention, unless clearly inconsequential. Our responsibility as auditors is limited to the period covered by our audit and does not extend to later periods for which we are not engaged as auditors.

Our procedures will include tests of documentary evidence supporting the transactions recorded in the accounts, and may include direct confirmation of certain assets and liabilities by correspondence with selected individuals, creditors, and financial institutions. At the conclusion of our audit, we will also require certain written representations from you about the financial statements and related matters.

#### **Audit Procedures – Internal Controls**

Our audit will include obtaining an understanding of the District and its environment, including internal control, sufficient to assess the risks of material misstatement of the financial statements and to design the nature, timing, and extent of further audit procedures. Tests of controls may be performed to test the effectiveness of certain controls that we consider relevant to preventing and detecting errors and fraud that are material to the financial statements and to preventing and detecting misstatements resulting from illegal acts and other noncompliance matters that have a direct and material effect on the financial statements. Our tests, if performed, will be less in scope than would be necessary to render an opinion on internal control and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to *Government Auditing Standards*.

An audit is not designed to provide assurance on internal control or to identify significant deficiencies. However, during the audit, we will communicate to management and those charged with governance internal control related matters that are required to be communicated under professional standards and *Government Auditing Standards*.

#### **Audit Procedures – Compliance**

As part of obtaining reasonable assurance about whether the financial statements are free of material misstatement, we will perform tests of the School Readiness Grant of the Lowell Joint School District's compliance with applicable laws, regulations, contracts, agreements, and grants. However, the objective of our audit will not be to provide an opinion on overall compliance and we will not express such an opinion in our report on compliance issued pursuant to *Government Auditing Standards*.

#### **Audit Administration, Fees, and Other**

The audit documentation for this engagement is the property of Nigro & Nigro, PC and constitutes confidential information. However, pursuant to authority given by law or regulation, we may be requested make certain audit documentation available to cognizant agencies or the U.S. Government Accountability Office for purposes of a quality review of the audit. We will notify you of any such request. If requested, access to such audit documentation will be provided under the supervision of

Nigro & Nigro personnel. Furthermore, upon request, we may provide copies of selected audit documentation to the aforementioned parties. These agencies may intend, or decide, to distribute photocopies or information contained therein to others, including other governmental agencies.

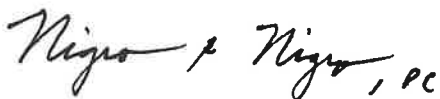
The audit documentation for this engagement will be retained for a minimum of seven years after the report release date or for any additional period requested. If we are aware that an awarding agency or auditee is contesting an audit finding, we will contact the party contesting the audit finding for guidance prior to destroying the audit documentation.

Our fees for these services will be \$2,100. The District may also be billed for reasonable, necessary and actual expenses related to travel and mileage. Our invoices for these fees will be rendered each month as work progresses and are payable on presentation. 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 we incur the additional costs.

Extensions beyond 2022-23 may be secured on a year-by-year basis, subject to the agreement of the District and the auditor.

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.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Title

\_\_\_\_\_  
Date



LOWELL JOINT SCHOOL DISTRICT  
May 2, 2022

To: President Salinas and Members, Board of Trustees  
From: Jim Coombs, Superintendent of Schools  
Subject: Declaration of Need for Fully Qualified Educators to for the ACTION  
2022/23 School Year

The California Commission on Teacher Credentialing requires public school districts to present annually to the governing board at a regularly scheduled public meeting a “Declaration of Need for Fully Qualified Educators” in order to employ teachers who need an emergency permit.

The Board declaration certifies that there may be an insufficient number of certificated persons meeting the District’s employment criteria in specific areas and authorized the employment of teachers holding Multiple, Single, English Learners, and Education Specialist Short Term Staff Permits and Speech and Language Waivers. Such permits require that candidates hold a baccalaureate degree; pass the Basic Skills Requirement Test; commit to enrollment in appropriate coursework to obtain a credential; and submit an application and fee.

It is recommended that the Declaration of Need for Fully Qualified Educators for the 2022/23 School Year be adopted, and that the Superintendent or designee be authorized to execute the necessary documents.

---

Superintendent’s Comment:

APPROVAL RECOMMENDED.

LOWELL JOINT SCHOOL DISTRICT  
May 2, 2022

To: President Salinas and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Resolution 2021/22 No. 866 Implementing *Education Code 44256(b)*, Authorizing Stephanie Austin to Teach Social Science at Rancho-Starbuck Intermediate School for the 2022-2023 School Year ACTION

The State of California allows the holder of a Multiple Subject or Standard Elementary Teaching Credential to teach, with his or her consent, any subject in departmentalized classes below grade 9, if the teacher has completed twelve semester units, or six upper division or graduate semester units of course work at an accredited institution, in the subject to be taught, under *Education Code 44256(b)*.

It is recommended that Resolution 2021/22 No. 866 Implementing *Education Code 44256(b)*, authorizing Stephanie Austin to teach Social Science at Rancho-Starbuck Intermediate School for the 2022-2023 school year, be adopted, and that the Superintendent or designee be authorized to execute the necessary documents.

Attachment

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Superintendent's Comment:

ADOPTION BY MAJORITY ROLL CALL VOTE.



**LOWELL JOINT SCHOOL DISTRICT**

**RESOLUTION 2021/22 NO. 866**

**RESOLUTION OF THE BOARD OF TRUSTEES OF THE  
LOWELL JOINT SCHOOL DISTRICT  
OF LOS ANGELES AND ORANGE COUNTIES, CALIFORNIA,  
IMPLEMENTING  
*EDUCATION CODE 44256(b)***

**WHEREAS**, current statues and regulations recognize that there may be situations of a temporary nature in which a teacher with the appropriate credential is not available to the school district, and

**WHEREAS**, *Education Code 44256(b)* allows the holder of a Multiple Subject or Standard Elementary Teaching Credential to teach, with his or her consent, any subject in departmentalized classes below grade 9 if the teacher has completed twelve semester units, or six upper division or graduate semester units of course work at an accredited institution, in the subject to be taught, and

**WHEREAS**, the authorization shall be with the teacher's consent, and

**WHEREAS**, the Board of Trustees of the Lowell Joint School District desires to utilize *Education Code 44256(b)* for Stephanie Austin, and

**WHEREAS**, the subject to be taught is Social Science at Rancho-Starbuck Junior High School,

**THEREFORE, BE IT RESOLVED**, that the Board of Trustees authorizes Stephanie Austin to teach Social Science at Rancho-Starbuck Junior High School under *Education Code 44256(b)*, effective for the 2022-2023 school year and to terminate when Social Science is no longer being taught by Stephanie Austin.

**APPROVED AND ADOPTED** this 2<sup>nd</sup> day of May, 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 2<sup>nd</sup> day of May, 2022, and passed by a unanimous vote of those present.

**IN WITNESS WHEREOF**, I have hereunto set my hand and seal this 2<sup>nd</sup> day of May, 2022.

---

Jim Coombs, Secretary to the Board of Trustees





# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
El Portal Elementary School	30647666020127	April 20, 2022	May 2, 2022

## Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program  
El Portal operates a schoolwide program (SWP)

A school may operate a SWP if:

The school's LEA determines that the school serves an eligible attendance area or is a participating school under Section 1113 of the ESEA; and  
For the initial year of the schoolwide program:  
The school serves a school attendance area in which not less than 40 percent of the children are from low-income families; or  
Not less than 40 percent of the children enrolled in the school are from low-income families (34 CFR 200.25[b][1]; ESSA Section 1114[a][1][A]).  
A school that serves an eligible school attendance area in which less than 40 percent of the children are from low-income families, or a school for which less than 40 percent of the children enrolled in the school are from such families, may operate a schoolwide program under this section if the school receives a waiver from the State educational agency to do so, after taking

into account how a schoolwide program will best serve the needs of the students in the school served in improving academic achievement and other factors (ESSA Section 1114[a][1][B]). Eligible schools are not required to operate the SWP and may choose to remain as a TAS. Additional information about Title I, Part A TAS may be located on the Title I, Part A Targeted Assistance Schools web page.

### Comprehensive Needs Assessment

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

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

Help the school understand the subjects and skills for which teaching and learning need to be improved (34 CFR 200.26[a][1][i][A]); and  
Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards (34 CFR 200.26[a][1][i][B]).

### SWP Plan Development

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

Developed during a 1-year period, unless the LEA determines, in consultation with the school, that less time is needed to develop and implement the SWP (ESSA Section 1114[b][1]);  
Developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan (ESSA Section 1114[b][2]; 34 CFR 200.26[a][2]);  
To remain in effect for the duration of the school's participation in a SWP and will be monitored and revised as necessary (ESSA Section 1114[b][3]); and  
Regularly monitored and revised as necessary based on student needs and all students have been provided with opportunities to meet the challenging State academic standards (ESSA Section 1114[b][3]);  
Available to the LEA, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand (ESSA Section 1114[b][4]); and  
If appropriate and applicable, developed and coordinated and integration with other Federal, State, and local services, resources, and programs (ESSA Section 1114[b][5]);  
The SWP plan shall include descriptions of strategies that the school will be implementing to address school needs (ESSA Section 1114[b][7][A]) including a description of how such strategies will:

Provide opportunities for all children, including each of the subgroups of students to meet the challenging State academic standards (ESSA Section 1114[b][7][A][i]);  
Strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education (ESSA Section 1114[b][7][A][ii]); and  
Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards (ESSA Section 1114[b][7][A][iii]).

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

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

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

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

#### SWP Plan Evaluation

In addition, a school operating a SWP must:

Annually evaluate the implementation of, and results achieved by, the SWP, using data from the State's annual assessments and other indicators of academic achievement (34 CFR 200.26[c][1]); Determine whether the SWP has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards (34 CFR 200.26[c][2]; and Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the SWP (34 CFR 200.26[c][3]).

#### SWP Consolidation of Funds

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

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

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

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

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

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

## Use of Funds in SWP

A school operating a SWP:

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

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

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

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

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

## SWP Waiver Criteria and Process

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

=25 percent student low income;

Graduation rate is below state average;

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

=30 percent English Learner student population;

School has been identified for comprehensive or targeted support; or

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

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

Conduct a Needs Assessment

Develop a SWP Plan

Obtain the local governing board approval of the SWP Plan

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

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

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

EI Portal's School Plan for Student Achievement is written to align and support the Lowell Joint School District's three LCAP goals: Goal 1 - All students of the Lowell Joint School District will have

appropriate conditions for successful learning outcomes. Goal 2 - All students in the Lowell Joint School District will demonstrate continuous student achievement and progress toward being college and career ready. Goal 3 - Stakeholders, including parents and students, will be engaged in supporting student learning in a positive and safe school climate. El Portal's specific goals address creating an environment that supports academic achievement for all students, a positive school climate, and an environment that provides opportunity and access for all students.

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# Comprehensive Needs Assessment Components

## Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

## Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Surveys are completed yearly by staff, families, and students. This is completed on an annual basis. Overall, results indicate a high level of satisfaction with the educational program at El Portal.

On the 2022 LCAP parent survey, the following % of respondents agree or strongly agree with the statements below:

- My student has been provided a consistent instructional program: 92%
- My student has been provided the necessary technology support: 93%
- School staff is welcoming and supportive- 93%
- School and district have provided consistent and informative updates-89%
- Staff provides a strong core academic program: 97%
- School routinely encourages students and parents to set high goals- 88%
- School provides information about student's academic performance-99%
- School provides academic support- 70%
- School offers opportunities for students to work above grade level if appropriate- 53% (32% responded don't know)
- School provides a balanced academic program-91%
- Expectations for behavior are high and students are encouraged to be responsible citizens- 93%
- School is safe, orderly, and well-disciplined-92%
- Student is happy to go to school-94%
- School rules are enforced consistently with all students- 80% (10% responded don't know)
- Staff provides a high level of service for student/family-89%
- Student receives accurate and timely feedback-91%
- School is friendly, pleasant, respectful, and welcoming- 93%
- Student is provided an appropriate level of academic challenge-88%
- Staff makes parents feel welcome and part of school- 93%
- I am aware of parent involvements opportunities (PTA, SSC, ELAC, ETC)- 94%
- I feel comfortable initiating discussion w/ school staff about concerns- 93%
- Principal treats staff, parents, and students w/ respect-91%
- Principal works collaboratively-90%
- Principal communicates clearly- 90%
- Principal assists w/ resolution of parent / student concerns- 80% (15% responded don't know)
- Principal follows through w/ commitments- 84% (15% responded don't know)
- Principal maintains visibility and accessibility-88%
- Principal provides adequate and timely information-92%
- I have access to technology and emails from school- 100%
- Within its capabilities, school provides resources needed for strong educational environment- 90%
- Child has access to needed instructional materials-94%
- School is kept clean- 90%

- Child understands work in reading, math, science, and history- 77%

## **Classroom Observations**

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Evaluation, both formal and informal, is a vital form of communication, the intent of which is to reinforce knowledge of school standards and expectations, to assist individual teachers to maintain effective teaching skills and subject matter knowledge, and to encourage further development in proficiency. The result is a dynamic teaching staff that provides a high quality instructional program for all students. All probationary teachers have three formal observations and two formal evaluations each year. All tenured staff, ten years or more, have one observation and one formal evaluation every other year. The site administrator also does frequent informal classroom observations and teachers are substituted out to observe each other. Current year observations have shown that teachers have a strong understanding of Explicit Direct Instruction.

## **Analysis of Current Instructional Program**

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

## **Standards, Assessment, and Accountability**

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

EI Portal's instructional program is based on Core State Standards (CCSS). Currently, transitional kindergarten - grade six are implementing the California Core State Standards, CCSS. The curriculum and instruction is well aligned to each set of standards. Grade level long-range plans/pacing guides reflect the standards, and both state and local assessments are used to measure student growth. This assessment information is used to guide instructional practice and modify instruction where needed. Trimester district benchmarks (Teacher created TK/K, IABs 3rd - 6th, and iReady K-6th) are also used to identify and target at-risk students who need additional support and intervention classes. As part of our Multi Tiered System of Support (MTSS) we continually evaluate both state and local measures to target support and provide intervention and enrichment opportunities.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

The Illuminate Data Systems is the student tracking software used in the Lowell Joint School District. Administrators and teachers are able to access the student data from district benchmarks, iReady, CAASPP, and the ELPAC assessments and use that information to modify instruction and create intervention classes. Teachers use chapter tests and quizzes from our math adoption to monitor students' understanding of standards-based concepts. Throughout their lessons teachers use Checking For Understanding practices to ensure that students are understanding the content of the lesson.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% of the EI Portal Staff is highly qualified.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All staff is credentialed and all meet regularly in professional learning communities. Professional development includes: Data Works, Project GLAD, Thinking Maps, GATE, technology and engagement strategies. They also meet weekly as grade-level teams.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

All instruction is currently aligned to and focusing on the implementation of the California Content Standards and part of the ongoing adoption cycle. The focus for the 2022-2023 School year is the Science adoption. Due to a need for writing support the district has continued with its implementation of Thinking Maps and Write from the Beginning to improve instruction in writing.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

EI Portal receives support from our district's Teachers On Special Assignment (TOSA) for technology and STEAM. Our TOSAs assist with integrating instructional technology, STEAM, GATE, and MTSS. EI Portal also has one intervention coach, who support staff with instructional strategies and design and implement the Intervention that takes place throughout the day.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

EI Portal teachers meet weekly by grade-level to plan curriculum and each trimester as a district in grade-level teams.

## Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All transitional kindergarten through sixth grade is implementing the California Core State Standards and use a standards based report card.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

All classrooms meet or exceed the recommended instructional minutes for ELA and mathematics.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

EI Portal uses the district pacing guide which is aligned to each of the district benchmarks. After an analysis of each of the benchmark tests, intervention groups are created and students are assigned to Intervention classes to meet their needs. Intervention also occurs in the classrooms after whole class direct instruction. The RSP program also offers support to students who qualify. AIM and Learning at Lunch is offered to any student that needs support. EI Portal also has a thirty minute Academic Language class to support the academic language needs.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All instructional materials are standards-based and appropriate for all student groups.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All instructional and intervention materials are standards-based and appropriate to all student groups.

## **Opportunity and Equal Educational Access**

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Service provided by the common core aligned programs in both ELA and Math that enable underperforming students to meet standards include:

- \*Mind Math Institute(ST Math)
- \*Reading Plus
- \*Lexia, Core 5
- \*Reading Counts
- \*No Excuses University
- \*Interns and Counselors
- \*iReady

## Evidence-based educational practices to raise student achievement

Research-based practices used at EI Portal:

- \*Data Works, Explicit Direct Instruction
- \*Mind Math Institute(ST Math)
- \*Reading Plus
- \*Lexia, Core 5
- \*Reading Counts
- \*Intervention Classes - Small Group Instruction
- \*Academic Vocabulary Classes
- iReady

## Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

EI Portal offers AIM (a homework help) daily during first recess. EI Portal uses different computer-based online software programs that can be accessed at home for more practice. Programs include: iReady, ST Math, Reading Counts, Go Math, Lexia and Reading Plus.

Our Annual Back to School Night and newly implemented No Excuses University (NEU) Parent University sessions help our families understand the mindset our staff here at EI Portal possesses.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

EI Portal has a School Site Council, ELAC/DELAC representative, and an active PTA.

## Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Title I funds support school-wide achievement and provide tutoring and intervention to students not meeting grade level standards. Title I also funds supplemental programs, materials, supplies, and technology to support all students, including those under-achieving. After-school intervention classes for under-performing students are funded through the district's LCAP LCFF funds. Title II funds support staff professional development for teachers and Title III funds support EL learners through additional staff support for EL learners. For a complete list of services provided, refer to actions taken under school goals.

Fiscal support (EPC)

Title 1, PTA donations, Site Allocations, Tech Allocation, Before/After School Intervention Allocation and a STEAM Allocation.

# Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

## Involvement Process for the SPSA and Annual Review and Update

Collaborating on the 2022-2023 SPSA, EI Portal took the following steps:

Parents and staff reviewed and discussed actions and progress on the 2021-22 goals at School Site Council (SSC) meetings with feedback from the English Language Advisory Committee (ELAC) representative, PTA meetings, meetings with the Leadership Team, and at staff meetings.

We reviewed information on the California Dashboard to see which areas are still in need of improvement. All areas in orange or red will be specifically addressed and monitored.

We discussed and reviewed the input from the 2022 LCAP Parent Survey. Teachers were also surveyed as to what the are current needs of EI Portal.

With the help of the EI Portal stakeholders, the 2022-23 SPSA goals and actions steps were created.

## Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Not applicable, no inequities were identified

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.19%	0.2%	0.4%	1	1	2
African American	1.52%	1%	1.0%	8	5	5
Asian	2.86%	3.2%	4.3%	15	16	22
Filipino	1.14%	1.6%	1.8%	6	8	9
Hispanic/Latino	66.48%	65%	64.7%	349	325	332
Pacific Islander	%	0%	%		0	
White	24%	24.4%	21.8%	126	122	112
Multiple/No Response	1.9%	2%	2.5%	10	10	13
	<b>Total Enrollment</b>			525	500	513

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	82	72	63
Grade 1	78	60	62
Grade 2	70	84	71
Grade 3	76	72	89
Grade 4	66	75	77
Grade 5	73	65	85
Grade 6	80	72	66
<b>Total Enrollment</b>	525	500	513

### Conclusions based on this data:

1. Our enrollment has remained steady for the last 3 school years due to our school climate and culture.
2. We maintain a culture of universal achievement, which benefits all students.
3. Our largest subgroups continue to be Hispanic and White students. Our school demographics mirror the city demographics.



# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	85	50	60	16.2%	10.0%	11.7%
Fluent English Proficient (FEP)	56	75	74	10.7%	15.0%	14.4%
Reclassified Fluent English Proficient (RFEP)	2	39	8	2.2%	45.9%	16.0%

### Conclusions based on this data:

1. Due to the supports in place for English Language Learners and our students being back on campus full time, we predict that our reclassification rate will go up in the 21-22 school year.
2. There has been a steady decrease in the percentage of students who remain English Language Learners. We attribute this success to the differentiated instruction in the classrooms throughout the day, which incorporates English Language Development supports alongside interventions and enrichment.
3. Due to COVID-19, our reclassification rate dropped due to our inability to connect with resources with online learning.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	59	78	84	59	77	84	59	77	84	100	98.7	100.0
Grade 4	71	63	68	70	63	66	70	63	66	98.6	100	97.1
Grade 5	77	72	78	77	72	76	77	72	76	100	100	97.4
Grade 6	68	83	65	67	83	65	67	83	65	98.5	100	100.0
All Grades	275	296	295	273	295	291	273	295	291	99.3	99.7	98.6

The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2439.	2451.	2433.	30.51	32.47	29.76	27.12	28.57	22.62	22.03	27.27	28.57	20.34	11.69	19.05
Grade 4	2523.	2518.	2468.	48.57	49.21	27.27	20.00	26.98	16.67	21.43	9.52	27.27	10.00	14.29	28.79
Grade 5	2505.	2557.	2518.	20.78	40.28	28.95	32.47	36.11	28.95	19.48	15.28	18.42	27.27	8.33	23.68
Grade 6	2549.	2567.	2549.	22.39	28.92	24.62	40.30	37.35	33.85	22.39	22.89	18.46	14.93	10.84	23.08
All Grades	N/A	N/A	N/A	30.40	36.95	27.84	30.04	32.54	25.43	21.25	19.32	23.37	18.32	11.19	23.37

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	32.20	27.27	30.95	47.46	57.14	53.57	20.34	15.58	15.48
Grade 4	48.57	36.51	19.70	40.00	53.97	68.18	11.43	9.52	12.12
Grade 5	28.57	51.39	31.58	51.95	43.06	56.58	19.48	5.56	11.84
Grade 6	26.87	34.94	24.62	55.22	48.19	60.00	17.91	16.87	15.38
All Grades	34.07	37.29	27.15	48.72	50.51	59.11	17.22	12.20	13.75

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	27.12	24.68	15.48	44.07	61.04	58.33	28.81	14.29	26.19
Grade 4	38.57	36.51	10.61	50.00	53.97	62.12	11.43	9.52	27.27
Grade 5	31.17	40.28	21.05	44.16	44.44	55.26	24.68	15.28	23.68
Grade 6	32.84	32.53	27.69	47.76	53.01	49.23	19.40	14.46	23.08
All Grades	32.60	33.22	18.56	46.52	53.22	56.36	20.88	13.56	25.09

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	28.81	25.97	10.71	55.93	64.94	80.95	15.25	9.09	8.33
Grade 4	42.86	42.86	16.67	50.00	49.21	72.73	7.14	7.94	10.61
Grade 5	10.39	31.94	18.42	72.73	58.33	67.11	16.88	9.72	14.47
Grade 6	14.93	21.69	15.38	80.60	73.49	72.31	4.48	4.82	12.31
All Grades	23.81	29.83	15.12	65.20	62.37	73.54	10.99	7.80	11.34

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	25.42	32.47	23.81	54.24	50.65	59.52	20.34	16.88	16.67
Grade 4	50.00	42.86	15.15	42.86	46.03	68.18	7.14	11.11	16.67
Grade 5	23.38	45.83	22.37	51.95	45.83	61.84	24.68	8.33	15.79
Grade 6	28.36	40.96	24.62	59.70	48.19	63.08	11.94	10.84	12.31
All Grades	31.87	40.34	21.65	52.01	47.80	62.89	16.12	11.86	15.46

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. The percentage of students above standards has dropped in most grade levels and categories. We believe this is due to the lack of in-class instruction and the struggles students had attempting to learn from home.
2. Significant in-class interventions must be put in place to help support student learning and growth, which declined due to distance learning.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	59	78	84	59	77	84	59	77	84	100	98.7	100.0
Grade 4	71	63	68	70	63	66	70	63	66	98.6	100	97.1
Grade 5	77	72	78	77	72	77	77	72	76	100	100	98.7
Grade 6	68	83	65	67	83	65	67	83	65	98.5	100	100.0
All Grades	275	296	295	273	295	292	273	295	291	99.3	99.7	99.0

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2453.	2456.	2435.	25.42	33.77	15.48	35.59	27.27	34.52	22.03	22.08	26.19	16.95	16.88	23.81
Grade 4	2538.	2512.	2465.	50.00	31.75	18.18	24.29	36.51	24.24	21.43	23.81	31.82	4.29	7.94	25.76
Grade 5	2505.	2548.	2488.	15.58	33.33	17.11	27.27	30.56	14.47	31.17	26.39	32.89	25.97	9.72	35.53
Grade 6	2569.	2557.	2526.	28.36	22.89	21.54	35.82	36.14	20.00	23.88	30.12	33.85	11.94	10.84	24.62
All Grades	N/A	N/A	N/A	29.67	30.17	17.87	30.40	32.54	23.71	24.91	25.76	30.93	15.02	11.53	27.49

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	45.76	44.16	27.38	38.98	38.96	52.38	15.25	16.88	20.24
Grade 4	65.71	55.56	18.18	27.14	30.16	50.00	7.14	14.29	31.82
Grade 5	25.97	41.67	17.11	46.75	45.83	52.63	27.27	12.50	30.26
Grade 6	43.28	40.96	18.46	38.81	43.37	60.00	17.91	15.66	21.54
All Grades	44.69	45.08	20.62	38.10	40.00	53.61	17.22	14.92	25.77

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	33.90	38.96	19.05	50.85	40.26	59.52	15.25	20.78	21.43
Grade 4	42.86	30.16	25.76	45.71	53.97	43.94	11.43	15.87	30.30
Grade 5	16.88	30.56	17.11	48.05	52.78	51.32	35.06	16.67	31.58
Grade 6	23.88	21.69	12.31	58.21	61.45	60.00	17.91	16.87	27.69
All Grades	28.94	30.17	18.56	50.55	52.20	53.95	20.51	17.63	27.49

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	33.90	37.66	21.43	45.76	41.56	66.67	20.34	20.78	11.90
Grade 4	48.57	38.10	18.18	44.29	47.62	57.58	7.14	14.29	24.24
Grade 5	14.29	23.61	10.53	55.84	63.89	60.53	29.87	12.50	28.95
Grade 6	29.85	21.69	15.38	56.72	50.60	66.15	13.43	27.71	18.46
All Grades	31.14	29.83	16.49	50.92	50.85	62.89	17.95	19.32	20.62

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. The percentage of students above standards has dropped in most grade levels and categories. We believe this is due to the lack of in-class instruction and the struggles students had attempting to learn from home.
2. Significant in-class interventions must be put in place to help support student learning and growth, which declined due to distance learning.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	1451.0	1413.7	1450.3	1453.5	1420.1	1448.3	1445.0	1398.3	1454.6	32	12	18
<b>1</b>	1496.1	1475.8	*	1477.1	1460.3	*	1514.4	1491.0	*	19	11	9
<b>2</b>	*	*	*	*	*	*	*	*	*	*	*	7
<b>3</b>	1486.1	*	1503.6	1475.9	*	1502.4	1495.8	*	1504.3	11	*	12
<b>4</b>	*	*	*	*	*	*	*	*	*	*	9	5
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>6</b>	*	*	*	*	*	*	*	*	*	*	5	7
<b>All Grades</b>										88	45	60

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	53.13	8.33	22.22	40.63	58.33	44.44	*	16.67	27.78		16.67	5.56	32	12	18
<b>1</b>	78.95	18.18	*	*	63.64	*		9.09	*		9.09	*	19	11	*
<b>2</b>	*	*	*	*	*	*		*	*		*	*	*	*	*
<b>3</b>		*	25.00	*	*	25.00	*	*	33.33	*	*	16.67	11	*	12
<b>4</b>	*	*	*	*	*	*	*	*	*		*	*	*	*	*
<b>5</b>	*	*	*	*	*	*		*	*		*	*	*	*	*
<b>6</b>	*	*	*	*	*	*	*	*	*		*	*	*	*	*
<b>All Grades</b>	50.00	22.22	16.67	37.50	51.11	45.00	*	15.56	30.00	*	11.11	8.33	88	45	60

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	59.38	8.33	11.11	*	58.33	72.22	*	16.67	16.67		16.67	0.00	32	12	18
<b>1</b>	73.68	9.09	*	*	63.64	*		18.18	*		9.09	*	19	11	*
<b>2</b>	*	*	*	*	*	*		*	*		*	*	*	*	*
<b>3</b>	*	*	41.67	*	*	25.00	*	*	16.67	*	*	16.67	11	*	12
<b>4</b>	*	*	*	*	*	*		*	*		*	*	*	*	*
<b>5</b>	*	*	*	*	*	*		*	*		*	*	*	*	*
<b>6</b>	*	*	*	*	*	*		*	*		*	*	*	*	*
<b>All Grades</b>	55.68	26.67	31.67	37.50	51.11	45.00	*	13.33	18.33	*	8.89	5.00	88	45	60

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	43.75	16.67	27.78	*	50.00	16.67	*	16.67	44.44		16.67	11.11	32	12	18
<b>1</b>	78.95	18.18	*	*	63.64	*		18.18	*		0.00	*	19	11	*
<b>2</b>	*	*	*	*	*	*		*	*		*	*	*	*	*
<b>3</b>		*	16.67	*	*	25.00	*	*	58.33	*	*	0.00	11	*	12
<b>4</b>		*	*	*	*	*	*	*	*		*	*	*	*	*
<b>5</b>	*	*	*	*	*	*	*	*	*		*	*	*	*	*
<b>6</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	44.32	17.78	16.67	30.68	44.44	26.67	19.32	24.44	45.00	*	13.33	11.67	88	45	60

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	90.63	25.00	33.33	*	66.67	66.67		8.33	0.00	32	12	18
<b>1</b>	100.00	81.82	*		18.18	*		0.00	*	19	11	*
<b>2</b>	*	*	*	*	*	*		*	*	*	*	*
<b>3</b>	*	*	41.67	*	*	58.33	*	*	0.00	11	*	12
<b>4</b>	*	*	*	*	*	*		*	*	*	*	*
<b>5</b>	*	*	*	*	*	*		*	*	*	*	*
<b>6</b>	*	*	*	*	*	*		*	*	*	*	*
<b>All Grades</b>	75.00	46.67	33.33	22.73	48.89	65.00	*	4.44	1.67	88	45	60

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	37.50	0.00	16.67	56.25	83.33	66.67	*	16.67	16.67	32	12	18
<b>1</b>	57.89	0.00	*	*	81.82	*		18.18	*	19	11	*
<b>2</b>	*	*	*	*	*	*		*	*	*	*	*
<b>3</b>	*	*	33.33	*	*	50.00	*	*	16.67	11	*	12
<b>4</b>	*	*	*	*	*	*		*	*	*	*	*
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>6</b>	*	*	*	*	*	*		*	*	*	*	*
<b>All Grades</b>	44.32	17.78	35.00	51.14	71.11	50.00	*	11.11	15.00	88	45	60

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.



Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	34.38	0.00	22.22	65.63	83.33	72.22		16.67	5.56	32	12	18
<b>1</b>	84.21	36.36	*	*	54.55	*		9.09	*	19	11	*
<b>2</b>	*	*	*		*	*		*	*	*	*	*
<b>3</b>		*	8.33	*	*	58.33	*	*	33.33	11	*	12
<b>4</b>		*	*	*	*	*		*	*	*	*	*
<b>5</b>	*	*	*	*	*	*		*	*	*	*	*
<b>6</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	43.18	20.00	15.00	50.00	64.44	60.00	*	15.56	25.00	88	45	60

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	65.63	58.33	50.00	34.38	25.00	33.33		16.67	16.67	32	12	18
<b>1</b>	*	18.18	*	63.16	81.82	*		0.00	*	19	11	*
<b>2</b>	*	*	*	*	*	*		*	*	*	*	*
<b>3</b>	*	*	16.67	*	*	83.33	*	*	0.00	11	*	12
<b>4</b>	*	*	*	*	*	*		*	*	*	*	*
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>6</b>		*	*	*	*	*		*	*	*	*	*
<b>All Grades</b>	51.14	31.11	23.33	46.59	62.22	66.67	*	6.67	10.00	88	45	60

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

- 1.

# School and Student Performance Data

## Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

This section provides information about the school's student population.

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>513</b>	<b>39.0</b>	<b>11.7</b>	<b>0.2</b>
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	60	11.7
Foster Youth	1	0.2
Homeless	20	3.9
Socioeconomically Disadvantaged	200	39.0
Students with Disabilities	47	9.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	5	1.0
American Indian or Alaska Native	2	0.4
Asian	22	4.3
Filipino	9	1.8
Hispanic	332	64.7
Two or More Races	13	2.5
Native Hawaiian or Pacific Islander		
White	112	21.8

### Conclusions based on this data:

1. Our largest subgroup is SED students. We need to continue to provide a culture of universal achievement through our No Excuses University practices and culture and opportunity through Quest to help support student engagement and attendance.

2. EL students make up 12% of the population. Teachers should continue to provide the 30 minutes of ELD students to help support the reclassification rate.





# School and Student Performance Data

## Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Blue	<b>Chronic Absenteeism</b>  Orange	<b>Suspension Rate</b>  Yellow
<b>Mathematics</b>  Green		

#### Conclusions based on this data:

1. Suspension rate has decreased and therefore gone from orange to yellow.
2. Overall academic areas in ELA and Math continue to show high level of growth and performance in blue and green.
3. Chronically absent students are in the orange but still lower than state and county average.

# School and Student Performance Data

## Academic Performance English Language Arts

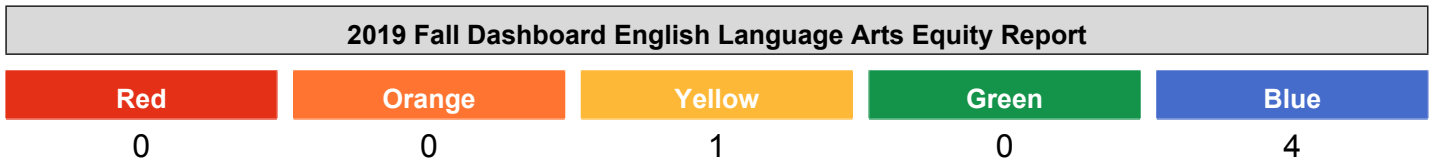
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> Blue 37.3 points above standard Increased Significantly ++17.2 points 287	<p><b>English Learners</b></p> Blue 21.3 points above standard Increased Significantly ++29.0 points 74	<p><b>Foster Youth</b></p> No Performance Color 0 Students
<p><b>Homeless</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	<p><b>Socioeconomically Disadvantaged</b></p> Blue 12.3 points above standard Increased Significantly ++16 points 122	<p><b>Students with Disabilities</b></p> Yellow 49.1 points below standard Increased Significantly ++31.6 points 39

### 2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 Blue <span style="background-color: #e6f2ff; padding: 2px;">28.2 points above standard</span> Increased Significantly ++19.5 points 196	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color 0 Students	 Blue <span style="background-color: #e6f2ff; padding: 2px;">58.9 points above standard</span> Increased ++11.7 points 67

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<span style="background-color: #e6f2ff; padding: 2px;">45 points below standard</span> Increased Significantly ++11 points 19	<span style="background-color: #e6f2ff; padding: 2px;">44.2 points above standard</span> Increased Significantly ++24.7 points 55	<span style="background-color: #e6f2ff; padding: 2px;">41 points above standard</span> Increased ++5.8 points 207

**Conclusions based on this data:**

1. EL students have increased significantly. We believe that is strongly because of academic supports and targeted ELD instruction for our students.
2. EL students need to be provided with various methods in the classroom in order to show progress and not maintain or drop scores.
3. Students with Disabilities falls within the yellow, but have significantly increased by 32 points.

# School and Student Performance Data

## Academic Performance Mathematics

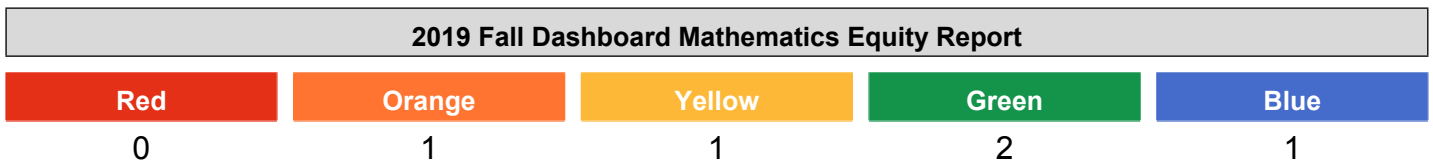
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.






The performance levels are color-coded and range from lowest-to-highest performance in the following order:










This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p>  <p>Green</p> <p>17.7 points above standard</p> <p>Maintained ++2.5 points</p> <p>287</p>	<p><b>English Learners</b></p>  <p>Green</p> <p>1 points above standard</p> <p>Increased ++12.7 points</p> <p>74</p>	<p><b>Foster Youth</b></p>
<p><b>Homeless</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>10</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Yellow</p> <p>0.2 points below standard</p> <p>Maintained ++2 points</p> <p>122</p>	<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>65.4 points below standard</p> <p>Maintained -2.4 points</p> <p>39</p>

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 Green 9.3 points above standard Increased ++5 points 196	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	(Empty)	 Blue 38.7 points above standard Maintained -0.6 points 67

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
52.6 points below standard Increased Significantly ++25.7 points 19	19.5 points above standard Declined -3.4 points 55	22.4 points above standard Declined -3.7 points 207

**Conclusions based on this data:**

1. Students with disabilities are the lowest subgroup in math at 52 points below standard and a 6 point drop. Specific supports need to be put in place to provide access to learning for our SWD population.
2. All students are in the green with 15.2 points above standard and maintained from last year. Slight changes and modifications to current program will be implemented to promote growth and not maintaining.



# School and Student Performance Data

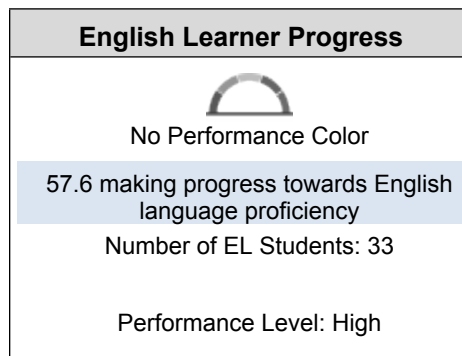
## Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
18.1	24.2		57.5

#### Conclusions based on this data:

1. EL students continue to show growth in the area of math.
2. EL students are one of two groups in the orange for chronic absenteeism.
3. EL students maintained in ELA, but are in the orange because there was no growth.

# School and Student Performance Data

## Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

<b>Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

**Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students**

Student Group	Cohort Totals	Cohort Percent
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

**International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort**

Student Group	Cohort Totals	Cohort Percent
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

<b>Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

<b>Completed a-g Requirements – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

<b>Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

<b>Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses</b>		
<b>Student Group</b>	<b>Number of Students</b>	<b>Percent of Students</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Completed College Credit Courses – Number and Percentage of All Student  
Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses**

Student Group	Number of Students	Percent of Students
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Earned the State Seal of Biliteracy – Number and Percentage of All Students**

Student Group	Cohort Totals	Cohort Percent
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

**Conclusions based on this data:**

**1.**

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

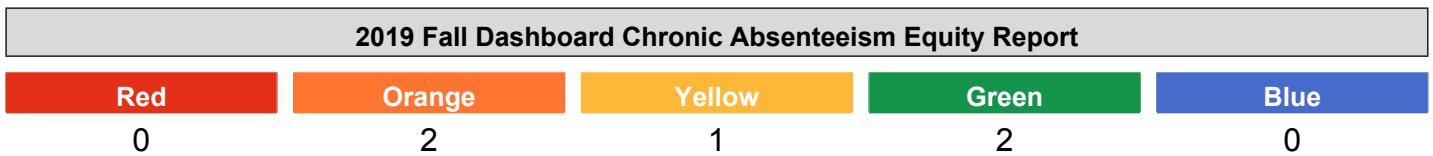
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.











This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p>  Orange 6 Increased +0.6 564	<p><b>English Learners</b></p>  Green 4.6 Declined -0.8 87	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p><b>Homeless</b></p>  No Performance Color 11.5 Increased +7 26	<p><b>Socioeconomically Disadvantaged</b></p>  Yellow 9.3 Maintained +0.3 246	<p><b>Students with Disabilities</b></p>  Orange 12.7 Increased +5.7 63



**2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 11.8 Increased +11.8 17	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
 Orange 6.7 Increased +0.9 374	 No Performance Color 13 Increased +5.9 23	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Green 3 Declined -1.8 135

**Conclusions based on this data:**

1. Our English Learner and Socio-Economically Disadvantaged students have the highest percentage of chronic absenteeism.
2. More communication should be shared with the home as to the importance of attendance.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

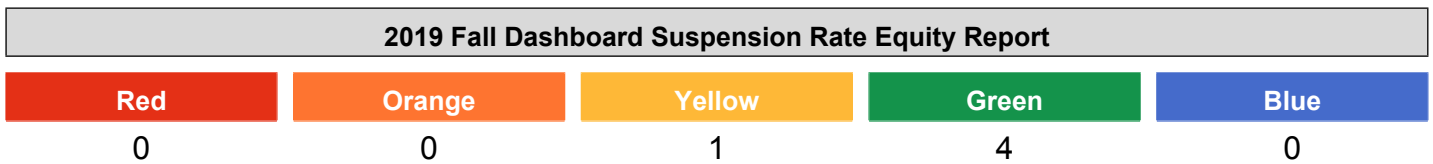
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:










This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Yellow</p> <p>1.7</p> <p>Maintained -0.1</p> <p>574</p>	<p><b>English Learners</b></p> <p>Green</p> <p>1.1</p> <p>Declined -1</p> <p>90</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>1</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>7.4</p> <p>Increased +3.1</p> <p>27</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Green</p> <p>2.4</p> <p>Declined -0.3</p> <p>251</p>	<p><b>Students with Disabilities</b></p> <p>Yellow</p> <p>4.6</p> <p>Declined -0.6</p> <p>65</p>

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color <span style="background-color: #d9e1f2; padding: 2px;">18.2</span> 11	 No Performance Color Less than 11 Students - Data 1	 No Performance Color <span style="background-color: #d9e1f2; padding: 2px;">5.9</span> Increased +5.9 17	 No Performance Color Less than 11 Students - Data 6
Hispanic	Two or More Races	Pacific Islander	White
 Green <span style="background-color: #d9e1f2; padding: 2px;">1.3</span> Declined -0.6 380	 No Performance Color <span style="background-color: #d9e1f2; padding: 2px;">4.3</span> Increased +4.3 23	(Empty)	 Green <span style="background-color: #d9e1f2; padding: 2px;">0.7</span> Declined -0.8 136

This section provides a view of the percentage of students who were suspended.

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
(Empty)	1.8	1.7

**Conclusions based on this data:**

1. All students need to be provided with positive choices and outlets to keep their engagement and excitement about being at school and making positive choices.
2. Our partnership with No Excuses University focuses on good character and school climate, which should impact our suspension rate.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Academic Excellence in English/Language Arts and Math

## LEA/LCAP Goal

LCAP Goal 2 - All students in the Lowell Joint School District will demonstrate continuous student achievement and progress toward being college and career ready.

Guiding Goal:

Academic Excellence - Learning for All Students

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

## Goal 1

By June 2023, EI Portal students will continue to demonstrate a high level of achievement and growth toward achievement of college and careers readiness in both English Language Arts (ELA) and Math on annual CAASPP Smarter Balanced assessments, including any significant subgroups performing below "green" status, as measured by annual California School Dashboard reports, as well as school level assessment data, as listed below under the metric/indicator section.

## Identified Need

EI Portal has continued to implement the adopted Common Core Standards in order to prepare students for college and career. We will continue to support our students with intervention and enrichment to maintain academic excellence.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard results in ELA	Blue	Green or Blue
CA Dashboard results in Math	Green	Green or Blue
iReady Diagnostic Growth Reports	School-wide percentage toward attaining annual growth goals. As of January 2022, we have achieved 80% of expected growth in reading and 93% in math.	School-wide, we will achieve at least 100% or higher of annual growth goals by the end of the school year in reading and math, as determined by the program.
CAASPP ELA Baseline	53% of students met or exceeded standard (most recent data, Spring 2021)	According to No Excuse University "ALL students without exception, or Excuse, should be educated in a way that prepares them for college." Current Benchmark: 70% of students will meet or exceed

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		standard - Current scores appear low seemingly due to the pandemic
CAASP Math Baseline	42% of students met or exceeded standard (most recent data, Spring 2021)	According to No Excuse University "ALL students without exception, or Excuse, should be educated in a way that prepares them for college." Current Benchmark: 70% of students will meet or exceed standard - Current scores appear low seemingly due to the pandemic

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students/EL students/SED

#### Strategy/Activity

Students will be given a the iReady Diagnostic 3 times a year for progress monitoring.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

Implement a schedule that allows for intervention (MTSS) throughout the instructional day in addition to our core program

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

30,000

Source(s)

Title I  
1000-1999: Certificated Personnel Salaries  
Salary for intervention teacher to work with students and collaborate with teachers for ongoing progress monitoring.

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Professional Learning Communities- A comprehensive scope and sequence will be developed and implemented for site PLC Mondays to support further development and collaboration around programs and practices, integration of technology to enhance learning, supporting struggling and special education students in general education classrooms, adult collaboration and development of collective expertise, and identification of practices and programs that are yielding strong academic results.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Students will complete a trimester personal worksheet to monitor self growth

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

### Strategy/Activity 5

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Intervention/MTSS Groups/Tiers/SED

Strategy/Activity

Computer-assisted instruction programs in ELA and Math. Access to technology through programs such as: Flocabulary (K-6), Lexia (TK-2), ST Math (K-6), Khan Academy (4-6) and others to support academic achievement in ELA and Math.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4500	District Funded 5000-5999: Services And Other Operating Expenditures ST Math License
750	Title I 5000-5999: Services And Other Operating Expenditures Reading A-Z for 3rd Grade Teachers
1500	Title I 5000-5999: Services And Other Operating Expenditures Flocabulary License
6988	District Funded 5000-5999: Services And Other Operating Expenditures District Technology Allocation

**Strategy/Activity 6**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

**Strategy/Activity**

Students will use other supplemental texts during periods of intervention or in class to improve reading comprehending and academic vocabulary.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2200	Title I 4000-4999: Books And Supplies Cost for materials/scholastic magazines

**Strategy/Activity 7**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Professional Development for staff, including administrators.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1000

Title I  
1000-1999: Certificated Personnel Salaries  
Sub and teacher salaries for release

6000

Title I  
5000-5999: Services And Other Operating  
Expenditures  
Training, conference fees , and other expenses  
related to professional development CUE, ISTE,  
CAG, etc

200

Title I  
3000-3999: Employee Benefits  
For salaries listed above

**Strategy/Activity 8**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Material and Supplies to support teacher created lessons and classroom instruction

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1000

Title I  
4000-4999: Books And Supplies  
Supplemental materials / curriculum across all  
subject areas to support academic  
achievements in reading, writing, and math

**Strategy/Activity 9**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)



Tier 2 and 3 students

Strategy/Activity

Intervention before and after school

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
7000	District Funded 1000-1999: Certificated Personnel Salaries LCFF before and after school intervention salaries.
1000	District Funded 2000-2999: Classified Personnel Salaries LCFF before and after school intervention salaries.
1000	District Funded 3000-3999: Employee Benefits Benefits for salaries listed above

## Annual Review

**SPSA Year Reviewed: 2021-22**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

EI Portal implements numerous strategies, actions, and programs to meet this goal. Tiered intervention, effective classroom instruction, a focus on academics, before and after school tutoring, computer-adaptive programs, professional development, and collaboration all contributed to the success of this goal. Official ELA and Math CAASPP results are not yet available. Based on January iReady benchmarks, the school is on-pace toward meeting the growth indicator.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

None noted

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Upon receiving CAASPP and Dashboard information, our SSC will determine if adjusting these goals are warranted.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Student and Family Engagement

## LEA/LCAP Goal

LCAP Goal 1 -  
 Guiding Goal:  
 SCHOOL/ FAMILY/ COMMUNITY PARTNERSHIPS & COMMUNICATION Vision: High quality student learning is supported by partnerships. We believe these partnerships are enhanced through effective communication and collaboration. We establish a culture which encourages positive relationships among our students, staff, and families as well as educational, business, and community partners. We believe these partnerships and communication must be nurtured to optimize opportunities for learning and personal growth for students.

## Goal 2

EI Portal will maintain a high level of engagement measured by daily attendance rate, chronically absent rate, and attendance and participation in Quest (Grades 3 - 6). The percentage of students participating in QUEST intervention/enrichment activities will increase over each trimester, with highest percentage in the Spring. QUEST's goal is to create an environment where students are excited to come to school by providing opportunities for them to explore their own passions, encourages creativity, and provides a choice in what they learn all while partnering with families and the communities.

## Identified Need

There is a correlation between school attendance and engagement. Students who attend school are more likely to reach their goals and not need intervention.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The percentage of students participating in QUEST intervention/enrichment activities will increase throughout the year	Attendance from Fall was 74% / Spring was 76%	Attendance will increase to _____ for Spring 2022 Quest.
Chronic Absentee Rate	_____ %	_____ %
CA Dashboard Indicator	Orange	Green or Blue
Parent Survey - Awareness of School Family Engagement Opportunities	88% Agree/Strongly Agree	90% or higher

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students not at goal or meeting standards

### Strategy/Activity

Daily interventions will be in place for students who need extra time or support - Before/After school intervention, AIM, Learning at Lunch, and extended day for TK-K.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

10000

District Funded  
1000-1999: Certificated Personnel Salaries  
Before/after school intervention

1000

District Funded  
3000-3999: Employee Benefits  
Benefits for salaries above

500

Unrestricted  
4000-4999: Books And Supplies  
Materials and supplies

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Teachers will collaborate regularly to monitor student progress, dialogue about best practice, and design intervention programs to meet students needs.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

## Strategy/Activity 3

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Teachers will become familiar with being a No Excuses University School through conferences and professional development

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,150.00	Title I 5800: Professional/Consulting Services And Operating Expenditures No Excuses Cost for remaining in the network. (Includes two workshop/conference admissions)

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

#### Strategy/Activity

Teachers will develop CCSS targeted lessons for interventions and classroom instruction to integrate the use of technology to enhance student learning. Teachers will attend conferences that provide professional development specific to educational technology integration. Technology to support engagement for early learning and early literacy and extended learning opportunities.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
14000	Title I 4000-4999: Books And Supplies Mobile interactive boards and robotics supplies and materials to promote access and engagement during extended learning opportunities. Mobile interactive boards will be targeted to for placement in classrooms where students currently do not have access to this technology, to support engagement and achievement in academics, including math, literacy, and STEM. Robotics will be targeted for extended learning time and STEM.

## Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

EI Portal implements numerous strategies, actions, and programs to meet this goal. Overall, we met our goal and all benchmarks. Our continued goal is to achieve a green or better rating in the CDE established criteria for attendance/engagement. Based on data available, strategies / activities are being successful in supporting the goal.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

None noted

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Upon review, SSC can determine if more measure are required in this area.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

School Climate and Culture

## LEA/LCAP Goal

LCAP Goal 1 - All students of the Lowell Joint School District will have appropriate conditions for successful learning outcomes.

Guiding Goal:

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

## Goal 3

EI Portal will maintain a positive and safe campus climate and culture, as measured by the annual California School Dashboard Indicator, parent survey data, No Excuses University systems data, and annual suspension date.

## Identified Need

Students who feel safe at school and have positive interactions with the climate and culture of a campus have stronger student outcomes and more likelihood to continue those connections through high school and college.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Results/CA Dashboard - suspension rate	Yellow	Green or Blue
LCAP Annual parent survey data regarding student happiness attending school	94 % Agree/Strongly Agree	95% or higher

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Implementation of the No Excuses University Systems of Achievement. This includes a positive school culture and the belief that all students have a right to be educated in a way that prepares them for college. Assemblies and daily Panther Paws are given as students demonstrate good

character in alignment with NEU. Monthly calendar assemblies, daily announcements, and our Panther Paws recognize and reinforce positive citizenship and character.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	Title I 4000-4999: Books And Supplies Materials for lessons and incentive awards for students
1800	Title I 4000-4999: Books And Supplies Spirit Monkey Sticks for students school wide positive climate through NEU
2500	Title I 4000-4999: Books And Supplies Classroom Agendas built on College Conversations

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

**Strategy/Activity**

Implementation of a School Wide No Excuses University College readiness. We will continue to promote a positive campus climate and when necessary address behaviors that are not in alignment with the core values set forth in NEU.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	Title I 4000-4999: Books And Supplies Purchase and upkeep of school wide college flags/accessories
3000	Title I 5000-5999: Services And Other Operating Expenditures Attendance at annual PD for administrator and teacher team for NEU conferences and training



1000	Title I 1000-1999: Certificated Personnel Salaries Sub release for conferences
200	Title I 3000-3999: Employee Benefits Benefits for salary listed above

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with Disabilities

#### Strategy/Activity

Buddy program between our ABA classroom and our general education peers

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	Title I 4000-4999: Books And Supplies Materials used to specifically target students with unique needs so that that can interacted with their general education peers.
1000	Title I 4000-4999: Books And Supplies Pom poms and other college readiness materials used to promote school culture during Motivation Mondays and other assemblies are team pep rallies

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

Campus support will provide proactive and positive supervision to students at each lunch and each lunch recess to support positive behavior and citizenship. Support will also be used in the office to track office referrals. The school site will cover any additional costs in staffing not covered by the allocation formula for campus support provided by the district.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
9000	Unrestricted 2000-2999: Classified Personnel Salaries Salaries for campus supervisors
200	Unrestricted 3000-3999: Employee Benefits Benefits for salaries above

## Annual Review

### SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

EI Portal implements numerous strategies, actions, and programs to meet this goal. No Excuse positive culture practices, SEL, and character education all contribute to our campus climate. Our continued goal is to improve to a green or better rating in the CDE established criteria for school climate. Based on data available, we are moving in the right direction.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

None to note

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

SSC can consider what additional measures could be useful.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Academic Achievement of English Language Learners

## LEA/LCAP Goal

LCAP Goal 2

Guiding Goal:

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

## Goal 4

English Language Learners will demonstrate growth in achievement in students meeting or exceeding college and career readiness standards in English Language Arts, as Measured by annual, ELPAC, reclassification rate, and CAASPP results.

## Identified Need

English Learners at El Portal show needs in the areas of Math and ELA. Based on current interventions and supports in place, EL ranked a Blue status on the CA Dashboard.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	CA Dashboard = Blue	Maintain Blue or Green on Dashboard
Percentage of students getting a 3 or 4 on the ELPAC	64%	70% or higher
Percentage of Student being reclassified	17%	25% or higher

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

### Strategy/Activity

Provide teachers with support with ELD and academic vocabulary time

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Family Nights and events to build school climate

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1000

Title I  
2000-2999: Classified Personnel Salaries  
Bilingual Aides as support for families and translation

300

Title I  
3000-3999: Employee Benefits  
For salary list above

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students/EL Students

Strategy/Activity

Saturday Intervention can will be used to build academic, communication, and social needs of students.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

100

Title I  
4000-4999: Books And Supplies  
Materials for Saturday school

# Annual Review

## SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

This goal was created to help address the needs of the English Language Learners at El Portal and will be monitored to make sure that the level of performance currently attained is continued

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The strategies listed in this goal are intended to address the needs of All Students and EL's in the area of ELA.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

English Language Learners at El Portal will get support in a variety of ways. Most often support for ELs at El Portal looks like small group instruction and differentiated instruction in the classroom. We also provide 30 minutes of daily Academic Vocabulary time focused on Language Development

# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$53,870.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$112,888.00

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$71,700.00

Subtotal of additional federal funds included for this school: \$71,700.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
District Funded	\$31,488.00
Unrestricted	\$9,700.00

Subtotal of state or local funds included for this school: \$41,188.00

Total of federal, state, and/or local funds for this school: \$112,888.00

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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## Expenditures by Funding Source

Funding Source	Amount
District Funded	31,488.00
Title I	71,700.00
Unrestricted	9,700.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	49,000.00
2000-2999: Classified Personnel Salaries	11,000.00
3000-3999: Employee Benefits	2,900.00
4000-4999: Books And Supplies	26,100.00
5000-5999: Services And Other Operating Expenditures	22,738.00
5800: Professional/Consulting Services And Operating Expenditures	1,150.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	District Funded	17,000.00
2000-2999: Classified Personnel Salaries	District Funded	1,000.00
3000-3999: Employee Benefits	District Funded	2,000.00
5000-5999: Services And Other Operating Expenditures	District Funded	11,488.00

1000-1999: Certificated Personnel Salaries	Title I	32,000.00
2000-2999: Classified Personnel Salaries	Title I	1,000.00
3000-3999: Employee Benefits	Title I	700.00
4000-4999: Books And Supplies	Title I	25,600.00
5000-5999: Services And Other Operating Expenditures	Title I	11,250.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	1,150.00
2000-2999: Classified Personnel Salaries	Unrestricted	9,000.00
3000-3999: Employee Benefits	Unrestricted	200.00
4000-4999: Books And Supplies	Unrestricted	500.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	63,138.00
Goal 2	26,650.00
Goal 3	21,700.00
Goal 4	1,400.00



# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Rhonda Overby	Principal
Carrie Wood	Classroom Teacher
Lyn Carty	Classroom Teacher
Rachel Guerrero	Classroom Teacher
Regina Fiscus	Other School Staff
Ross Gould	Parent or Community Member
Damian Fragoso	Parent or Community Member
Amanda Malm	Other School Staff
Loretta McGill	Parent or Community Member
Dianna Madrigal Munoz - ELAC Rep (voting rep)	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

**Signature**

**Committee or Advisory Group Name**

English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on April 20, 2022.

Attested:

Principal, Rhonda Overby on 4/20/2022

SSC Chairperson, Loretta McGill on 4/20/2022

# Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

**The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.**

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## **Purpose and Description**

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

### **Purpose**

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

### **Description**

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

## **Stakeholder Involvement**

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

*[This section meets the requirements for TSI and ATSI.]*

*[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]*

## **Resource Inequities**

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

*[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]*

# Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

## Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

*[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]*

## Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

*[Completing this section fully addresses all relevant federal planning requirements]*

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

*[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]*

*[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]*

## Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

*[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]*

*[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]*

## **Students to be Served by this Strategy/Activity**

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

## **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

*[This section meets the requirements for CSI, TSI, and ATSI.]*

*[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

## **Annual Review**

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

## Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

*[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]*

## Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.*

## Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

*[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*



# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

### Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
  - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

### Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
    - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    - b. use methods and instructional strategies that:
      - i. strengthen the academic program in the school,
      - ii. increase the amount and quality of learning time, and
      - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
      - i. strategies to improve students' skills outside the academic subject areas;
      - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
      - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
      - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

### Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## **Single School Districts and Charter Schools Identified for School Improvement**

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## Appendix C: Select State and Federal Programs

**For a list of active programs, please see the following links:**

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

School Year: **2022-23**



# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Jordan Elementary School	30647666020150	April 11, 2022	

## Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Jordan's School Plan for Student Achievement is written to support the success of all learners with a focus on providing targeted support for our traditionally under-served populations.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Jordan's School Plan for Student Achievement is written to align and support the Lowell Joint School District's three LCAP goals: Goal 1 All students of the Lowell Joint School District will have appropriate conditions for successful learning outcomes. , Goal 2 All students in the Lowell Joint School District will demonstrate continuous student achievement and progress toward being college and career ready, and Stakeholders, including parents and students, will be engaged in supporting student learning in a positive and safe school climate. Jordan's specific goals address creating an environment that support academic achievement for all students, a positive school climate, and an environment that provides opportunity and access for all students.

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# Comprehensive Needs Assessment Components

## Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

## Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

A LCAP survey was given in Winter of 2022 to parents, students, and staff. The survey included questions addressing the following areas.

Conditions of Learning

Pupil outcomes

Engagement

Based on the responses to the survey the following areas were determined to be areas of need.

1. Opportunities for students to receive extra help.
2. Opportunities for parents to participate in school events and activities.

## Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Frequent classroom observations by the site administrator take place at Jordan Elementary School in the form of informal walkthroughs. These informal walkthroughs take place two to three times each week in each classroom. In addition to these informal observations. All temporary and probationary teachers have four formal observations each year and two evaluations. All tenured staff have two formal observation and one formal evaluation yearly. Observation forms are based on the California Standards for the Teaching Profession.

## Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

## Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

As part of our on-going multi-tier systems of supports, we continually look at both state and local data to determine students in need of additional support.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Teachers carry out on-going cycles of formative Teachers meet regularly to analyze student progress toward short and long term targets.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers met the requirement of highly qualified staff under the requirements of ESEA.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Professional development is provided to teachers on a regular on-going basis. Teachers are offered training in new adopted materials which coincides with the state's adoption cycle.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff development is aligned to the California Content Standards based on the state's content adoption cycle. The focus for the 2020/2021 school year is History-Social Studies. Additionally there is a districtwide need for professional development in the area of writing. In response to this need, the district adopted a new writing program "Write from the Beginning". A two year plan for professional development and implementation was developed by the district commencing in Spring of 2019.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

There are multiple systems in place to provide on-going instructional assistance and support for teachers. The district has a Technology TOSA whose duties include: supporting teachers with curriculum software, training teachers in on-line assessments, and modeling and co-teaching lessons. Jordan also has an on-site tech and STEAM coach.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers participate in weekly PLC meetings, on early-release Wednesdays, in which teachers have the opportunity to work in vertically aligned teams and horizontally aligned teams as well. Once a month, teachers are provided time to collaborate with grade level colleagues districtwide.

## Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Staff are provided with district pacing guides in content areas which assist staff with aligning the curriculum and instruction to the California Content Standards.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Within the district provided pacing guides, staff are provided with the recommended number of instructional minutes for reading/language arts and mathematics. Teachers submit classroom schedules to the principal at the beginning of each year showing the number of instructional minutes for all content areas each day.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

District pacing guides provide teachers and principals with a frame for pacing the curriculum so that all standards are taught over the course of the year. As part of Jordan's multi-tiered system of supports (MTSS), Level 1 intervention for students not meeting standards is provided within the school day as part of small group instruction. For students needing Level 2 intervention in the area of reading, students participate in the Level Literacy Program taught by staff funded by Title I funds described in the goals section of the SPSA .

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

In accordance with the Williams Act, all students at Jordan are provided with textbooks and other materials appropriate to their grade level.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

As part of their core instruction, students use district adopted materials along with supplemental materials to create lessons that provide students with a pathway to mastery of the California Content Standard for their grade.

## Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

We have a multi-tiered system of supports that addresses the needs of students academically, behaviorally, and social emotionally. As a piece of the multi-tiered systems of supports, students at Jordan have access to counseling services provided by the school psychologist and counselling interns under the psychologist's supervision.

Evidence-based educational practices to raise student achievement

Teachers at Jordan use a variety of research based instructional practices including: Explicit Direct Instruction, GLAD, and formative assessment.

## Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

In a non-COVID environment, Jordan offers after school homework help for students. As well as before and after school assistance programs targeting mathematics achievement.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Jordan's PTA makes available to parents information about Cyber Bullying by hosting an informational parent night annually. In addition, parents have access to literature in the school office regarding Title I, federal lunch program, support for military families and homeless and foster youth in both English and Spanish. Parents are invited to participate in School Site Council, ELAC meetings, and other school events.

## Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Jordan funds several programs which target underperforming students with Title I funds. These programs include in-school reading invention instruction 4x weekly using the Leveled Literacy Program. Title I funds are also used to purchase Accelerated Reader which provides students the opportunity to set goals for reading based on their individual needs.

Fiscal support (EPC)

In addition to Title I funds, site funds, district technology funds, and donations from PTA are used to enrich and enhance the core program. Programs funded by these sources include ST Math, after school enrichment classes, and visual art within the school day.

## Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

### Involvement Process for the SPSA and Annual Review and Update

As part of the annual update to Jordan's single school plan, school site council meetings are calendared for each trimester to seek input. The principal attends monthly PTA meetings to share information and seek ongoing input. Additionally, ELAC meetings are held two times during the year to gather input from the families of Jordan's English language learners. Staff is consulted regularly at weekly staff meetings. In addition to meeting with Jordan's stakeholders, results of the parent survey were analyzed to determine how the needs of our students can better be met.

## Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Based on the response of the LCAP survey given by the district, parents feel that opportunities for gifted and talented students are too sparse.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	%	0.25%	0.2%		1	1
African American	%	1.24%	1.2%		5	5
Asian	1.73%	3.22%	4.6%	7	13	19
Filipino	1.24%	1.49%	1.4%	5	6	6
Hispanic/Latino	77.97%	76.24%	75.8%	315	308	316
Pacific Islander	%	0%	%		0	
White	16.58%	14.85%	13.4%	67	60	56
Multiple/No Response	1.49%	1.73%	2.4%	6	7	10
	<b>Total Enrollment</b>			404	404	417

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	65	75	79
Grade 1	55	53	56
Grade 2	58	54	49
Grade 3	46	55	57
Grade 4	53	46	59
Grade 5	60	57	49
Grade 6	67	64	68
<b>Total Enrollment</b>	404	404	417

### Conclusions based on this data:

- Jordan's population is primarily Hispanic with approximately 75% of the students making up that subgroup. The second largest group ethnic group represented in Jordan's student population is White. Both groups have remained fairly consistent in size over the last three years.
- Jordan's student population has increased 9.6% from 2015/2016 school year to the 2017/2018 school year.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	60	40	35	14.9%	9.9%	8.4%
Fluent English Proficient (FEP)	37	49	50	9.2%	12.1%	12.0%
Reclassified Fluent English Proficient (RFEP)	0	18	6	0.0%	30.0%	15.0%

### Conclusions based on this data:

1. The percentage of students who were reclassified fluent English proficient decreased significantly from 47.5% in the 2016-2017 school year to 16.3% in the 2017-2018. This was due largely in part to under reclassification prior to the 2016-2017 school year.
2. The English Learner sub-group has remained fairly consistently over the past three years.



# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	51	43	57	51	43	56	51	43	56	100	100	98.2
Grade 4	55	54	58	55	54	57	55	54	56	100	100	98.3
Grade 5	67	59	49	67	59	48	67	59	48	100	100	98.0
Grade 6	61	69	67	61	67	67	61	67	67	100	97.1	100.0
All Grades	234	225	231	234	223	228	234	223	227	100	99.1	98.7

The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2452.	2432.	2400.	31.37	27.91	19.64	31.37	23.26	23.21	25.49	27.91	17.86	11.76	20.93	39.29
Grade 4	2488.	2497.	2438.	34.55	37.04	21.43	25.45	27.78	21.43	25.45	18.52	14.29	14.55	16.67	42.86
Grade 5	2493.	2521.	2496.	11.94	25.42	22.92	34.33	23.73	31.25	25.37	33.90	27.08	28.36	16.95	18.75
Grade 6	2536.	2540.	2527.	19.67	14.93	13.43	39.34	49.25	43.28	18.03	22.39	28.36	22.95	13.43	14.93
All Grades	N/A	N/A	N/A	23.50	25.56	18.94	32.91	32.29	30.40	23.50	25.56	22.03	20.09	16.59	28.63

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	37.25	27.91	16.07	41.18	46.51	58.93	21.57	25.58	25.00
Grade 4	27.27	25.93	16.07	61.82	55.56	60.71	10.91	18.52	23.21
Grade 5	11.94	28.81	22.92	67.16	55.93	66.67	20.90	15.25	10.42
Grade 6	24.59	23.88	22.39	47.54	52.24	56.72	27.87	23.88	20.90
All Grades	24.36	26.46	19.38	55.13	52.91	60.35	20.51	20.63	20.26

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Writing</b>									
<b>Producing clear and purposeful writing</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>
<b>Grade 3</b>	31.37	23.26	12.50	43.14	51.16	50.00	25.49	25.58	37.50
<b>Grade 4</b>	36.36	38.89	7.14	41.82	48.15	51.79	21.82	12.96	41.07
<b>Grade 5</b>	20.90	30.51	18.75	49.25	55.93	50.00	29.85	13.56	31.25
<b>Grade 6</b>	16.39	23.88	11.94	55.74	61.19	70.15	27.87	14.93	17.91
<b>All Grades</b>	25.64	29.15	12.33	47.86	54.71	56.39	26.50	16.14	31.28

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Listening</b>									
<b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>
<b>Grade 3</b>	15.69	18.60	7.14	76.47	60.47	78.57	7.84	20.93	14.29
<b>Grade 4</b>	23.64	27.78	12.50	69.09	64.81	73.21	7.27	7.41	14.29
<b>Grade 5</b>	14.93	22.03	16.67	68.66	64.41	77.08	16.42	13.56	6.25
<b>Grade 6</b>	16.39	16.42	17.91	73.77	70.15	71.64	9.84	13.43	10.45
<b>All Grades</b>	17.52	21.08	13.66	71.79	65.47	74.89	10.68	13.45	11.45

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Research/Inquiry</b>									
<b>Investigating, analyzing, and presenting information</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>
<b>Grade 3</b>	33.33	25.58	8.93	60.78	41.86	69.64	5.88	32.56	21.43
<b>Grade 4</b>	27.27	38.89	14.29	56.36	44.44	62.50	16.36	16.67	23.21
<b>Grade 5</b>	26.87	28.81	14.58	52.24	50.85	64.58	20.90	20.34	20.83
<b>Grade 6</b>	37.70	28.36	20.90	49.18	59.70	59.70	13.11	11.94	19.40
<b>All Grades</b>	31.20	30.49	14.98	54.27	50.22	63.88	14.53	19.28	21.15

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. Reading schoolwide is an area of need as evidenced by an average of 20.63% of students in grades 3rd through 6th scoring Below Standard. Thusly, students will be provided with additional support in this area through the use of the Accelerated Reader Program and reading intervention assistance.

2. Writing schoolwide improved from 26.5% of students scoring below standards in the 17-18 school year to 17.04% of students scoring below standards in the 18-19 school year. However, writing remains an area of concern so staff will continue to work through the writing process with students.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	51	43	57	51	43	56	51	43	56	100	100	98.2
Grade 4	55	54	58	55	54	57	55	54	57	100	100	98.3
Grade 5	67	59	49	67	59	48	67	59	48	100	100	98.0
Grade 6	61	69	67	61	69	67	61	69	67	100	100	100.0
All Grades	234	225	231	234	225	228	234	225	228	100	100	98.7

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2442.	2428.	2394.	11.76	13.95	7.14	45.10	23.26	32.14	21.57	41.86	23.21	21.57	20.93	37.50
Grade 4	2489.	2500.	2438.	18.18	27.78	8.77	29.09	25.93	24.56	43.64	31.48	33.33	9.09	14.81	33.33
Grade 5	2509.	2537.	2486.	16.42	27.12	20.83	16.42	28.81	18.75	46.27	32.20	16.67	20.90	11.86	43.75
Grade 6	2543.	2560.	2530.	26.23	24.64	19.40	24.59	33.33	23.88	29.51	26.09	29.85	19.67	15.94	26.87
All Grades	N/A	N/A	N/A	18.38	24.00	14.04	27.78	28.44	25.00	35.90	32.00	26.32	17.95	15.56	34.65

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	23.53	18.60	19.64	50.98	51.16	44.64	25.49	30.23	35.71
Grade 4	30.91	44.44	14.04	45.45	29.63	45.61	23.64	25.93	40.35
Grade 5	25.37	33.90	18.75	46.27	52.54	39.58	28.36	13.56	41.67
Grade 6	40.98	44.93	20.90	27.87	34.78	55.22	31.15	20.29	23.88
All Grades	30.34	36.89	18.42	42.31	41.33	46.93	27.35	21.78	34.65

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	19.61	23.26	8.93	52.94	48.84	55.36	27.45	27.91	35.71
Grade 4	18.18	22.22	7.02	60.00	50.00	57.89	21.82	27.78	35.09
Grade 5	13.43	16.95	14.58	49.25	59.32	56.25	37.31	23.73	29.17
Grade 6	24.59	23.19	13.43	44.26	56.52	53.73	31.15	20.29	32.84
All Grades	18.80	21.33	10.96	51.28	54.22	55.70	29.91	24.44	33.33

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	39.22	23.26	14.29	47.06	58.14	60.71	13.73	18.60	25.00
Grade 4	23.64	27.78	12.28	60.00	59.26	42.11	16.36	12.96	45.61
Grade 5	11.94	30.51	14.58	65.67	49.15	50.00	22.39	20.34	35.42
Grade 6	34.43	18.84	19.40	37.70	53.62	64.18	27.87	27.54	16.42
All Grades	26.50	24.89	15.35	52.99	54.67	54.82	20.51	20.44	29.82

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. In grades 3rd through 6th, 47.56% of students are Not Meeting Standard which is an improvement of 6.29% over the 17-18 school year percentage of 53.85%. However, mathematics overall is still an area of need.
2. In grades 3rd through 6th, 24.44% of students are scoring Below Standard which an improvement of 5.47% over the 17-18 school year percentage of 29.91%. However, problem solving & modeling/data analysis.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	1440.7	*	1423.4	1459.9	*	1444.9	1395.6	*	1373.8	19	8	14
<b>1</b>	*	*	*	*	*	*	*	*	*	*	10	8
<b>2</b>	*	*	*	*	*	*	*	*	*	*	5	4
<b>3</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>4</b>	*	*	*	*	*	*	*	*	*	*	4	5
<b>5</b>	1537.6	*	*	1530.3	*	*	1544.5	*	*	11	*	4
<b>6</b>	*	*	*	*	*	*	*	*	*	*	10	*
<b>All Grades</b>										56	43	39

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	*	21.43	*	*	28.57	*	*	21.43	*	*	28.57	19	*	14
<b>1</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>2</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>3</b>		*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>4</b>		*	*	*	*	*		*	*		*	*	*	*	*
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*	11	*	*
<b>6</b>	*	*	*		*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	37.50	16.28	10.26	39.29	34.88	30.77	*	37.21	41.03	*	11.63	17.95	56	43	39

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	*	21.43	*	*	35.71	*	*	35.71	*	*	7.14	19	*	14
<b>1</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>2</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>3</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>4</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*	11	*	*
<b>6</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	44.64	20.93	23.08	39.29	37.21	41.03	*	27.91	25.64	*	13.95	10.26	56	43	39

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	*	7.14	*	*	14.29	*	*	42.86	*	*	35.71	19	*	14
<b>1</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>2</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>3</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>4</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*	11	*	*
<b>6</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	30.36	11.63	2.56	26.79	30.23	20.51	23.21	48.84	43.59	19.64	9.30	33.33	56	43	39

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	*	35.71	*	*	64.29	*	*	0.00	19	*	14
<b>1</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>2</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>3</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>4</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>5</b>	*	*	*	*	*	*	*	*	*	11	*	*
<b>6</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	50.00	25.58	28.21	42.86	60.47	71.79	*	13.95	0.00	56	43	39

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	57.89	*	21.43	*	*	50.00	*	*	28.57	19	*	14
<b>1</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>2</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>3</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>4</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>5</b>	*	*	*	*	*	*	*	*	*	11	*	*
<b>6</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	53.57	25.58	28.21	37.50	55.81	51.28	*	18.60	20.51	56	43	39

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.



Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	*	7.14	63.16	*	57.14	*	*	35.71	19	*	14
<b>1</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>2</b>	*	*	*	*	*	*		*	*	*	*	*
<b>3</b>		*	*	*	*	*	*	*	*	*	*	*
<b>4</b>		*	*	*	*	*		*	*	*	*	*
<b>5</b>	*	*	*	*	*	*	*	*	*	11	*	*
<b>6</b>		*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	33.93	16.28	2.56	50.00	69.77	61.54	*	13.95	35.90	56	43	39

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	*	7.14	*	*	50.00	*	*	42.86	19	*	14
<b>1</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>2</b>	*	*	*	*	*	*		*	*	*	*	*
<b>3</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>4</b>	*	*	*		*	*		*	*	*	*	*
<b>5</b>	*	*	*	*	*	*	*	*	*	11	*	*
<b>6</b>		*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	33.93	16.28	7.69	51.79	74.42	56.41	*	9.30	35.90	56	43	39

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

- 1.

# School and Student Performance Data

## Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

This section provides information about the school's student population.

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>417</b>	<b>46.3</b>	<b>8.4</b>	<b>0.7</b>
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	35	8.4
Foster Youth	3	0.7
Homeless	5	1.2
Socioeconomically Disadvantaged	193	46.3
Students with Disabilities	48	11.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	5	1.2
American Indian or Alaska Native	1	0.2
Asian	19	4.6
Filipino	6	1.4
Hispanic	316	75.8
Two or More Races	10	2.4
Native Hawaiian or Pacific Islander		
White	56	13.4

### Conclusions based on this data:

1.





# School and Student Performance Data

## Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 667 480 699"><b>English Language Arts</b></p>  <p data-bbox="297 749 370 777">Green</p>	<p data-bbox="672 667 946 699"><b>Chronic Absenteeism</b></p>  <p data-bbox="768 749 850 777">Orange</p>	<p data-bbox="1179 667 1398 699"><b>Suspension Rate</b></p>  <p data-bbox="1252 749 1325 777">Green</p>
<p data-bbox="251 867 415 898"><b>Mathematics</b></p>  <p data-bbox="297 949 370 976">Green</p>		

#### Conclusions based on this data:

- 1.

# School and Student Performance Data

## Academic Performance English Language Arts

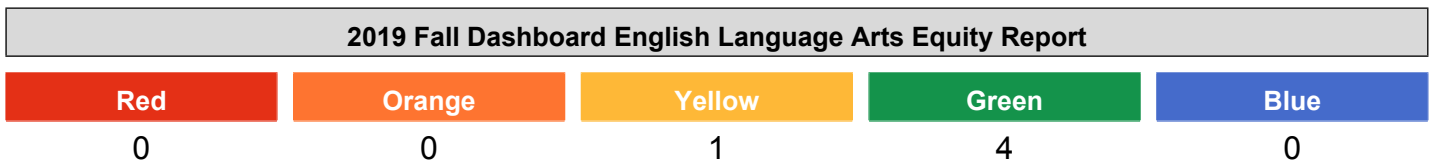
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> Green 16.6 points above standard Increased ++8.2 points 214	<p><b>English Learners</b></p> Green 1.9 points below standard Increased ++3.1 points 53	<p><b>Foster Youth</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p><b>Homeless</b></p> No Performance Color 0 Students	<p><b>Socioeconomically Disadvantaged</b></p> Green 1.2 points above standard Increased ++8 points 106	<p><b>Students with Disabilities</b></p> Yellow 61.3 points below standard Increased Significantly ++10.2 points 37

**2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 Green 12.9 points above standard Increased ++9 points 165	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color 0 Students	 Green 12.1 points above standard Maintained ++2.7 points 37

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

**2019 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
48.2 points below standard Increased Significantly ++21.4 points 16	18.1 points above standard Declined -9.1 points 37	22.9 points above standard Increased ++12.4 points 156

**Conclusions based on this data:**

- 1.

# School and Student Performance Data

## Academic Performance Mathematics

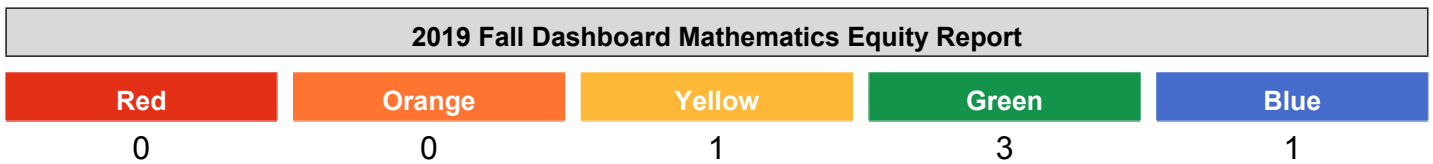
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:








This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> Green 10.4 points above standard Increased ++14.6 points 214	<p><b>English Learners</b></p> Green 5.1 points above standard Increased ++11.8 points 53	<p><b>Foster Youth</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p><b>Homeless</b></p>	<p><b>Socioeconomically Disadvantaged</b></p> Green 3 points below standard Increased Significantly ++18.7 points 106	<p><b>Students with Disabilities</b></p> Yellow 50.8 points below standard Increased Significantly ++28.1 points 37

**2019 Fall Dashboard Mathematics Performance by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
 Green 4.9 points above standard Increased ++13.3 points 165	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5		 Blue 17.2 points above standard Increased Significantly ++10.5 points 37

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

**2019 Fall Dashboard Mathematics Data Comparisons for English Learners**

<b>Current English Learner</b>	<b>Reclassified English Learners</b>	<b>English Only</b>
74.8 points below standard Maintained ++0.9 points 16	39.6 points above standard Increased ++11.9 points 37	13.6 points above standard Increased Significantly ++18.6 points 156

**Conclusions based on this data:**

- 1.

# School and Student Performance Data

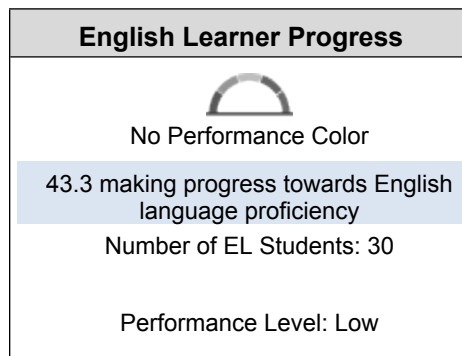
## Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
	26.6		43.3

Conclusions based on this data:

- 1.



# School and Student Performance Data

## Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

<b>Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

**Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students**

Student Group	Cohort Totals	Cohort Percent
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

**International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort**

Student Group	Cohort Totals	Cohort Percent
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

<b>Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

<b>Completed a-g Requirements – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

<b>Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

<b>Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses</b>		
<b>Student Group</b>	<b>Number of Students</b>	<b>Percent of Students</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Completed College Credit Courses – Number and Percentage of All Student  
Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses**

Student Group	Number of Students	Percent of Students
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Earned the State Seal of Biliteracy – Number and Percentage of All Students**

Student Group	Cohort Totals	Cohort Percent
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

**Conclusions based on this data:**

**1.**

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

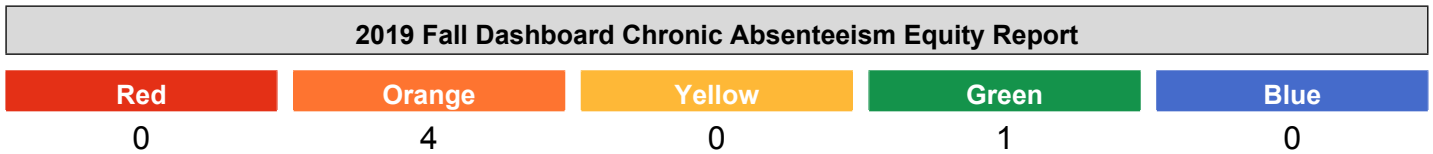
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p> Orange 7.4 Increased +1 434	<p><b>English Learners</b></p> Orange 11.9 Increased +4.7 67	<p><b>Foster Youth</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
<p><b>Homeless</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	<p><b>Socioeconomically Disadvantaged</b></p> Orange 11 Increased +1.7 237	<p><b>Students with Disabilities</b></p> Orange 9.6 Increased +2.3 73

**2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Declined -9.1 14	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
Hispanic	Two or More Races	Pacific Islander	White
 Orange 8.7 Increased +2 334	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Green 2.9 Declined -2.2 70

**Conclusions based on this data:**

- 1.



# School and Student Performance Data

## Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

- 1.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

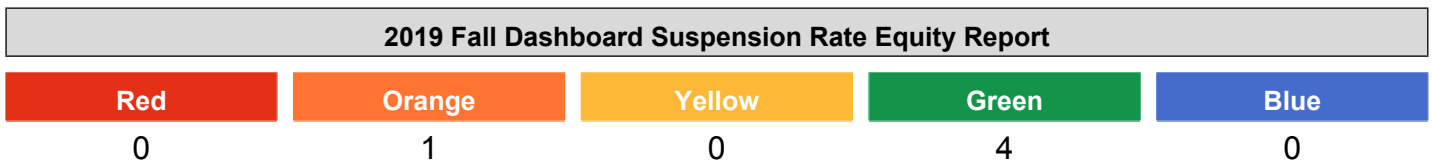
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:









This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Green</p> <p>2.3</p> <p>Declined -0.5</p> <p>438</p>	<p><b>English Learners</b></p> <p>Green</p> <p>1.5</p> <p>Declined -3.8</p> <p>68</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>5</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>4</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Green</p> <p>2.5</p> <p>Declined Significantly -1.3</p> <p>240</p>	<p><b>Students with Disabilities</b></p> <p>Orange</p> <p>5.3</p> <p>Increased +1.7</p> <p>75</p>

**2019 Fall Dashboard Suspension Rate by Race/Ethnicity**

<p align="center"><b>African American</b></p>	<p align="center"><b>American Indian</b></p>  <p align="center">No Performance Color Less than 11 Students - Data 1</p>	<p align="center"><b>Asian</b></p>  <p align="center">No Performance Color 0 Maintained 0 14</p>	<p align="center"><b>Filipino</b></p>  <p align="center">No Performance Color Less than 11 Students - Data 5</p>
<p align="center"><b>Hispanic</b></p>  <p align="center">Green 2.4 Declined -0.5 338</p>	<p align="center"><b>Two or More Races</b></p>  <p align="center">No Performance Color Less than 11 Students - Data 10</p>	<p align="center"><b>Pacific Islander</b></p>	<p align="center"><b>White</b></p>  <p align="center">Green 1.4 Declined -2.3 70</p>

This section provides a view of the percentage of students who were suspended.

**2019 Fall Dashboard Suspension Rate by Year**

<b>2017</b>	<b>2018</b>	<b>2019</b>
	2.8	2.3

**Conclusions based on this data:**

- 1.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Academic Goal - Mathematics

## LEA/LCAP Goal

LCAP Goal #2 Pupil Outcomes

Academic Excellence - Learning for All Students

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

## Goal 1

Students will improve their understanding of mathematical concepts as demonstrated by their improvement in solving mathematical problems

## Identified Need

2022 mid-year i-Ready benchmark data showed that 72% of Jordan students are working one or more years below grade level.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2023 Spring i-Ready data	21/22 mid-year baseline data shows 72% of students schoolwide are working one year or more below grade level	By Spring of 2023 the percentage of students working below grade level will decrease by 20%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

When planning the weekly instructional activities, teachers will include time for student to complete the prescribed amount of i-Ready minutes

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

00.00

Source(s)

District Funded

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

During PLC and other planning time, teachers will analyze i-Ready data to design mini-lessons for students identified as having skill gaps and misconceptions of concepts.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

00.00

Source(s)

District Funded

## Strategy/Activity 3

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Upon completion of the 22/23 beginning of the year i-Ready diagnostic assessment, teachers will refer students scoring more than two years below grade level for Tier II invention assistance within the school day.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

18,000

Source(s)

Title I

## Strategy/Activity 4

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

**Strategy/Activity**

Students will participate in daily problem solving activities using the "CUBE" strategy for solving mathematical word problems using a math journal to record student responses. Teachers will model strategies and thinking on the classroom View Sonic board.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

**Strategy/Activity 5**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

**Strategy/Activity**

Teachers will regularly review student work samples involving word problems to identify skill gaps and address student misconceptions of mathematical processes.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

00.00

**Annual Review**

**SPSA Year Reviewed: 2021-22**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

**ANALYSIS**

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Teachers in grades three through sixth used the cubes problem solving strategy as part of daily math instruction. Teachers in grades kindergarten through second introduced the strategy and work through a minimum of one problem weekly. Word problems were regularly assigned to

students to practice the use of the CUBES strategy as well as other methods for problem solving. Teachers regularly reviewed student work samples to identify students who needed targeted assistance with problem solving skills.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Teachers implemented the strategy with fidelity using the View Sonic board to model the steps and their thinking. Students were able to show different ways to solve the problems using the View Sonics.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The annual goal for 22/23 is broader to include a wider range of math skills. The metric used to measure students' mathematical skills will be the i-Ready benchmark assessments. The changes are described in Goal 1 and its corresponding strategies.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Academic Goal - English Language Arts - Reading

## LEA/LCAP Goal

Academic Excellence - Learning for All Students

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

## Goal 2

Students in grades K through six will demonstrate an improvement in their reading comprehension and vocabulary skills

## Identified Need

2022 mid-year i-Ready data indicates 56% of Jordan students are reading below grade level

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Spring 2023 i-Ready data	Currently 56% of students in grades K through six are reading below grade level.	The percentage of students reading below grade level will decrease by 15%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

When planning the weekly instructional activities, teachers will include time for student to complete the prescribed amount of i-Ready minutes

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.



Amount(s)

00.00

Source(s)

District Funded

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

During PLC and other planning time, teachers will analyze i-Ready data to design mini-lessons for students identified as having skill gaps and misconceptions of concepts.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

00.00

Source(s)

District Funded

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Upon completion of the beginning of the year i-Ready diagnostic assessment, teachers will refer students scoring more than two years below grade level for Tier II invention assistance within the school day.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

18,300

Source(s)

Title I

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Students in grades third through sixth will participate in the Accelerated Reader program

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

4,612.50

Source(s)

Title I

**Strategy/Activity 5**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Students in grades third through sixth will set monthly reading goals for points earned within the Accelerated Readers program and students in grades. As an incentive, students meeting their goal will earn a "Lucky Ducky". To encourage exceeding monthly goals, students will be recognized at monthly awards assemblies with a brag tag noting the milestone they achieved.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

350.00

Source(s)

Title I

**Strategy/Activity 6**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Students in grades kindergarten through second will set monthly reading grades based on sight word lists and/or fluency

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

350.00

Source(s)

Title I

### Strategy/Activity 7

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

To promote reading comprehension skills in the area of Informational Text students will use Scholastic News and Science Spin on a monthly basis to supplement district adopted curriculum.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3,017.58

Source(s)

Title I

## Annual Review

### SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The intent of the combined strategies/activities was to improve students' reading comprehension of both literary and informational texts. Based on the research supported idea that the more one reads the better reader one becomes, the strategies/activities sought to provide opportunity and incentive to read a wide variety of texts. The Accelerated Reader (AR) program provided both teachers and students with information about the independent reading level of students to assist students in selecting texts at their appropriate reading levels. Additionally, the AR program also provided students with a point target to assist students in setting goals for reading. To support the use of the AR program two incentive programs were implemented in conjunction with the implementation of AR: the "Lucky Ducky" program and the "Brag Tag" program. Improvement was made in the areas of understanding informational text across grade level as evidenced by the CAASPP claim level data. Improvement was also made in reading overall in both grades five and six.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The area of major difference between the intended implementation and implementation through March 13th was when in-person instruction ceased due to the COVID-19 crisis. During distance learning, students continued to be held accountable for meeting their AR goals. In addition, the two reading intervention teachers meet individually and with small groups of students via ZOOM to continue supporting the students' acquisition of skills necessary to becoming a proficient reader.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Due to the COVID 19 crisis, the administration of all state testing including the CAASPP, was suspended for the 19-20 school year, so the metrics for measuring the outcome of this goal were not available for the 20-21 school year.. However, the CAASPP was administered in May of 2021, so data will be available to report on the goal during 21-22 school year.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Conditions and Climate - Chronic Absenteeism/Student Engagement

## LEA/LCAP Goal

Goal #3 Stakeholders, including parents and students, will be engaged in supporting student learning a positive and safe school climate.

## Goal 3

By June of 2022, all stakeholders at Jordan will engage in supporting a positive and safe school culture in which students can be engaged and active participants in their learning.

## Identified Need

District Chronic Absenteeism Report dated 4-5-2-22 shows 13% of Jordan students are chronically absent

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2023 spring (April ) district attendance data	District attendance data shows 13% of Jordan students are chronically absent	By the same time (April 2023) next year, the chronic absent rate will decrease by 5%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

At Back to School Night the school will provide information to parents regarding the importance of regular attendance and district attendance policies.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

50.00

Site Formula Funds

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

In August of the 22/23 school year, principal will meet with families of students who were chronically absent the prior year to set goals for the upcoming school year

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

00.00

None Specified

## Strategy/Activity 3

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Principal will meet with parents of students who accumulate nine unexcused absences.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

100.00

## Strategy/Activity 4

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

Students with perfect attendance will be recognized at end of each trimester.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

100.00

Source(s)

Title I

### Strategy/Activity 5

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Students will participate in Positive Action Curriculum lessons a minimum of 3X per week.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

## Annual Review

### SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Regular notification to parents regarding absences did follow normal procedures.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Due to COVID Health regulations, the number of excused absences was increased because students had covid like symptoms (i.e. cough, runny nose, fever) which caused them to stay home, but did not have COVID-19.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The principal will take steps at the beginning of the school year to work with families of students who have historically exhibited attendance problems in an effort to establish good habits from the beginning of the year.



# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

School Climate and Engagement

## LEA/LCAP Goal

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

## Goal 4

Jordan staff will increase opportunities for parents/families to actively partner with school staff in support of students' learning.

## Identified Need

Jordan Elementary - Parent LCAP Survey : Parents indicated need for great parent involvement and educational opportunities.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Jordan Parent Survey		

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Jordan will offer 2 parent nights annual, one in Fall and one in Spring. Teachers will offer tips, and model techniques, and strategies on how to read with child. Parents will be provided with materials to take home and use with their children.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500.00	Title I

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Jordan will offer 2 parent nights annual, one in Fall and one in Spring. Teachers will model games and activities that parents can use with their children to increase their conceptual understanding of mathematics. Parents will be provided with materials to take home and use with their children.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

500.00

Source(s)

Title I

## Strategy/Activity 3

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Jordan staff will keep a current list of parent participation opportunities on the school website. The list will be posted in both English and Spanish.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

## Strategy/Activity 4

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

None Specified

**Strategy/Activity 5**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Site Formula Funds

# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$65, 929
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$45,880.08

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$45,730.08

Subtotal of additional federal funds included for this school: \$45,730.08

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
	\$100.00
District Funded	\$0.00
None Specified	\$0.00
Site Formula Funds	\$50.00

Subtotal of state or local funds included for this school: \$150.00

Total of federal, state, and/or local funds for this school: \$45,880.08

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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## Expenditures by Funding Source

Funding Source	Amount
	100.00
District Funded	0.00
None Specified	0.00
Site Formula Funds	50.00
Title I	45,730.08

## Expenditures by Budget Reference

Budget Reference	Amount
------------------	--------

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		100.00
	District Funded	0.00
	None Specified	0.00
	Site Formula Funds	50.00
	Title I	45,730.08

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	18,000.00

Goal 2	26,630.08
Goal 3	250.00
Goal 4	1,000.00
Goal 5	0.00

# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 2 Classroom Teachers
- 1 Other School Staff
- 2 Parent or Community Members

Name of Members	Role
Marikate Elmquist	Principal
Rachel Johnson	Parent or Community Member
Robert Cardenas	Parent or Community Member
Leslie Felton	Classroom Teacher Parent or Community Member
Heather Pfaff	Classroom Teacher Parent or Community Member
Adriana Ponce	Other School Staff

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

**Signature**

**Committee or Advisory Group Name**

Other: School Leadership Team

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 05/19/2021.

Attested:



Principal, Marikate Elmquist, Ed.D on 04/19/2022



SSC Chairperson, Rachel Johnson on 04/19/2022



# Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

**The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.**

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE’s Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE’s School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## **Purpose and Description**

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

### **Purpose**

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

### **Description**

Briefly describe the school’s plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

### **Stakeholder Involvement**

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

*[This section meets the requirements for TSI and ATSI.]*

*[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]*

### **Resource Inequities**

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

*[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]*

# Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

## Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**asurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

*[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]*

## Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

*[Completing this section fully addresses all relevant federal planning requirements]*

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

*[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]*

*[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]*

## Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

*[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]*

*[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]*

## **Students to be Served by this Strategy/Activity**

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

## **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

*[This section meets the requirements for CSI, TSI, and ATSI.]*

*[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

## **Annual Review**

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

## Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

*[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]*

## Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.*

## Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

*[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

### Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
  - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

### Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
    - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    - b. use methods and instructional strategies that:
      - i. strengthen the academic program in the school,
      - ii. increase the amount and quality of learning time, and
      - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
      - i. strategies to improve students' skills outside the academic subject areas;
      - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
      - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
      - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.



- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

### Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## **Single School Districts and Charter Schools Identified for School Improvement**

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## Appendix C: Select State and Federal Programs

**For a list of active programs, please see the following links:**

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

School Year: 2022-23



# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Macy Elementary School	30647666020176	April 19, 2022	June 14,2022

## Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Macy School returned to in-person instruction for the 2021-2022 school year. Macy's SPSA is written to align with and support the Lowell Joint School District's three LCAP goals: Goal 1 All students of the Lowell Joint School District will have appropriate conditions for successful learning outcomes, Goal 2 All students in the Lowell Joint School District will demonstrate continuous student achievement and progress toward being college and career ready, and Goal 3 Stakeholders, including parents and students, will be engaged in supporting student learning in a positive and safe school climate. Macy's specific goals address creating an environment that support academic achievement for all students, a positive school climate, and an environment that provides opportunity and access for all students.

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# Comprehensive Needs Assessment Components

## Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

## Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

### The 2022 LJSD Parent Survey

The Lowell Joint School District sent surveys home to parents in the spring of 2022.

Parents were asked to respond to questions with 'Agree / Strongly Agree/ Disagree /Strongly Disagree/ Do Not Know'.

Parents answered questions that cover 5 Focus Areas of program and school climate. Scores listed are for responses of Strongly Agree and Agree, where possible, the previous year's percentage is listed in parenthesis.

#### Focus Area #1 Academic Preparation

- Q2 - Strong Academic Program - 86.8%
- Q3 - Encourages High Academic Goals - 73.5%
- Q5 - Academic Support - 91.8% (72.4%)
- Q6 - Opportunities for Enrichment - 51.4% (48.6%)
- Q7 - Balanced Academic Program - 82.7%
- Q26 - School Provides Resources Needed - 88.4% (96.7%)
- Q27 - Student has access to Instructional Materials - 96.6% (87.1%)
- Q33 - Student Usually Understands Work - 85.4%

#### Focus Area #2 Parent Communication

- Q4 - Ongoing Parent Communication - 96.1%
- Q8 - Parent Understanding of California Content Standards - %
- Q9 - Frequent Information Regarding Student Progress - 90.8%
- Q17 - Timely Feedback on Assignments and homework - 90.2% (85.4%)
- Q21 - Parents Informed of School Activities - 99.3% (90.3%)
- Q24 - Decision making Process Clearly Communicated - 58%
- Q25 - Access to Technology and Can Receive School Emails - 99.9% (98.4%)
- Q30 - Parents Understand Identification Process for English Learners - 56.9% (67.2%)
- Q31 - School Communicates ELPAC Scores - 47.2% (57.9%)
- Q32 - Parents Informed of EL Parent Meetings - 45% (45.2%)

#### Focus Area #3 School Environment

- Q10 - Student Feels Welcome at School - 95.9% (83.54%)
- Q11 - Encourages Citizenship - 92.5% (90.8%)
- Q12 - Child Safe at School - 93.1% (86.9%)
- Q13 - Respect for Students - N/A
- Q16 - School Provides High Level of Service - 93.2% (90.8%)
- Q20 - Parents Feel Welcome - 90.8% (93.1%)
- Q22 - Parents Feel Comfortable Initiating a Conversation - 91.8% (93.4%)

#### Focus Area #5 Perception of School



Q14 - Child Happy to Go to School - 93.3% (83.1%)  
Q15 - Staff Respectful - 94.5% (96.8%)  
Q18 - Multiple Children - 49.8% (62.3%)  
Q19 - Multi-Generation - 334.9% (6.1%)  
Q28 - School Kept Clean - 96.6% (78.9%)  
Q29 - School Needs Modernization - 77.4% (80%)

## **Classroom Observations**

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

The principal conducts classroom observations. There are regular informal observations and classroom visitations, and the principal is visible on campus. Formal observations are completed biannually followed by a formal evaluation.

## **Analysis of Current Instructional Program**

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

## **Standards, Assessment, and Accountability**

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Administration and staff at Macy Elementary rely on analysis of district benchmark assessments and Smarter Balanced data to modify instruction using evidence based strategies and programs to improve achievement for all learners.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

The staff at Macy use data to monitor student progress. Data provides critical information for educators, families, and students and is the basis for modifying instruction and improving outcomes for all learners. Macy staff uses data from: iReady, Accelerated Reader, STAR Reading, ST Math, grade level exams, and District Benchmark scores.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers at Macy meet the requirements to be highly qualified as required by ESEA.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers, T-K - 6 are fully credentialed and participate frequently in district, site, and independent professional development trainings. Teachers are completing GATE training as provided by the Orange County Office of Education in conjunction with the District. All staff participates in ongoing Mind maps and Write from the Beginning trainings.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff development and trainings are fully aligned to state content standards, designed to address assessed student performance needs, and to develop our staff's needs as professional educators. Upon review of student achievement scores it is evident that writing is an area of need at Macy. Writing will be a targeted area of improvement through the implementation of the district provided program Write from the Beginning.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Teachers at Macy have on-going support of site and district administration in the delivery of high level and successful student centered instruction.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers meet in grade level teams and district wide with their grade level cohorts to share ideas and develop curriculum.

## Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All materials and curriculum are state approved and adopted by our school board. All teachers are highly qualified and use effective teaching strategies to ensure student achievement. All students are monitored throughout the year to ensure that academic performance standards are met.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

All teachers are required to submit long range plans, and weekly and daily schedules that outline when subjects are taught and for how long, to ensure that instructional minutes are met.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

All teachers have access to the District level pacing guides for core subjects. Grade levels meet regularly to review and monitor the master schedule designed for flexibility to provide intervention for students during the school day.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All materials and curriculum are state approved and adopted by our school board. All teachers are highly qualified and use effective teaching strategies to ensure student achievement. All students are monitored throughout the year to ensure that academic performance standards are met.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All materials and curriculum are state approved and adopted by our school board. All teachers are highly qualified and use effective teaching strategies to ensure student achievement. All students are monitored throughout the year to ensure that academic performance standards are met.

## **Opportunity and Equal Educational Access**

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Underperforming students at Macy receive services provided by the regular program in several ways. All Macy teachers use iReady and Accelerated Reader with fidelity, and are GLAD trained and use GLAD strategies in their classrooms. Macy has two intervention teachers who work with small groups of underperforming students several times each week during the school day.

Evidence-based educational practices to raise student achievement

All Macy teachers use iReady, Accelerated Reader and ST Math with fidelity, are GLAD trained and use GLAD strategies in their classrooms. Teachers are trained in and use Thinking Maps.

## **Parental Engagement**

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Macy has a strong and active PTA whose members are involved in daily activities at school. Macy's School Site Council holds meetings and has a role in the decision making process regarding the successful education of Macy students.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Macy has an active School Site Council which consists of 10 members. Half of the membership consists of parents and the other half consists of classified and certificated staff. The SSC meets each trimester to approve and monitor annual goals. At each meeting, the SSC reviews a SPSA goal and discusses implementation as well as possible modifications based on a current needs assessment and analysis of data.

## Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

NA

## Fiscal support (EPC)

Macy receives a Low Performing Schools Grant in addition to a site allocation, supplemental dollars to support unduplicated pupils, and monies to support STEAM activities, attendance incentives and before and after-school support.

## Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

### **Involvement Process for the SPSA and Annual Review and Update**

The school consulted the School Site Council as part of the planning process for this SPSA/Annual Review and Update. The principal attends monthly PTA meetings and meets once each trimester with School Site Council, parents and students are surveyed annually, teaching staff meets weekly, and the Instructional Leadership Team meets monthly to develop our instructional plan. Our goals related to student achievement were determined in the Instructional Leadership Team meeting and approved by School Site Council. The school reviewed achievement data as collected by teachers and iReady Assessment data. CASSP testing data from 2021 was limited, but we look forward to using data from 2022 Smarter Balanced Assessments data to help drive our program.

## Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

It became evident in reviewing the data as part of the comprehensive needs assessment, that a large percentage of our students did not have access to before and after school interventions. To address this need staff collaborated and developed a school day intervention program in order to meet the needs of all students. A before and after school tutoring program was implemented for the 2021-2022 school year as was well attended by students. It will continue into the 2022-2023 school year. Before and after school tutoring sessions, and an intervention program built into the school day are designed to meet the needs of students and to address the needs of underperforming students.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	%	0%	%		0	
African American	1.16%	0.85%	0.4%	6	4	2
Asian	4.24%	4.04%	4.4%	22	19	20
Filipino	0.77%	1.28%	1.8%	4	6	8
Hispanic/Latino	58.19%	58.3%	60.2%	302	274	275
Pacific Islander	0.39%	0.43%	0.2%	2	2	1
White	32.76%	32.77%	28.2%	170	154	129
Multiple/No Response	1.73%	1.49%	2.8%	9	7	13
	<b>Total Enrollment</b>			519	470	457

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	75	54	81
Grade 1	54	60	36
Grade 2	72	53	67
Grade3	80	71	54
Grade 4	78	81	67
Grade 5	78	73	75
Grade 6	82	78	77
<b>Total Enrollment</b>	519	470	457

### Conclusions based on this data:

1. There was a slight increase in the Asian student subgroup from 2.98% to 4.24%.
2. Based on this data there is a significant increase in kindergarten enrollment from 47 to 74, and a drop in first grade enrollment from 72 to 54 students.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	19	18	14	3.7%	3.8%	3.1%
Fluent English Proficient (FEP)	27	22	25	5.2%	4.7%	5.5%
Reclassified Fluent English Proficient (RFEP)	8	4	4	34.8%	21.1%	22.2%

### Conclusions based on this data:

1. There was a slight improvement in RFEP students in the 2021-2022 school year.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	83	82	51	79	82	49	79	82	49	95.2	100	96.1
Grade 4	80	77	67	79	72	64	79	72	64	98.8	93.5	95.5
Grade 5	75	77	73	71	76	72	71	76	72	94.7	98.7	98.6
Grade 6	73	81	76	71	79	70	71	79	70	97.3	97.5	92.1
All Grades	311	317	267	300	309	255	300	309	255	96.5	97.5	95.5

The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2439.	2438.	2436.	34.18	34.15	30.61	25.32	20.73	22.45	15.19	18.29	22.45	25.32	26.83	24.49
Grade 4	2469.	2470.	2450.	25.32	25.00	20.31	30.38	25.00	20.31	17.72	23.61	26.56	26.58	26.39	32.81
Grade 5	2499.	2512.	2510.	16.90	22.37	29.17	32.39	35.53	23.61	21.13	22.37	19.44	29.58	19.74	27.78
Grade 6	2544.	2533.	2518.	26.76	21.52	24.29	35.21	32.91	27.14	15.49	22.78	18.57	22.54	22.78	30.00
All Grades	N/A	N/A	N/A	26.00	25.89	25.88	30.67	28.48	23.53	17.33	21.68	21.57	26.00	23.95	29.02

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	35.44	43.90	28.57	46.84	35.37	48.98	17.72	20.73	22.45
Grade 4	30.38	26.39	17.19	46.84	48.61	68.75	22.78	25.00	14.06
Grade 5	28.17	28.95	25.00	43.66	51.32	56.94	28.17	19.74	18.06
Grade 6	32.39	16.46	25.71	42.25	55.70	44.29	25.35	27.85	30.00
All Grades	31.67	29.13	23.92	45.00	47.57	54.90	23.33	23.30	21.18

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	34.18	23.17	18.37	34.18	42.68	59.18	31.65	34.15	22.45
Grade 4	21.52	12.50	9.52	54.43	63.89	61.90	24.05	23.61	28.57
Grade 5	30.99	21.05	33.33	38.03	53.95	36.11	30.99	25.00	30.56
Grade 6	30.99	25.32	25.71	43.66	54.43	35.71	25.35	20.25	38.57
All Grades	29.33	20.71	22.44	42.67	53.40	46.85	28.00	25.89	30.71

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	21.52	26.83	18.37	58.23	58.54	73.47	20.25	14.63	8.16
Grade 4	27.85	23.61	9.52	56.96	63.89	76.19	15.19	12.50	14.29
Grade 5	14.08	23.68	13.89	67.61	56.58	73.61	18.31	19.74	12.50
Grade 6	21.13	15.19	15.71	67.61	67.09	64.29	11.27	17.72	20.00
All Grades	21.33	22.33	14.17	62.33	61.49	71.65	16.33	16.18	14.17

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	34.18	29.27	28.57	39.24	39.02	57.14	26.58	31.71	14.29
Grade 4	20.25	22.22	7.81	55.70	48.61	70.31	24.05	29.17	21.88
Grade 5	21.13	28.95	23.61	52.11	52.63	62.50	26.76	18.42	13.89
Grade 6	42.25	25.32	20.00	40.85	49.37	58.57	16.90	25.32	21.43
All Grades	29.33	26.54	19.61	47.00	47.25	62.35	23.67	26.21	18.04

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

- Overall 48.88% of 3rd graders met or exceeded standards, while 50% of 4th graders met or exceeded standards. In addition, 57.87% and 53.16% of fifth and sixth graders (respectively) met or exceeded standards.
- Third through sixth grade need support in the area of Literacy and Non-Fictional Text, Clear and Purposeful Writing, and Investigating, Analyzing, and Presenting Information as evidence by an approximate average of 27.3%, across these grade levels, not meeting standards.





# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	83	82	51	79	82	49	79	82	49	95.2	100	96.1
Grade 4	80	77	67	79	72	64	79	72	64	98.8	93.5	95.5
Grade 5	75	77	73	71	76	72	71	76	72	94.7	98.7	98.6
Grade 6	73	81	76	71	79	71	71	79	71	97.3	97.5	93.4
All Grades	311	317	267	300	309	256	300	309	256	96.5	97.5	95.9

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2423.	2436.	2430.	16.46	23.17	20.41	35.44	28.05	28.57	21.52	26.83	26.53	26.58	21.95	24.49
Grade 4	2462.	2459.	2441.	11.39	8.33	9.38	32.91	38.89	23.44	32.91	34.72	37.50	22.78	18.06	29.69
Grade 5	2489.	2495.	2466.	14.08	15.79	19.44	18.31	19.74	9.72	33.80	39.47	23.61	33.80	25.00	47.22
Grade 6	2523.	2514.	2476.	16.90	17.72	14.08	22.54	17.72	15.49	36.62	30.38	26.76	23.94	34.18	43.66
All Grades	N/A	N/A	N/A	14.67	16.50	15.63	27.67	25.89	18.36	31.00	32.69	28.52	26.67	24.92	37.50

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	29.11	32.93	26.53	41.77	41.46	48.98	29.11	25.61	24.49
Grade 4	24.05	22.22	15.63	40.51	47.22	50.00	35.44	30.56	34.38
Grade 5	15.49	23.68	13.89	36.62	40.79	40.28	47.89	35.53	45.83
Grade 6	26.76	24.05	14.08	35.21	30.38	32.39	38.03	45.57	53.52
All Grades	24.00	25.89	16.80	38.67	39.81	42.19	37.33	34.30	41.02

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	26.58	30.49	22.45	40.51	48.78	61.22	32.91	20.73	16.33
Grade 4	16.46	9.72	10.94	53.16	66.67	51.56	30.38	23.61	37.50
Grade 5	12.68	9.21	15.28	49.30	59.21	38.89	38.03	31.58	45.83
Grade 6	18.31	15.19	8.45	47.89	49.37	42.25	33.80	35.44	49.30
All Grades	18.67	16.50	13.67	47.67	55.66	47.27	33.67	27.83	39.06

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	25.32	30.49	26.53	51.90	41.46	51.02	22.78	28.05	22.45
Grade 4	16.46	25.00	10.94	55.70	44.44	64.06	27.85	30.56	25.00
Grade 5	14.08	15.79	11.11	49.30	53.95	58.33	36.62	30.26	30.56
Grade 6	19.72	15.19	19.72	49.30	46.84	52.11	30.99	37.97	28.17
All Grades	19.00	21.68	16.41	51.67	46.60	56.64	29.33	31.72	26.95

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

- Overall 51.22% of 3rd graders met or exceeded standards, while 47.22% of 4th graders met or exceeded standards. In addition, 35.5% and 34.62% of fifth and sixth graders (respectively) met or exceeded standards.
- Third through sixth grade need support in the area of Concept and Procedures, Problem Solving/Modeling Data Analysis, Communicating Reasoning as evidence by an approximate average of 29.69%, across these grade levels, not meeting standards.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students													
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested			
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	
K	*	*	*	*	*	*	*	*	*	*	4	*	
1	*	*	*	*	*	*	*	*	*	*	*	*	
2	*	*	*	*	*	*	*	*	*	*	4	*	
3	*	*	*	*	*	*	*	*	*	*	*	*	
4	*	*	*	*	*	*	*	*	*	*	*	5	
5	*	*	*	*	*	*	*	*	*	*	*	*	
6	*	*	*	*	*	*	*	*	*	*	*	*	
All Grades											26	18	14

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K		*	*	*	*	*		*	*		*	*	*	*	*
1	*	*	*	*	*	*		*	*	*	*	*	*	*	*
2	*	*	*	*	*	*		*	*	*	*	*	*	*	*
3	*	*	*	*	*	*		*	*	*	*	*	*	*	*
4	*	*	*	*	*	*		*	*		*	*	*	*	*
5	*	*	*	*	*	*	*	*	*		*	*	*	*	*
6		*	*		*	*		*	*	*	*	*	*	*	*
All Grades	*	11.11	14.29	*	33.33	28.57	*	16.67	21.43	*	38.89	35.71	26	18	14

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>		*	*	*	*	*		*	*		*	*	*	*	*
<b>1</b>	*	*	*	*	*	*		*	*	*	*	*	*	*	*
<b>2</b>		*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>3</b>	*	*	*	*	*	*		*	*	*	*	*	*	*	*
<b>4</b>	*	*	*		*	*	*	*	*		*	*	*	*	*
<b>5</b>	*	*	*		*	*	*	*	*		*	*	*	*	*
<b>6</b>		*	*		*	*		*	*	*	*	*	*	*	*
<b>All Grades</b>	*	16.67	28.57	*	33.33	28.57	*	11.11	7.14	*	38.89	35.71	26	18	14

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>		*	*		*	*	*	*	*		*	*	*	*	*
<b>1</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>2</b>	*	*	*		*	*	*	*	*	*	*	*	*	*	*
<b>3</b>	*	*	*	*	*	*		*	*	*	*	*	*	*	*
<b>4</b>	*	*	*	*	*	*		*	*		*	*	*	*	*
<b>5</b>	*	*	*	*	*	*		*	*		*	*	*	*	*
<b>6</b>		*	*		*	*		*	*	*	*	*	*	*	*
<b>All Grades</b>	*	0.00	7.14	*	16.67	21.43	*	38.89	28.57	*	44.44	42.86	26	18	14

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*		*	*		*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*		*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*		*	*	*	*	*
5	*	*	*	*	*	*		*	*	*	*	*
6		*	*	*	*	*		*	*	*	*	*
All Grades	42.31	22.22	28.57	*	33.33	35.71	*	44.44	35.71	26	18	14

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K		*	*	*	*	*		*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2		*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*		*	*	*	*	*
5	*	*	*	*	*	*		*	*	*	*	*
6		*	*		*	*	*	*	*	*	*	*
All Grades	*	16.67	35.71	50.00	50.00	28.57	*	33.33	35.71	26	18	14

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K		*	*	*	*	*		*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3		*	*	*	*	*	*	*	*	*	*	*
4		*	*	*	*	*		*	*	*	*	*
5	*	*	*	*	*	*		*	*	*	*	*
6		*	*		*	*	*	*	*	*	*	*
All Grades	*	0.00	14.29	*	50.00	35.71	*	50.00	50.00	26	18	14

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*		*	*		*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*		*	*	*	*	*	*	*	*
4	*	*	*		*	*		*	*	*	*	*
5	*	*	*	*	*	*		*	*	*	*	*
6		*	*	*	*	*		*	*	*	*	*
All Grades	*	11.11	14.29	*	50.00	42.86	*	38.89	42.86	26	18	14

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. There is no data at this time

# School and Student Performance Data

## Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

This section provides information about the school's student population.

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>457</b>	<b>26.9</b>	<b>3.1</b>	<b>0.2</b>
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	14	3.1
Foster Youth	1	0.2
Homeless	12	2.6
Socioeconomically Disadvantaged	123	26.9
Students with Disabilities	70	15.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	0.4
American Indian or Alaska Native		
Asian	20	4.4
Filipino	8	1.8
Hispanic	275	60.2
Two or More Races	13	2.8
Native Hawaiian or Pacific Islander	1	0.2
White	129	28.2

### Conclusions based on this data:

1.







# School and Student Performance Data

## Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Yellow	<b>Chronic Absenteeism</b>  Orange	<b>Suspension Rate</b>  Orange
<b>Mathematics</b>  Yellow		

#### Conclusions based on this data:

1. The current status of yellow in both ELA and math are in line with data from the CAASPP, showing that overall ELA and math scores have declined. There is no state data from 2019, in lieu of state testing data, we relied on teacher collected data and district benchmark data. Macy's intervention programs and use of Accelerated Reader, Lexia, Moby Max and ST Math will continue.
2. The change from yellow to green status in the Suspension Rate indicator shows that the programs put in place for last year, PBIS training and implementation, were successful, we will continue these positive behavior school wide programs.

# School and Student Performance Data

## Academic Performance English Language Arts

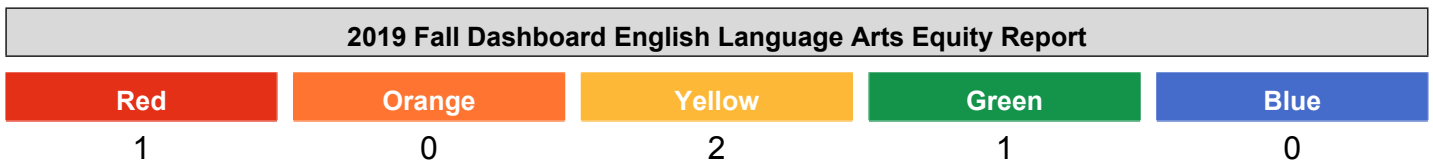
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> Yellow 5.3 points above standard Maintained -0.6 points 302	<p><b>English Learners</b></p> No Performance Color 27.6 points below standard Declined -3.8 points 28	<p><b>Foster Youth</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p><b>Homeless</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	<p><b>Socioeconomically Disadvantaged</b></p> Yellow 28.3 points below standard Increased Significantly +16.1 points 84	<p><b>Students with Disabilities</b></p> Red 103 points below standard Declined -11.3 points 41

**2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 4.8 points below standard Maintained -0.7 points 189	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Green 12.2 points above standard Declined -3.5 points 93

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

**2019 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 7	1.2 points above standard Increased ++12.8 points 21	7.3 points above standard Maintained -1.6 points 269

**Conclusions based on this data:**

- The data from 2019 shows that there was a decline in all subgroups, but the decline among EL, SED, and SPED students is dramatic. It is clear that programs such as Accelerated Reader and Moby Max were not used with fidelity.
- Administration and staff at Macy need to fully implement Accelerated Reader, Thinking Maps, and Write from the Beginning as part of a total plan to improve student achievement among these groups.
- Intervention programs built into the school day, as well as the addition of before and after school tutoring, will focus on ELA goals and student achievement.

# School and Student Performance Data

## Academic Performance Mathematics

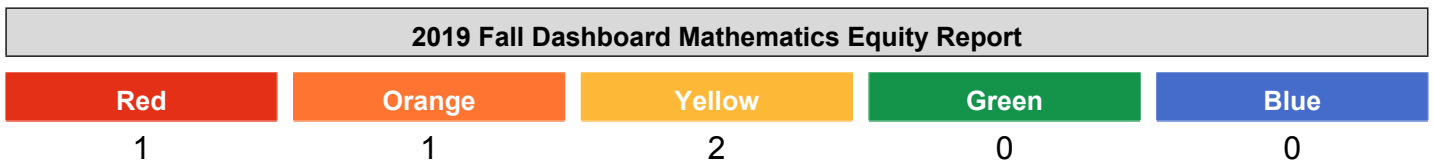
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:









This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> Yellow 22.2 points below standard Maintained ++0.6 points 302	<p><b>English Learners</b></p> No Performance Color 63 points below standard Declined -7 points 28	<p><b>Foster Youth</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p><b>Homeless</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	<p><b>Socioeconomically Disadvantaged</b></p> Yellow 59.3 points below standard Increased ++13.5 points 84	<p><b>Students with Disabilities</b></p> Red 117.8 points below standard Maintained ++0.9 points 41

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	
Hispanic	Two or More Races	Pacific Islander	White
 Orange <span style="background-color: #e0e0e0;">33.4 points below standard</span> Maintained ++0.1 points 189	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Yellow <span style="background-color: #e0e0e0;">12.6 points below standard</span> Maintained ++0.3 points 93

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 7	<span style="background-color: #e0e0e0;">38.3 points below standard</span> Increased ++14.5 points 21	<span style="background-color: #e0e0e0;">19 points below standard</span> Maintained ++0.1 points 269

**Conclusions based on this data:**

1. With all student groups scoring at yellow, and Hispanic, SED, and EL students in the orange, it is evident that the interventions put in place in 2019 were not successful, teachers at all levels need to use iReady and Accelerated Reader with fidelity.
2. Macy needs to put in place programs to improve student achievement in all subgroups, and teachers need to implement the existing programs with fidelity.

# School and Student Performance Data

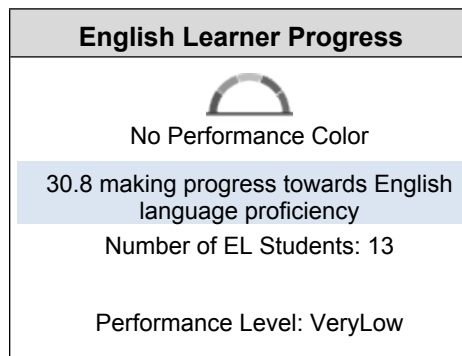
## Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
23.0	46.1		30.7

#### Conclusions based on this data:

1. The listed performance level of Macy's EL students as "very low" suggests that daily directed EL instruction in the classroom has been ineffective.
2. Teachers should participate in professional development to improve instruction and meet the needs of these students.

# School and Student Performance Data

## Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

<b>Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

**Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students**

Student Group	Cohort Totals	Cohort Percent
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

**International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort**

Student Group	Cohort Totals	Cohort Percent
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.



<b>Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

<b>Completed a-g Requirements – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

<b>Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

<b>Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses</b>		
<b>Student Group</b>	<b>Number of Students</b>	<b>Percent of Students</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses**

Student Group	Number of Students	Percent of Students
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Earned the State Seal of Biliteracy – Number and Percentage of All Students**

Student Group	Cohort Totals	Cohort Percent
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

**Conclusions based on this data:**

1. This is not applicable

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

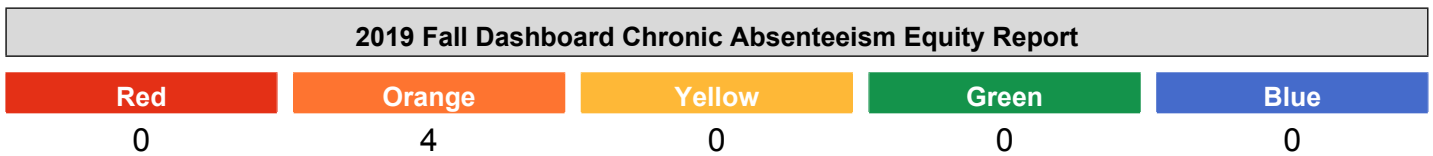
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p> Orange 6.8 Increased +3 541	<p><b>English Learners</b></p> No Performance Color 11.1 Increased +3.7 27	<p><b>Foster Youth</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
<p><b>Homeless</b></p> No Performance Color 21.1 Increased +21.1 19	<p><b>Socioeconomically Disadvantaged</b></p> Orange 9.9 Increased Significantly +5 161	<p><b>Students with Disabilities</b></p> Orange 13.6 Increased +3.1 81

**2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color 13 Increased +13 23	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
 Orange 6 Increased +1.3 315	 No Performance Color 15.4 Increased +15.4 13	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Orange 6.2 Increased Significantly +3.8 178

**Conclusions based on this data:**

1. Data from the Chronic Absenteeism indicator show that Macy would benefit from improved student engagement. Data from the 2019-2020 school year prior to the school closures due to COVID-19 showed promising increases in attendance. Staff and administration will continue the programs put in place and intended to improve attendance upon our return to in-person learning.
2. Although students were quarantined due to COVID exposures, upon our return to in-person learning in the fall of 2021 and throughout the year, Macy has seen attendance rates in the mid 90% range. This is promising as we move forward and out of the large numbers of students required to quarantine due to COVID.

# School and Student Performance Data

## Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

### Conclusions based on this data:

1. This is not applicable and there is no data

# School and Student Performance Data

## Conditions & Climate Suspension Rate

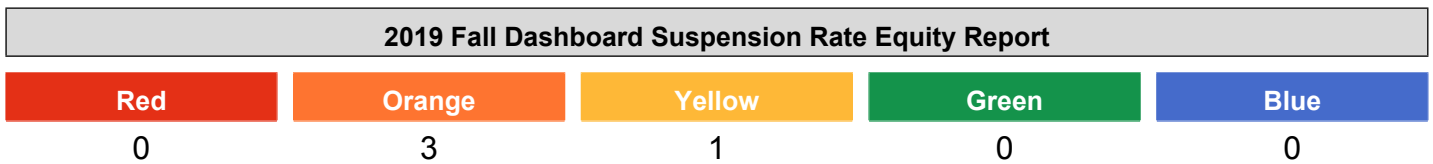
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.










This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Orange</p> <p>1.1</p> <p>Increased +0.5</p> <p>553</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>0</p> <p>Maintained 0</p> <p>28</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>4</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>5.3</p> <p>Increased +5.3</p> <p>19</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>2.4</p> <p>Increased +1.2</p> <p>165</p>	<p><b>Students with Disabilities</b></p> <p>Orange</p> <p>3.6</p> <p>Increased +2.5</p> <p>83</p>



### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 6		 No Performance Color <span style="background-color: #e6f2ff; padding: 2px;">0</span> Maintained 0 23	 No Performance Color Less than 11 Students - Data 4
Hispanic	Two or More Races	Pacific Islander	White
 Yellow <span style="background-color: #e6f2ff; padding: 2px;">0.9</span> Increased +0.3 322	 No Performance Color <span style="background-color: #e6f2ff; padding: 2px;">7.1</span> Increased +7.1 14	 No Performance Color Less than 11 Students - Data 2	 Orange <span style="background-color: #e6f2ff; padding: 2px;">1.1</span> Increased +0.5 182

This section provides a view of the percentage of students who were suspended.

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.6	1.1

**Conclusions based on this data:**

1. Review of the Suspension Rate data, which shows the improvement from yellow to green, supports the continued use of programs put in place to improve student engagement and school climate. These programs will continue when we return to in-person learning.
2. There were two students suspended during the 2021-2022 school year. This data appears to show improvement in student engagement and school climate.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Campus Climate

## LEA/LCAP Goal

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

## Goal 1

Macy Elementary will continue to improve parent and student engagement and support of a positive and supportive school climate, as measured by the annual California School Dashboard, results from the LCAP parent survey, chronic absenteeism rate, and annual suspension data.

## Identified Need

Data from local school records show a 28.4% chronic absenteeism rate during the 2021-2022 school year. This does not differentiate between mandatory quarantined or COVID positive students, and absences due to illness not associated with COVID or other absences not related to illness.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School data	California Dashboard reporting was suspended during the 2021-2022 school year.	By August 2023, Macy will improve student attendance as shown by a green or blue indicator on the California Dashboard.
Student Attendance Records	Macy's attendance records, as reported monthly, show an increase in chronic absenteeism in the 2021-2022 school year.	Macy's daily attendance will meet or exceed 95% monthly as evidence by local data.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teachers at Macy will provide class rewards for attendance. Individual classroom teachers will support and incentivize improved attendance by rewarding their classes with "Perfect Attendance" rewards.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	None Specified None Specified
0	None Specified None Specified

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

Students will be awarded perfect attendance certificates at the end of each trimester and the end of the year to acknowledge their achievement.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
200	Site Formula Funds 4000-4999: Books And Supplies Purchase of Certificates

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

Macy staff will continue with school wide use of Eagle Cards and Principal's Award to reinforce attendance and a positive school climate. Students will continue to enjoy the weekly behavior rewards afforded by the Friday prize cart.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

200

Source(s)

Site Formula Funds  
4000-4999: Books And Supplies  
No cost is associated with this strategy/activity

#### **Strategy/Activity 4**

##### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Increase school to home communication regarding the importance of attendance and its link to academic success, specifically targeting families of chronically absent students.

##### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

None Specified  
None Specified  
No cost is associated with this strategy/activity

#### **Strategy/Activity 5**

##### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

District providing incentive to achieve 98% or higher attendance rate.

##### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2000

Source(s)

LCFF

# Annual Review

## SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Data collected up to the Omicron outbreak in January 2022 showed improvement in attendance records, leading to the conclusion that, but for the pandemic, attendance strategies were successful.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Increased communication specifically targeting families of chronically absent students.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes will be made.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

English Language Arts

## LEA/LCAP Goal

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

## Goal 2

By August 2023, the percentage of students in grades 3-6 scoring in the Met or Exceeded achievement level in ELA will be at or above 55%.

## Identified Need

As identified by the 2021-2022 Smarter Balanced assessment 49.41% of Macy students scored in the Met or Exceeded Standard achievement level. This places Macy slightly above the state average (49.01%) but below the district average (53.23%).

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	Macy performance summary from the Smarter Balanced CAASPP shows 48.57% of students tested did not meet the standard	By August 2023, 55% or more of students tested will score in the Met or Exceeded the standard achievement level in ELA on the Smarter Balanced CAASPP
CA Dashboard Data	California Dashboard data was suspended during the COVID years.	Macy will show a status of green or blue on the California Dashboard ELA indicator

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

Teachers will implement the district adopted ELA program Thinking maps, Write from the Beginning, and iReady with fidelity.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	None Specified None Specified No cost associated with this strategy/activity

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

**Strategy/Activity**

Under the direction of their teachers, all students will complete one entire writing process each month. Teachers will provide students with exemplars and rubrics as guidance throughout the writing process. During PLC time teachers will work to develop rubrics and exemplars and work through writing samples to share successes and areas in need of improvement. Through this professional sharing and discussion, instruction and student performance in writing will improve.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	None Specified None Specified No cost associated with this strategy/activity

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

**Strategy/Activity**

Macy's intervention staff will work five days a week to improve reading fluency and comprehension with students referred by their teachers and identified as at risk students.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
20,000	District Funded 2000-2999: Classified Personnel Salaries

	Salary for Intervention teachers
7,000	LCFF

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

Implementation of Accelerated Reader to be used in grades 1-6 to build fluency and comprehension. Teachers will submit monthly reading assessment scores.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
8500	Parent-Teacher Association (PTA) None Specified Purchase of Software Program
2388	LCFF 5000-5999: Services And Other Operating Expenditures Purchase of Software Program

## Annual Review

### SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Strategies implemented during the 2021-2022 school year served to mitigate learning loss from the virtual year 2020-2021. Upon return to in-person learning in 2021-2022, teachers used iReady and Accelerated Reader and intervention teachers were able to meet with students in person. Scores from 2022 Smarter Balanced Assessments will prove effectiveness of the strategies implemented. Scores from the 2021 school year were lower than expected.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.



The Accelerated Reader (AR) program will continue from last year. PTA will purchase the program from funds raised to specifically target literacy. Furthermore, the addition of the second Intervention Teacher and the implementation of the iReady program impacted budget expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Changes in the program which will lead to improved student achievement are found in the implementation of the district adopted writing programs, completion of the entire writing process every month, and improved PLC time for teachers as outlined above.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Math

## LEA/LCAP Goal

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

## Goal 3

By August 2023, Macy students will continue to strive towards high levels of academic excellence in relation to being College and Career Ready in Math and 37% will score in the Met or Exceeded the Standard achievement level on the Smarter Balanced assessment.

## Identified Need

As identified by the Smarter Balanced assessment, 33.99% of students scored at the Met or Exceeded achievement level in the area of Math. This slightly higher than the state average (33.76%) but lower than the District average (35.22%)

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASP	66.02% of students did not meet the standard in the area of math on the Smarter Balanced assessment	Students will demonstrate academic growth on the 2022 CAASPP assessment with 37% of students scoring in the Met or Exceeded achievement level
CA Dashboard	California Dashboard reporting was suspended during the 2020-2021 school year	Students will score at the green or blue level in math as reported on the 2022 California Dashboard.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

All classrooms will display a CUBES poster and students will be trained to employ the CUBES process for solving daily word problem.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

150

Source(s)

Site Formula Funds  
4000-4999: Books And Supplies  
Cost of CUBE posters for each classroom  
grades 2-6

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

3-6 grades teachers will be encouraged to visit and observe master teachers in math to learn successful strategies for math achievement.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2700

Source(s)

District Funded  
1000-1999: Certificated Personnel Salaries  
Cost of grade level substitutes for all grade  
levels so each grade level can observe, then  
meet and plan for a full school day

540

District Funded  
3000-3999: Employee Benefits  
Cost of benefits for grade level substitutes for all  
grade levels so each grade level can observe  
then meet and plan for a full school day

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Students will use the iReady instructional program with fidelity to help build a conceptual understanding of math through rigorous learning and creative problem solving that helps to engage, motivate and challenge students toward higher achievement.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4,200	District Funded 4000-4999: Books And Supplies Purchase of Software

## Annual Review

### SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The performance summary of CAASPP scores in math show 33.99% of students met the standard in math.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Although teacher visits and observations of master teachers were planned for the 2021-2022 school year, COVID restrictions made this strategy difficult to implement. These observations will be implemented in 2022-23.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Professional collaboration, use of iReady , and the addition of the CUBES strategy will improve student achievement in math as articulated above.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

School Culture

## LEA/LCAP Goal

Continue to strengthen communication with parents and community members by providing resources and opportunities for parents' active engagement in their student's education.

## Goal 4

By August 2023, Macy will continue to cultivate a school culture that encourages positive feelings among staff and families through continued effective communication, and added opportunities for student enrichment and above grade level learning, where appropriate, as evidenced by our LCAP parent survey.

## Identified Need

Review of the LCAP Parent Survey shows that while 91% of parents felt that Macy offers a strong academic program, only 73.5% of parents felt that Macy encourages high academic goals and 51.4% of parents felt that students were offered opportunities to work above grade level and for enrichment.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LCAP Survey	Review of the 2022 LCAP Parent Survey shows that while 91% of parents surveyed believe that Macy provides a strong academic program for its students, 48.6% believe that Macy does not offer adequate opportunities for students to work above grade level where appropriate.	By August 2023 as seen in the LCAP surveys parents will have an overall more positive rating of the school and opportunities for student enrichment and above grade level learning

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

School Messenger at least weekly while school in session to continue improved communication with families.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

Site Formula Funds  
4000-4999: Books And Supplies  
Cost associated for this Strategy/Activity associated with purchase of paper

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

All students in each classroom will be given the opportunity to complete enrichment activities, where appropriate, utilizing the outdoor learning space and the Macy Garden.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Update school website regularly, listing upcoming events and opportunities for parents and students at the school, as well as achievements of our students and staff.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

All students in each classroom will be given the opportunity to complete a STEAM activity weekly with at least one time monthly in the STEAM Lab.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1000

Source(s)

Site Formula Funds  
4000-4999: Books And Supplies  
Cost for this strategy associated with materials to be purchased for STEAM lab activities

# Annual Review

**SPSA Year Reviewed: 2021-22**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Weekly School messengers and emails have been successful in sharing school information with the community. Review of the 2021-2022 LCAP Parent Survey that only 8.3% of parents surveyed feel that data is not provided that demonstrates student achievement, this is down from 24% in 20-21, 91.1% of parents believe that they are well informed about opportunities to be involved in their child's education, this is up from 87% in 20-21, and 11.7% of parents surveyed believe that the school does not encourage high academic goals this is down from 26.5% in 20-21.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

NA

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Information in the LCAP brought to light a new challenge in the area of opportunities for above grade level work. With all teachers now GATE trained, Staff will leverage that training to offer more opportunities for above grade level learning.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

## LEA/LCAP Goal

## Goal 5

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.



# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

## LEA/LCAP Goal

## Goal 6

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

## LEA/LCAP Goal

## Goal 7

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

## LEA/LCAP Goal

## Goal 8

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$0
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$48,878.00

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
------------------	-----------------

Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
	\$0.00
District Funded	\$27,440.00
LCFF	\$11,388.00
None Specified	\$0.00
Parent-Teacher Association (PTA)	\$8,500.00
Site Formula Funds	\$1,550.00

Subtotal of state or local funds included for this school: \$48,878.00

Total of federal, state, and/or local funds for this school: \$48,878.00

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

**Funding Source**

**Amount**

**Balance**

## Expenditures by Funding Source

Funding Source	Amount
	0.00
District Funded	27,440.00
LCFF	11,388.00
None Specified	0.00
Parent-Teacher Association (PTA)	8,500.00
Site Formula Funds	1,550.00

## Expenditures by Budget Reference

Budget Reference	Amount
	2,000.00
1000-1999: Certificated Personnel Salaries	2,700.00
2000-2999: Classified Personnel Salaries	20,000.00
3000-3999: Employee Benefits	540.00
4000-4999: Books And Supplies	5,750.00
5000-5999: Services And Other Operating Expenditures	2,388.00
None Specified	8,500.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
1000-1999: Certificated Personnel Salaries	District Funded	2,700.00

2000-2999: Classified Personnel Salaries	District Funded	20,000.00
3000-3999: Employee Benefits	District Funded	540.00
4000-4999: Books And Supplies	District Funded	4,200.00
	LCFF	7,000.00
	LCFF	2,000.00
5000-5999: Services And Other Operating Expenditures	LCFF	2,388.00
None Specified	None Specified	0.00
None Specified	Parent-Teacher Association (PTA)	8,500.00
4000-4999: Books And Supplies	Site Formula Funds	1,550.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	2,400.00
Goal 2	37,888.00
Goal 3	7,590.00
Goal 4	1,000.00

# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 2 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Gary Borg	Parent or Community Member
Amy Knierim	Parent or Community Member
Shannon Ladwig	Parent or Community Member
Kim Johnson	Parent or Community Member
Chelsea Shrainer	Parent or Community Member
Christian Mangold	Classroom Teacher
Mary Shaw	Classroom Teacher
Patty Jacobsen	Principal
Raul Lujano	Other School Staff

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

**Signature**

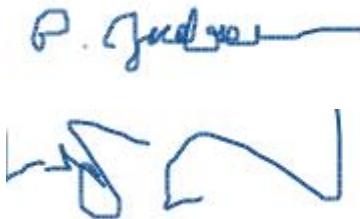
**Committee or Advisory Group Name**

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 4/19/2023.

Attested:



Principal, Patricia K. Jacobsen on 4/19/2022

SSC Chairperson, Chelsea Shrainger on 4/19/2023



# Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

**The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.**

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## **Purpose and Description**

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

### **Purpose**

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

### **Description**

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

### **Stakeholder Involvement**

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

*[This section meets the requirements for TSI and ATSI.]*

*[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]*

### **Resource Inequities**

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

*[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]*

# Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

## Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**asurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

*[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]*

## Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

*[Completing this section fully addresses all relevant federal planning requirements]*

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

*[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]*

*[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]*

## Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

*[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]*

*[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]*

## **Students to be Served by this Strategy/Activity**

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

## **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

*[This section meets the requirements for CSI, TSI, and ATSI.]*

*[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

## **Annual Review**

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

## Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

*[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]*

## Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.*

## Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

*[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

### Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
  - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

### Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
    - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    - b. use methods and instructional strategies that:
      - i. strengthen the academic program in the school,
      - ii. increase the amount and quality of learning time, and
      - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
      - i. strategies to improve students' skills outside the academic subject areas;
      - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
      - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
      - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.



- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

### Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## **Single School Districts and Charter Schools Identified for School Improvement**

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## Appendix C: Select State and Federal Programs

**For a list of active programs, please see the following links:**

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019



# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Meadow Green Elementary	30647666020192	April 14, 2022	May 2, 2022

## Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

### Schoolwide Program

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

A school may operate a SWP if:

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

For the initial year of the schoolwide program:

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

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

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

#### Comprehensive Needs Assessment

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

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

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

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

#### SWP Plan Development

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

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

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

To remain in effect for the duration of the school's participation in a SWP and will be monitored and revised as necessary (ESSA Section 1114[b][3]); and

Regularly monitored and revised as necessary based on student needs and all students have been provided with opportunities to meet the challenging State academic standards (ESSA Section 1114[b][3]);

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

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

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

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

Strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education (ESSA Section 1114[b][7][A][ii]); and Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards (ESSA Section 1114[b][7][A][iii]).

All activities, strategies, and interventions included in the SWP shall be evidence-based.

Evidence-based means the proposed project component is supported by one or more of strong evidence, moderate evidence, promising evidence, or evidence that demonstrates a rationale (34 CFR 77.1[c]).

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

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

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

#### SWP Plan Evaluation

In addition, a school operating a SWP must:

Annually evaluate the implementation of, and results achieved by, the SWP, using data from the State's annual assessments and other indicators of academic achievement (34 CFR 200.26[c][1]); Determine whether the SWP has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards (34 CFR 200.26[c][2]; and

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

#### SWP Consolidation of Funds

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

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

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

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

Is not required to maintain separate fiscal accounting records, by program, that identify the specific activities supported by those particular funds; but must maintain records that demonstrate that the SWP, as a whole, addresses the intent and purposes of each of the Federal programs



whose funds were consolidated to support the SWP (ESSA Section 1114[a][3][C] and 34 CFR 200.29[d]).

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

#### Use of Funds in SWP

A school operating a SWP:

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

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

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

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

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

#### SWP Waiver Criteria and Process

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

=25 percent student low income;

Graduation rate is below state average;

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

=30 percent English Learner student population;

School has been identified for comprehensive or targeted support; or

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

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

Conduct a Needs Assessment

Develop a SWP Plan

Obtain the local governing board approval of the SWP Plan

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

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



Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Under ESSA, schools are required to establish a school planning team, composed of representatives from all stakeholder groups: the principal, teachers, school site council (SSC), other staff who will carry out the plan, parents and community members, and (in secondary schools) students. The SSC may serve as the school planning team. A technical assistance provider must be identified to support the process, and a needs assessments must be conducted to inform the development of the plan.

For Meadow Green, the SSC is the planning team, and the SPSA was developed and approved after analyzing data and gathering input to determine areas of greatest need. The District Office is the technical assistance provider to support the site with the implementation of the plan.

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# Comprehensive Needs Assessment Components

## Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

## Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Surveys are completed yearly by staff, families, and students. This is completed on an annual basis. Overall, results indicate a high level of satisfaction with the educational program at Meadow Green. Over 90% of all stakeholders report that Meadow Green offers a rigorous educational program that prepares students for 21st century college and careers and that Meadow Green provides a safe and positive campus environment.

On the 2022 LCAP parent survey, the following % of respondents agree or strongly agree with the statements below:

- My student has been provided a consistent instructional program: 95%
- My student has been provided the necessary technology support: 93%
- School staff is welcoming and supportive- 96%
- School and district have provided consistent and informative updates-94%
- Staff provides a strong core academic program: 95%
- School routinely encourages students and parents to set high goals- 88%
- School provides information about student's academic performance-99%
- School provides academic support- 84% (4% don't know)
- School offers opportunities for students to work above grade level if appropriate- 64% (25% responded don't know)
- School provides a balanced academic program-93%
- Expectations for behavior are high and students are encouraged to be responsible citizens- 99%
- School is safe, orderly, and well-disciplined-98%
- Student is happy to go to school-91%
- School rules are enforced consistently with all students- 90% (6% responded don't know)
- Staff provides a high level of service for student/family-95%
- Student receives accurate and timely feedback-92%
- School is friendly, pleasant, respectful, and welcoming- 97% (1.5% responses don't know)
- Student is provided an appropriate level of academic challenge-90%
- Staff makes parents feel welcome and part of school- 97%
- I am aware of parent involvements opportunities (PTA, SSC, ELAC, ETC)- 98%
- I feel comfortable initiating discussion w/ school staff about concerns- 94%
- Principal treats staff, parents, and students w/ respect-97%
- Principal works collaboratively-91%
- Principal communicates clearly- 95%
- Principal assists w/ resolution of parent / student concerns- 88% (8% responded don't know)
- Principal follows through w/ commitments- 94% (5% responded don't know)
- Principal maintains visibility and accessibility-97%
- Principal provides adequate and timely information-97%
- I have access to technology and emails from school- 100%

- Within its capabilities, school provides resources needed for strong educational environment- 95%
- Child has access to needed instructional materials-95%
- School is kept clean- 93%
- Child understands work in reading, math, science, and history- 85%

On the 2021 LCAP staff survey, the following % of respondents agree or strongly agree with the statements below:

- My school has been provided a consistent instructional program: 97%
- Students has been provided the necessary technology support: 97%
- School staff is welcoming and supportive- 100%
- School and district have provided consistent and informative updates- 90%
- Staff provides a strong core academic program: 97%
- School routinely encourages students and parents to set high goals- 96%
- School provides information about student's academic performance-100%
- School provides academic support- 74% (15% responded don't know)
- School offers opportunities for students to work above grade level if appropriate- 75% (22% responded don't know)
- School provides a balanced academic program-90% (7% responded don't know)
- Expectations for behavior are high and students are encouraged to be responsible citizens- 97%
- School is safe, orderly, and well-disciplined- 89%
- Student is happy to go to school-- 94%
- School rules are enforced consistently with all students- 86%
- Staff provides a high level of service for student/family- 96%
- Student receives accurate and timely feedback-75% (25% responded don't know)
- School is friendly, pleasant, respectful, and welcoming- 97%
- Student is provided an appropriate level of academic challenge- 96%
- Staff makes parents feel welcome and part of school- 96%
- Staff makes parents feel comfortable initiating discussion w/ school staff about concerns- 86% (11% responded don't know)
- Principal treats staff, parents, and students w/ respect-93%
- Principal works collaboratively-86%
- Principal communicates clearly- 90%
- Principal assists w/ resolution of parent / student concerns-86%
- Principal follows through w/ commitments-90%
- Principal maintains visibility and accessibility- 93%
- Principal provides adequate and timely information-90%
- Feel comfortable in understanding and implementation of CA CCSS- 93%
- Staff regularly reviews data to monitor and improve student progress- 79% (14% responded don't know)
- Meetings are productive, meaningful, and efficient- 65% (25% responded don't know)
- Within its capabilities, school provides resources needed for strong educational environment- 96%
- Students have access to needed instructional materials-96%
- School is kept clean-93%
- ELL students understand work in reading, math, science, and history-65% (35% responded don't know)

## **Classroom Observations**

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Frequent classroom observations by the site administrator take place at Meadow Green Elementary in the form of informal walkthroughs. These informal walkthroughs take place on a daily basis and each classroom is visited at least once per week. In addition to these informal observations, probationary teachers have at least two formal observations and two formal evaluations each year. All tenured staff have at least two formal observations and one formal evaluation yearly if they have been employed by the district fewer than 10 years, and every other year thereafter.

Evaluations, both formal and informal, are a vital form of communication, the intent of which is to reinforce knowledge of school standards and expectations, to assist individual teachers to maintain effective teaching skills and subject matter knowledge, and to encourage further development in proficiency. The result is a dynamic teaching staff that provides a high quality instructional program for all students.

The opportunity for teachers to observe one another is also available to staff through coordination with the site administrator and is especially encouraged for new teaching staff. The superintendent and the assistant superintendent of instruction also visit the school site and walk through classrooms a few times each year. The Director of Special Education visits the special education program regularly, providing feedback to both staff and administration. In the Fall, LJSD Administrators (district & site level) visited Meadow Green to observe instruction in several classrooms. This occurred at multiple school sites throughout the year.

## **Analysis of Current Instructional Program**

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

## Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Meadow Green instructional programs are based on Common Core for grades TK-6. The school uses state and local assessments to measure students' growth. This data is used to guide instructional practices. Teachers in grades Kindergarten through six analyze District benchmark results in iReady and use this information to identify and target student needs. Students are assessed regularly through district benchmark tests and ongoing classroom assessments. Students not meeting district criteria are at-risk. At-risk students are targeted and specific interventions are established early in the school year. Benchmarks used for this assessment are District trimester tests as well as the Smarter Balanced test for grades 3-6. Students not meeting criteria on benchmark tests are targeted for intervention and are invited to attend supplemental education classes. Meadow Green also utilizes several computer-assisted programs which have provided valuable data for distance learning.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Student progress is tracked on the Illuminate Data System. We also utilize iReady in grades K-6 to assess student performance levels, identify needed areas for intervention or extensions, and monitor progress in reading and math. Teachers use data from District benchmark assessments and classroom assignments to modify instruction as needed.. Grades 3-6 also utilize CAASPP IAB interim assessments to gauge student progress toward grade level CCSS standards. Data is also available from Reading Plus, Lexia, ST Math, and MobyMax regarding student academic needs and academic progress. Multiple early release days are scheduled to utilize data, specifically iReady.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% of Meadow Green staff are highly qualified.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers at Meadow Green are credentialed and there is ongoing professional development and PLC meetings. 100% of teachers and students have daily access to adopted materials, which are approved by CDE and adopted by the LJSB Board of Trustees.

## Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Currently, staff development is focused on the implementation of Thinking Maps, Studies Weekly, A2I, and the implementation of technology to support teaching and learning. Other site practices with professional development include Reading Plus, Lexia, ST-Math, and PBIS. Several early release days are utilized throughout the year for staff PLC. The topic schedule for 2020/21 is as follows:

September 20- Analyzing iReady T1 results  
September 27- iReady followup / SEL  
October 25- Ed Camp- Viewsonics, Morning Meetings, and SEL  
January 10- KnowGo program  
January 31- iReady T2 benchmark data analysis  
Feb 24- Site PLC / collaboration  
March 7- LCAP  
April 4- CAASPP administration training  
May 2- End of year planning.

In addition, district-wide instructional team planning and professional development is also provided. This includes two grade level collaboration days led by the Assistant Superintendent of Education Services and the Director of Curriculum and Instruction, as well as the following professional development:

August 16- iReady Assessments  
November 1- Thinking Maps and Setting the Stage for Writing w/ Write from the Beginning  
April 15- Thinking Maps & Narrative Writing

Meadow Green is also in process of training all staff in restorative practices through OCDE to support the PBIS program. Several staff members are planning to participate in Responsive Classroom training during Summer 2021, to assist with the implementation of morning meetings and to embed SEL in classrooms.

A scope and sequence will be developed for 2022/23 upon the release of the early release calendar, and based on district and site initiatives and needs.

## Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Meadow Green currently has teachers working in the following roles: one intervention teacher, 3 part time STEAM coordinators, and 1 teacher on the district technology team. The school district provides access and support from three Teachers on Special Assignment (TOSAs). One teacher also serves as the intervention coordinator.



Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Each grade level team meets weekly to plan and implement a challenging and rigorous curriculum. In addition to planning together at the school site, they will meet in District wide grade level teams throughout the school year to plan and collaborate. Teachers also collaborate and plan during Music and PE time. Teachers are also provided release time throughout the year to collaborate and develop curriculum as a grade level at the school site and as district-wide grade level teams. Through our SPSA, teachers will be provided an additional release day to develop curriculum. Early release instructional team planning time is on Mondays.

## Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

District-approved curriculum materials are utilized for core instruction, which are aligned to CCSS and approved by CDE. All core programs are adopted by the LJSD Board of Trustees.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

All classrooms meet or exceed the state guidelines for required instructional minutes for reading/language arts and mathematics.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Lesson pacing and master schedules are flexible and allow for sufficient intervention time. Ten minutes of each teaching period is devoted to a focus group for reteaching and reinforcing standards. The RSP program at Meadow Green works on a push-in model in the mornings and pull-out model in the afternoon. The RSP program assists in remediation and intervention of under performing students. Intervention is provided during the school-day with a credentialed teacher. ELD support is also provided to English Language Learners.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students and classrooms have access to district-adopted core materials and programs. Meadow Green also provides many supplemental programs to promote academic achievement.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Meadow Green uses SBE-adopted, standards-aligned instructional and intervention materials.

## Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

iReady, Lexia Core 5, Reading Plus, and ST Math are Common Core aligned programs that are available to all under-performing students in an effort to help them meet standards in ELA and Mathematics. In addition, teachers work with under-performing students in focus groups to reteach lessons and concepts when necessary. Intervention is also provided to tier III students in need of support in small groups three days per week. Before and after school intervention is offered to tier III students, as well.

Evidence-based educational practices to raise student achievement

Meadow Green teachers incorporate Explicit Direct Instruction in classrooms daily as a means to raise student achievement. In addition, GLAD and Thinking Maps support learning for all students in the classroom. PBIS, Restorative Practices, SEL, and PALs support a positive campus climate, which enhances academic achievement. Research based effective teaching strategies from publications such as "Classroom Instruction that Works" are utilized. Supplemental intervention programs include Lexa Core 5 and ST Math.

## Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

After-school intervention classes are offered to under-achieving students two days a week. Several computer programs are made available online to assist under-achieving students. These programs may be used at home to further assist under-achieving students. Multiple parent education nights have been held to assist and inform parents in the areas of ELA and mathematics. Meadow Green provides family education/engagement events throughout the year that focus on educationally beneficial topics, designed to assist all students and families, including those who may be under achieving.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

School Site Council, DLAC, annual surveys, LCAP meetings. A teacher sub committee also assists with recommendations for SPSA Goals/Strategies / Activities.

## Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Title I funds support school-wide achievement and provide tutoring and intervention to students not meeting grade level standards. Title I also funds supplemental programs, materials, supplies, and technology to support all students, including those under-achieving. After-school intervention classes for under-performing students are funded through the district's LCAP LCFF funds. Title II funds support staff professional development for teachers and Title III funds support EL learners through additional staff support for EL learners. For a complete list of services provided, refer to actions taken under school goals.

Fiscal support (EPC)

Title I, LCAP Supplemental Grant Funds, Title III funds, School Donation Funds, and PTA donations.

## Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

### Involvement Process for the SPSA and Annual Review and Update

Meadow Green School Site Council nominations and elections were conducted in August 2021. The School Site Council, consisting of parents and staff met to review needs-assessment on September 14, 2020. As part of this process, previous goals were reviewed, data was analyzed, and new goals and actions for 2020/21 were proposed. SSC meets throughout the year to review progress for the SPSA goals, along with other important items, including the school safety plan and school accountability report card. SSC again examined needs assessment data available when adopting the plan and during SSCs throughout the year. SSC again analyzed data and conducted a needs assessment in April 2022 to adopt an SPSA for the 2022/23 school year. Elections for open SSC positions will be held upon the return to school in Fall 2022. The SSC will analyze campus data in the Fall and recommend any changes if necessary in goals and/or strategies/activities. The Title 1 sub committee will also convene in the Fall and make any recommended changes needed based on 22/23 Title 1 budget allocations.

SSC agendas and minutes are posted on the Meadow Green website. In addition, parents and staff provide yearly survey input, which is utilized when updating the SPSA. Input and discussion is also encouraged by families during the Title I information night in August, 2021 and during PTA meetings, which took place in August 2021,-May 2022. Staff member meetings were conducted throughout the year to gather information on the strengths and needs of programs at Meadow Green. SPSA and instructional focus are also an item on each staff meeting, which are conducted at least monthly throughout the year. Our staff utilizes the PLC model, which is research-based to engage in activities including data analysis, student work analysis, best lesson and unit designs, and connecting our programs and practices at Meadow Green to overall student achievement and progress toward college and career readiness. A 2022 Title 1 information night will be held in Fall 2022, along with monthly PTA meetings throughout the school year.

Based on the needs assessment, SSC recommended to focus on goals in (1) campus climate, (2) student engagement/attendance, (3) academic excellence in ELA and Math. and (4) progress of ELL students. SSC voted to form an advisory committee of SSC members to assist the Principal with the development of goal targets and actions/services to support school-wide achievement in those goal areas. SSC will convene in Fall of 2022 to amend the Title I budget if needed based on the allocation at that time. Meadow Green's SSC takes on the responsibilities of ELAC and there is an ELAC parent representative who provides feedback on the plan and represents the school on the DELAC.

In April 2022, SSC analyzed the most current school data to adopt goals and a SPSA plan for the 2022/23 school year. SSC will amend the plan, if needed, upon the return to school in 2022/23.

## Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Not applicable, no inequities were identified.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	%	0%	%		0	
African American	1.73%	1.33%	1.8%	9	7	9
Asian	6.53%	7.05%	6.5%	34	37	33
Filipino	1.92%	1.52%	2.0%	10	8	10
Hispanic/Latino	70.63%	70.67%	72.3%	368	371	366
Pacific Islander	%	0%	%		0	
White	16.31%	17.14%	15.2%	85	90	77
Multiple/No Response	1.73%	2.29%	2.2%	9	12	11
<b>Total Enrollment</b>				521	525	506

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	77	89	74
Grade 1	65	59	70
Grade 2	79	55	60
Grade3	79	76	60
Grade 4	74	91	76
Grade 5	77	76	90
Grade 6	70	79	76
<b>Total Enrollment</b>	521	525	506

### Conclusions based on this data:

1. Meadow Green enrollment continues to range between 500-550 students.
2. There is strong interest in our program from families/students located outside of our attendance boundaries.
3. Significant subgroups at Meadow Green are Hispanic/Latino, White, and Asian.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	40	31	25	7.7%	5.9%	4.9%
Fluent English Proficient (FEP)	28	33	33	5.4%	6.3%	6.5%
Reclassified Fluent English Proficient (RFEP)	0	10	6	0.0%	25.0%	19.4%

### Conclusions based on this data:

1. The Meadow Green English Learner population has ranged from 5% to 7% throughout the past three school years. Although the percentage of English Language Learners based on students reclassifying as Fluent English Proficient is still being calculated it will remain similar in 2022/23.
2. English Learners at Meadow Green require targeted strategies to support acquisition of academic English skills in reading, writing, listening, and speaking.
3. To support a continued trend of students achieving RFEP status, classroom teachers and ELD instructional assistants will continue to provide Meadow Green English Language Learners with targeted instruction based on ELPAC data, which is provided in the beginning of the school year from the LJSJ Aeries system.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	69	80	61	68	78	61	68	78	61	98.6	97.5	100.0
Grade 4	75	77	75	75	77	74	75	77	74	100	100	98.7
Grade 5	65	76	91	65	76	89	64	76	89	100	100	97.8
Grade 6	72	69	75	72	68	74	72	68	74	100	98.6	98.7
All Grades	281	302	302	280	299	298	279	299	298	99.6	99	98.7

The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2458.	2479.	2441.	33.82	44.87	36.07	29.41	32.05	19.67	25.00	16.67	22.95	11.76	6.41	21.31
Grade 4	2522.	2501.	2502.	40.00	37.66	36.49	36.00	25.97	28.38	18.67	22.08	24.32	5.33	14.29	10.81
Grade 5	2550.	2572.	2536.	35.94	44.74	31.46	35.94	32.89	30.34	15.63	18.42	22.47	12.50	3.95	15.73
Grade 6	2583.	2585.	2539.	34.72	39.71	20.27	43.06	36.76	29.73	16.67	19.12	36.49	5.56	4.41	13.51
All Grades	N/A	N/A	N/A	36.20	41.81	30.87	36.20	31.77	27.52	19.00	19.06	26.51	8.60	7.36	15.10

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	27.94	42.31	26.23	57.35	52.56	67.21	14.71	5.13	6.56
Grade 4	38.67	40.26	24.32	58.67	46.75	72.97	2.67	12.99	2.70
Grade 5	43.75	50.00	32.58	42.19	44.74	62.92	14.06	5.26	4.49
Grade 6	43.06	38.24	31.08	45.83	52.94	55.41	11.11	8.82	13.51
All Grades	38.35	42.81	28.86	51.25	49.16	64.43	10.39	8.03	6.71

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	32.35	29.49	16.39	54.41	60.26	55.74	13.24	10.26	27.87
Grade 4	33.33	24.68	18.92	58.67	62.34	64.86	8.00	12.99	16.22
Grade 5	45.31	48.68	30.34	40.63	43.42	47.19	14.06	7.89	22.47
Grade 6	43.06	32.35	12.16	43.06	52.94	64.86	13.89	14.71	22.97
All Grades	38.35	33.78	20.13	49.46	54.85	57.72	12.19	11.37	22.15

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	27.94	29.49	11.48	67.65	66.67	78.69	4.41	3.85	9.84
Grade 4	36.00	28.57	18.92	58.67	61.04	72.97	5.33	10.39	8.11
Grade 5	31.25	46.05	19.10	57.81	46.05	74.16	10.94	7.89	6.74
Grade 6	37.50	50.00	14.86	58.33	47.06	82.43	4.17	2.94	2.70
All Grades	33.33	38.13	16.44	60.57	55.52	76.85	6.09	6.35	6.71

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	38.24	47.44	16.39	44.12	44.87	77.05	17.65	7.69	6.56
Grade 4	32.00	36.36	21.62	64.00	46.75	72.97	4.00	16.88	5.41
Grade 5	46.88	50.00	26.97	39.06	44.74	64.04	14.06	5.26	8.99
Grade 6	51.39	44.12	22.97	43.06	51.47	70.27	5.56	4.41	6.76
All Grades	41.94	44.48	22.48	48.03	46.82	70.47	10.04	8.70	7.05

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

- Overall, on ELA CAASPP assessments, the the percentage of students meeting of exceeding standards has remained consistent over the past three years, ranging between 74.1% and 64%%. These data are above the CA state, Los Angeles County, and Orange County overall averages. These data indicate that Meadow Green has continued to produce students who are college and career ready in ELA.
- Meadow Green students continue to exhibit strong performance in comparison to peers in LJSD, LA, OC, and CA.



3. Reading informational text is a claim area that has continued to show improvement over the past 3 years.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	69	80	61	68	78	61	68	78	61	98.6	97.5	100.0
Grade 4	74	77	75	74	77	74	74	77	74	100	100	98.7
Grade 5	65	76	91	65	76	88	65	76	88	100	100	96.7
Grade 6	72	69	75	72	68	74	72	68	74	100	98.6	98.7
All Grades	280	302	302	279	299	297	279	299	297	99.6	99	98.3

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2460.	2471.	2443.	29.41	32.05	16.39	33.82	39.74	36.07	27.94	21.79	32.79	8.82	6.41	14.75
Grade 4	2499.	2485.	2472.	29.73	20.78	17.57	27.03	32.47	28.38	35.14	25.97	32.43	8.11	20.78	21.62
Grade 5	2537.	2562.	2504.	36.92	42.11	19.32	23.08	21.05	20.45	15.38	30.26	32.95	24.62	6.58	27.27
Grade 6	2572.	2574.	2491.	40.28	41.18	10.81	22.22	17.65	14.86	23.61	23.53	33.78	13.89	17.65	40.54
All Grades	N/A	N/A	N/A	34.05	33.78	16.16	26.52	28.09	24.24	25.81	25.42	33.00	13.62	12.71	26.60

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	39.71	39.74	29.51	45.59	44.87	54.10	14.71	15.38	16.39
Grade 4	37.84	37.66	25.68	35.14	29.87	43.24	27.03	32.47	31.08
Grade 5	43.08	55.26	18.18	30.77	31.58	51.14	26.15	13.16	30.68
Grade 6	50.00	48.53	6.76	30.56	27.94	45.95	19.44	23.53	47.30
All Grades	42.65	45.15	19.53	35.48	33.78	48.48	21.86	21.07	31.99

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	32.35	33.33	29.51	50.00	58.97	52.46	17.65	7.69	18.03
Grade 4	33.78	29.87	18.92	51.35	40.26	54.05	14.86	29.87	27.03
Grade 5	33.85	38.16	14.77	36.92	50.00	54.55	29.23	11.84	30.68
Grade 6	29.17	39.71	10.81	58.33	41.18	52.70	12.50	19.12	36.49
All Grades	32.26	35.12	17.85	49.46	47.83	53.54	18.28	17.06	28.62

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	42.65	46.15	26.23	44.12	46.15	57.38	13.24	7.69	16.39
Grade 4	35.14	29.87	17.57	45.95	46.75	64.86	18.92	23.38	17.57
Grade 5	38.46	39.47	18.18	33.85	51.32	68.18	27.69	9.21	13.64
Grade 6	45.83	35.29	13.51	34.72	38.24	63.51	19.44	26.47	22.97
All Grades	40.50	37.79	18.52	39.78	45.82	63.97	19.71	16.39	17.51

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

- Overall, on Math CAASPP assessments, the the percentage of students meeting of exceeding standards has ranged over the past three years between 42% and 68.5%. These data are above the CA state, Los Angeles County, and Orange County overall averages. These data indicate that Meadow Green has continued to produce students who are college and career ready in Math.
- Communicating reasoning continues to be a strength area for Meadow Green students.
- Throughout the past three years, concepts and procedures has remained the lowest claim area at Meadow Green.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	1448.2	1437.7	*	1445.1	1444.6	*	1455.4	1421.3	*	12	11	6
<b>1</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>2</b>	*	*	*	*	*	*	*	*	*	*	*	6
<b>3</b>	*	*	*	*	*	*	*	*	*	*	5	*
<b>4</b>	*	*	*	*	*	*	*	*	*	*	6	*
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>6</b>		*	*		*	*		*	*		*	*
<b>All Grades</b>										28	32	26

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	18.18	*	*	63.64	*	*	9.09	*	*	9.09	*	12	11	*
<b>1</b>	*	*	*		*	*		*	*		*	*	*	*	*
<b>2</b>	*	*	*	*	*	*		*	*		*	*	*	*	*
<b>3</b>		*	*	*	*	*	*	*	*		*	*	*	*	*
<b>4</b>	*	*	*	*	*	*		*	*		*	*	*	*	*
<b>5</b>	*	*	*	*	*	*		*	*		*	*	*	*	*
<b>6</b>		*	*		*	*		*	*		*	*		*	*
<b>All Grades</b>	42.86	15.63	26.92	39.29	65.63	46.15	*	12.50	19.23	*	6.25	7.69	28	32	26

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	36.36	*	*	36.36	*	*	9.09	*	*	18.18	*	12	11	*
<b>1</b>	*	*	*		*	*		*	*		*	*	*	*	*
<b>2</b>	*	*	*	*	*	*		*	*		*	*	*	*	*
<b>3</b>	*	*	*	*	*	*		*	*		*	*	*	*	*
<b>4</b>	*	*	*		*	*		*	*		*	*	*	*	*
<b>5</b>	*	*	*	*	*	*		*	*		*	*	*	*	*
<b>6</b>		*	*		*	*		*	*		*	*		*	*
<b>All Grades</b>	57.14	31.25	34.62	*	53.13	42.31	*	6.25	23.08	*	9.38	0.00	28	32	26

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	9.09	*		81.82	*	*	9.09	*		0.00	*	12	11	*
<b>1</b>	*	*	*		*	*		*	*		*	*	*	*	*
<b>2</b>	*	*	*	*	*	*	*	*	*		*	*	*	*	*
<b>3</b>		*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>4</b>	*	*	*	*	*	*		*	*		*	*	*	*	*
<b>5</b>		*	*	*	*	*		*	*		*	*	*	*	*
<b>6</b>		*	*		*	*		*	*		*	*		*	*
<b>All Grades</b>	39.29	9.38	19.23	*	62.50	34.62	*	25.00	34.62	*	3.13	11.54	28	32	26

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	27.27	*	*	63.64	*		9.09	*	12	11	*
<b>1</b>	*	*	*		*	*		*	*	*	*	*
<b>2</b>	*	*	*		*	*		*	*	*	*	*
<b>3</b>	*	*	*	*	*	*		*	*	*	*	*
<b>4</b>		*	*	*	*	*		*	*	*	*	*
<b>5</b>	*	*	*	*	*	*		*	*	*	*	*
<b>6</b>		*	*		*	*		*	*		*	*
<b>All Grades</b>	67.86	40.63	42.31	*	50.00	57.69		9.38	0.00	28	32	26

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	36.36	*	*	45.45	*	*	18.18	*	12	11	*
<b>1</b>	*	*	*		*	*		*	*	*	*	*
<b>2</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>3</b>	*	*	*	*	*	*		*	*	*	*	*
<b>4</b>	*	*	*		*	*		*	*	*	*	*
<b>5</b>	*	*	*		*	*		*	*	*	*	*
<b>6</b>		*	*		*	*		*	*		*	*
<b>All Grades</b>	60.71	34.38	38.46	*	59.38	57.69	*	6.25	3.85	28	32	26

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	0.00	*	*	100.00	*		0.00	*	12	11	*
1	*	*	*		*	*		*	*	*	*	*
2	*	*	*	*	*	*		*	*	*	*	*
3		*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*		*	*	*	*	*
5		*	*	*	*	*		*	*	*	*	*
6		*	*		*	*		*	*		*	*
All Grades	42.86	6.25	19.23	50.00	81.25	61.54	*	12.50	19.23	28	32	26

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	54.55	*	*	36.36	*	*	9.09	*	12	11	*
1	*	*	*	*	*	*		*	*	*	*	*
2	*	*	*	*	*	*		*	*	*	*	*
3	*	*	*	*	*	*		*	*	*	*	*
4	*	*	*		*	*		*	*	*	*	*
5		*	*	*	*	*		*	*	*	*	*
6		*	*		*	*		*	*		*	*
All Grades	42.86	43.75	26.92	50.00	50.00	65.38	*	6.25	7.69	28	32	26

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

- Overall, all Meadow Green students are performing at Level 3 or above in the ELPAC assessment, with level 4 being the achievement criteria with the greatest number of students.
- Oral language, listening, and speaking domains are the highest performing sub test areas, with over 60% of LEP students performing at level 4. Meadow Green teachers will continue to utilize active engagement strategies in the classroom to encourage student academic discourse.
- Writing is the lowest sub test area, with 27% of LEP students performing at level 4. Meadow Green teachers will utilize the Journeys program to practice writing daily, with scaffolded support for LEP and other struggling students, based on student needs in the classroom.

# School and Student Performance Data

## Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

This section provides information about the school's student population.

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
506	45.5	4.9	0.4
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	25	4.9
Foster Youth	2	0.4
Homeless	15	3.0
Socioeconomically Disadvantaged	230	45.5
Students with Disabilities	39	7.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	9	1.8
American Indian or Alaska Native		
Asian	33	6.5
Filipino	10	2.0
Hispanic	366	72.3
Two or More Races	11	2.2
Native Hawaiian or Pacific Islander		
White	77	15.2

### Conclusions based on this data:

1. The number of SED students has grown to 45.5%, allowing the school to transition from a targeted to school-wide Title I program in the 19/20 school year.



2. ELL student numbers remains below 10%.
3. Hispanic continues to be the largest subgroup based on race/ethnicity.





# School and Student Performance Data

## Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Blue	<b>Chronic Absenteeism</b>  Orange	<b>Suspension Rate</b>  Green
<b>Mathematics</b>  Green		

#### Conclusions based on this data:

1. Overall, academic areas in ELA and Math continue to show a high level of growth and performance.
2. Overall suspension rate remains low and in the green rating.
3. The rate of chronic absenteeism grew, but remains under the state and local average for elementary schools.

# School and Student Performance Data

## Academic Performance English Language Arts

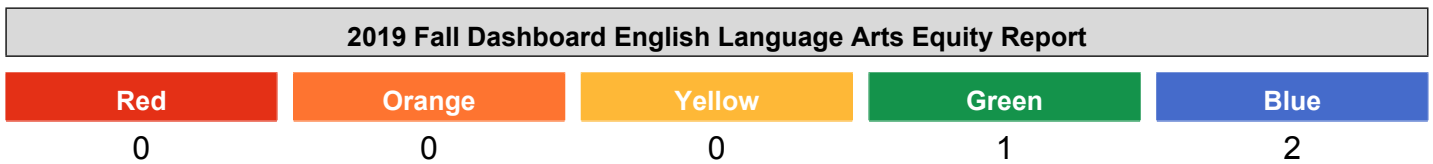
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> Blue 54.1 points above standard Increased ++9.8 points 287	<p><b>English Learners</b></p> No Performance Color 34.5 points above standard Increased Significantly ++20.6 points 34	<p><b>Foster Youth</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
<p><b>Homeless</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	<p><b>Socioeconomically Disadvantaged</b></p> Blue 38.9 points above standard Increased Significantly ++25.4 points 127	<p><b>Students with Disabilities</b></p> No Performance Color 1.2 points below standard Increased Significantly ++12.8 points 25

### 2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color 0 Students	 No Performance Color 77.8 points above standard Increased Significantly ++60.1 points 16	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
Hispanic	Two or More Races	Pacific Islander	White
 Blue 48.8 points above standard Increased ++10.6 points 211	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 0 Students	 Green 64.7 points above standard Declined -8.4 points 44

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
25.6 points below standard 14	76.5 points above standard Increased Significantly ++24.7 points 20	56.5 points above standard Increased ++9.3 points 246

#### Conclusions based on this data:

- Overall, Meadow Green performance in ELA was at the Blue, or Very High Level on the CA DataDashboard. These data indicate that Meadow Green is exceeding standards with producing students who are college and career ready in reading, writing, listening, speaking, and research/inquiry.
- All subgroups are green or better in performance.
- Reclassified English Learner students performed in the "high range." Meadow Green did not have enough English Learners students take the assessments (less than 10) to receive valid or reliable data. English only students performed in the very high range. Meadow Green will work toward an annual goal of continuing this strong achievement in ELA.

# School and Student Performance Data

## Academic Performance Mathematics

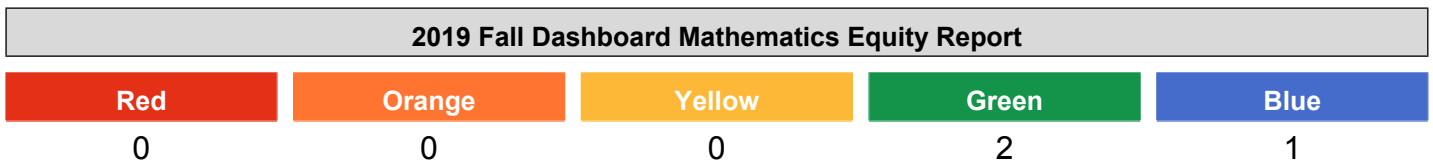
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Green</p> <p>25.7 points above standard</p> <p>Increased ++8.1 points</p> <p>287</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>13.3 points above standard</p> <p>Increased ++6.1 points</p> <p>34</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>7</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Blue</p> <p>12.4 points above standard</p> <p>Increased Significantly ++24.6 points</p> <p>127</p>	<p><b>Students with Disabilities</b></p> <p>No Performance Color</p> <p>39.6 points below standard</p> <p>Increased Significantly ++24.0 points</p> <p>25</p>

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color <span style="background-color: #e6f2ff;">66.6 points above standard</span> Increased Significantly ++51.6 points 16	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
Hispanic	Two or More Races	Pacific Islander	White
 Green <span style="background-color: #e6f2ff;">16.5 points above standard</span> Increased ++7.7 points 211	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 Green <span style="background-color: #e6f2ff;">42.8 points above standard</span> Declined -7.8 points 44

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<span style="background-color: #e6f2ff;">16.9 points below standard</span> 14	<span style="background-color: #e6f2ff;">34.4 points above standard</span> Increased ++10.4 points 20	<span style="background-color: #e6f2ff;">26.5 points above standard</span> Increased ++8.3 points 246

#### Conclusions based on this data:

1. Overall, Meadow Green performance in Math was at the Green, or High Level on the CA DataDashboard. These data indicate that Meadow Green is exceeding standards with producing students who are college and career ready in concepts/procedures, problem solving/data analysis, and communicating math reasoning.
2. All significant subgroups performed in the blue or green range.
3. Reclassified English Learner students performed in the "high range." Meadow Green did not have enough English Learners students take the assessments (less than 10) to receive valid or reliable data. English only students performed in the high range. Meadow Green will work toward an annual goal of continuing this strong achievement in Math.

# School and Student Performance Data

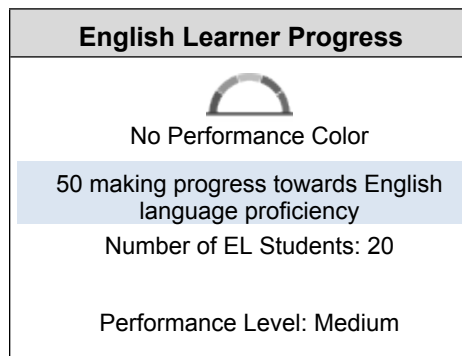
## Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

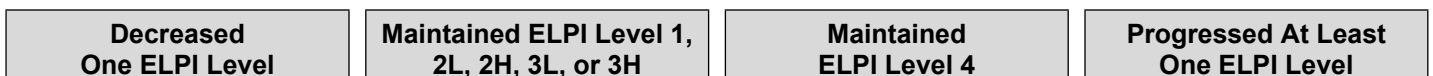
This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2019 Fall Dashboard Student English Language Acquisition Results



#### Conclusions based on this data:

1. The highest category of performance level for Meadow Green ELL students is at the highest level, Well Developed; 42.9%
2. The second highest category of performance is the second highest level of achievement, Moderately Developed; 39.3%.
3. Overall, 82.2% of Meadow Green ELL students are performing in the highest performance bands on the ELPAC assessment.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.









2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
1	3	0	1	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p>  Orange 8.7 Increased +2.9 551	<p><b>English Learners</b></p>  Green 9.5 Declined -7.1 42	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
<p><b>Homeless</b></p>  No Performance Color 7.1 Declined -6.5 14	<p><b>Socioeconomically Disadvantaged</b></p>  Red 15.3 Increased Significantly +5.2 236	<p><b>Students with Disabilities</b></p>  Orange 17 Increased +4 47



**2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color 18.2 11	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color 5.9 Declined -1 34	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10
Hispanic	Two or More Races	Pacific Islander	White
 Orange 9.5 Increased Significantly +3.3 389	 No Performance Color 5.6 Declined -1.6 18	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Orange 6.7 Increased +1.5 89

**Conclusions based on this data:**

1. The rate of chronic absenteeism grew slightly, but remains below the state and local county averages.
2. The SPSA contains an engagement goal to address this area of need both overall and for all subgroups performing at orange or red.

# School and Student Performance Data

## Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

### Conclusions based on this data:

1. Not applicable.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

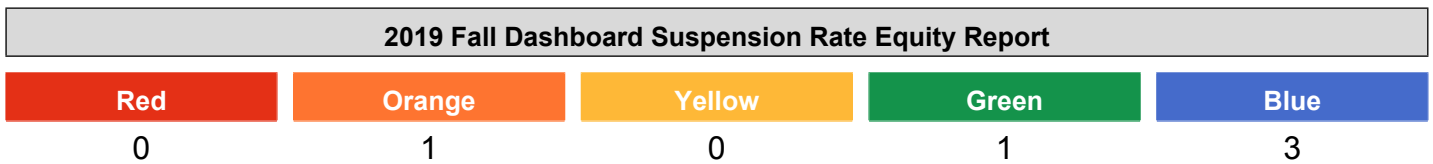
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



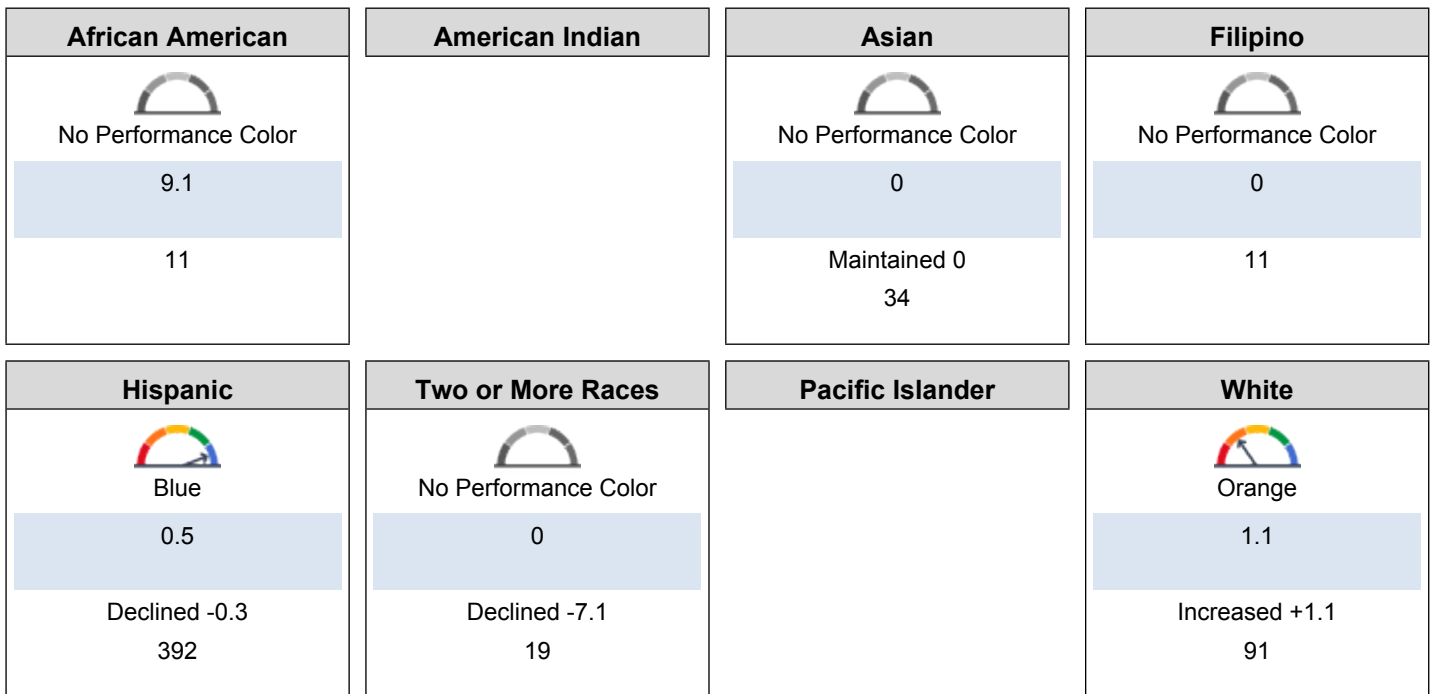
This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Green</p> <p>0.7</p> <p>Maintained -0.1</p> <p>558</p>	<p><b>English Learners</b></p> <p>Blue</p> <p>0</p> <p>Maintained 0</p> <p>44</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>6</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>0</p> <p>Declined -4.3</p> <p>14</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Blue</p> <p>0.4</p> <p>Declined -0.6</p> <p>239</p>	<p><b>Students with Disabilities</b></p> <p>Green</p> <p>2.1</p> <p>Declined -4.4</p> <p>47</p>

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity



This section provides a view of the percentage of students who were suspended.

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.8	0.7

**Conclusions based on this data:**

1. Overall, suspensions remain well below the district, local county, and state level.
2. A green overall rating was achieved.
3. All significant subgroups are at green or better. The suspension rate dropped for students with disabilities in the past year.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

School Climate and Culture.

## LEA/LCAP Goal

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

## Goal 1

By June 2023, Meadow Green will maintain a positive and safe campus climate and culture, as measured by the annual California School Dashboard Indicator, parent survey data, ODR PBIS data, and annual suspension date.

## Identified Need

State priority area, identified through CDE and CA School Dashboard. Numerous research studies have proven the link between school climate and student outcomes.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA School Dash Board Indicator of status and growth for suspension rate- All Students (If available)	Green	Green or blue
LCAP Annual parent survey data regarding student happiness attending school	91% Agree/Strongly Agree	90% or higher
Annual suspension rate	1.2% (projected in April 2022)	Less than 1%
Percentage of students 2 or more Office Discipline Referrals (ODR) majors in an academic year	4% (as of April 2022)	3% or fewer

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

1.1 Implementation of the PRIDE (Personal Responsibility in Daily Effort) Program, including PBIS training camps, monthly calendar assemblies, PBIS re-teaching, and issuance of PRIDE tickets to recognize and reinforce positive citizenship at Meadow Green.

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	Title I 4000-4999: Books And Supplies Materials for lessons and Incentives and awards for students.
500	Title I 4000-4999: Books And Supplies Fitness finder charms to support school-wide campus climate through school-wide PBIS program.

### **Strategy/Activity 2**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students.

#### Strategy/Activity

1.2 Implementation of a School Wide Discipline Plan- Meadow Green staff will continue to promote a positive campus climate, through the implementation of PBIS systems, and when necessary, addressing behaviors not meeting expectations through reteaching and progressive discipline.

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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### **Strategy/Activity 3**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students, specific services based on comprehensive Tiers. Students in orange/red for CA Dashboard are targeted through tiers.

#### Strategy/Activity

1.3 The implementation of PBIS (Positive Behavior Interventions and Supports) and Social/Emotional Learning practices.

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	Title I 1000-1999: Certificated Personnel Salaries Sub release and salaries for staff, including administration and PPS personnel to develop and maintain comprehensive PBIS program and support at-risk students, including training, PD, and curriculum/program development for PBIS, PALs, Restorative Practices, conflict resolution, social emotional learning, and other training, conferences, professional development, or curriculum/program development, which targets campus climate.
250	Title I 3000-3999: Employee Benefits Benefits for salaries listed above.
500	Title I 4000-4999: Books And Supplies PBIS expectation signage to support school-wide program.
1000	Title I 5800: Professional/Consulting Services And Operating Expenditures Conference, training, and other related expenses staff, including administration and PPS personnel to develop and maintain comprehensive PBIS program and support at-risk students, including training, PD, and curriculum/program development for PBIS, PALs, Restorative Practices, conflict resolution, social emotional learning, and other training, conferences, professional development, or curriculum/program development, which targets campus climate.

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

**Strategy/Activity**

1.4 Project Wisdom will be utilized, including morning announcements, to promote a safe and positive campus climate and culture.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

50

Source(s)

Title I  
5000-5999: Services And Other Operating Expenditures  
Project Wisdom curriculum, to provide daily messages aligned to LJSD character education program.

### **Strategy/Activity 5**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

1.5 Great Kindness Week Challenge Participation

#### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

250

Source(s)

Donations  
4000-4999: Books And Supplies  
Materials and supplies for great kindness week challenge.

### **Strategy/Activity 6**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Students with disabilities

Strategy/Activity

1.6 Big Buddy Little Buddy Program between the special education preschool and regular education upper graders.

#### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

### **Strategy/Activity 7**

#### **Students to be Served by this Strategy/Activity**



(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

1.7 If feasible, character ed assemblies will be booked , which promote kindness on campus and supports a positive school climate and culture.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1800

Parent-Teacher Association (PTA)  
5800: Professional/Consulting Services And  
Operating Expenditures  
Character Ed Assemblies

**Strategy/Activity 8**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

1.8- Campus supervision- A minimum of three campus supervisors will provide proactive and positive supervision to students at each lunch and each lunch recess to support positive behavior and citizenship. The school site will cover any additional costs in staffing not covered by the allocation formula for campus supervisors provided by the district.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

3000

Unrestricted  
2000-2999: Classified Personnel Salaries  
Salaries for campus supervisors

500

Unrestricted  
3000-3999: Employee Benefits  
Benefits for salaries listed above

**Strategy/Activity 9**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

1.9- Playground PRIDE & Silver Spoon Awards promote positive citizenship at eating and playing areas on-campus.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	Donations 4000-4999: Books And Supplies Supplies and awards for monthly playground PRIDE and Silver Spoon winners.
18000	Title I 5800: Professional/Consulting Services And Operating Expenditures Recess Coach services to support active and hands-on activities and promote cooperative play to reduce office discipline referrals from less structured school playground setting.

## Annual Review

### SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Meadow Green implements numerous strategies, actions, and programs to meet this goal. PBIS, restorative practices, SEL, and character education all contribute to our campus climate. Our continued goal is to maintain a green or better rating in the CDE established criteria for school climate. Based on data available, strategies / activities were successful in supporting the goal.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There are no major differences to note.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Upon return in the Fall, SSC will consider whether additional metrics are required in this area.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Student and Family Engagement- Attendance

## LEA/LCAP Goal

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

## Goal 2

By June 2023, Meadow Green will maintain a high level of students and family engagement as measured by our cumulative average daily attendance rate, rate of chronic absenteeism, based on the metric/indicators below.

## Identified Need

Numerous research studies have proven the link between school attendance and engagement and student outcomes. This is also a state and LJSD priority area.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Average Daily Attendance Rate	93.15% (as of March 2022)	97% or above
Chronic Absenteeism CA Dashboard Indicator- All students, SWD, Hispanic, White (if available)	Orange (2018/19)	Green or Blue
Chronic Absenteeism CA Dashboard Indicator- SED (if available)	Red	Green or Blue
Chronic Absenteeism Rate	18% (as of April 2022)	5% or below
LCAP Survey- Awareness of School Family Engagement Opportunities	Agree/Strongly Agree- 97%	At least 90% or higher

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

2.1 Periodic parent informational letters/newsletters stressing the importance of school attendance, including supplemental flyers from the Attendance Works organization, which connect school attendance with academic achievement.

#### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

100

Source(s)

Unrestricted  
4000-4999: Books And Supplies  
Materials and supplies

### **Strategy/Activity 2**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

2.2 Celebrate 100% attendance daily in classrooms with a "We're All Here Poster". Recognize these classes during morning announcements.

#### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

### **Strategy/Activity 3**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All

### Strategy/Activity

2.3 Recognition for each class when they reach 10 days of perfect attendance. Class selects their class award.

#### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

### **Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Students with chronic absenteeism

Strategy/Activity

2.4 A SART and SARB process will be implemented for absenteeism and chronic absenteeism. Letters will be sent out at 6 and 12 excused absences. A doctors note will be required for 12+ absences. 12+ absences will trigger a SART. Truancy letters will be sent out at 3, 6, 9, and 13 unexcused absences. Six unexcused absences will trigger a SARB.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

**Strategy/Activity 5**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

2.5 Participation in the District Attendance Incentive Program

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

**Strategy/Activity 6**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

2.6- Implementation of a comprehensive internal and external communications plan which includes a weekly teleparent and email every Sunday Evening, regular updates to the school's website and social media, flyers and mailers, a monthly calendar, and monthly updates to the school's marquee board.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

3000	Unrestricted 2000-2999: Classified Personnel Salaries Salaries for extra hours for office staff for clerical and communication support.
3000	Unrestricted 4000-4999: Books And Supplies New two-way radio communication handsets and chargers to replace non-functioning units.
500	Unrestricted 3000-3999: Employee Benefits Benefits for salaries listed above.

## Strategy/Activity 7

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with or at-risk for chronic absenteeism.

### Strategy/Activity

2.7- Saturday Academy- Starting in September, Meadow Green will offer monthly Saturday Academy, allowing students to recover one absence, for each Saturday Academy attended.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

#### Amount(s)

100

#### Source(s)

Title I  
4000-4999: Books And Supplies  
Materials and supplies for Saturday Academy

## Strategy/Activity 8

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Parent Engagement of Tier III Students

### Strategy/Activity

2.8- Parent Outreach, Education, and Engagement- Families will be invited to attend out of school hours family education and engagement events, topics include literacy and math support, and utilizing Think Central at home to support students in those subjects.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

#### Amount(s)

100

#### Source(s)

Title I

	2000-2999: Classified Personnel Salaries Salaries for childcare and/or office staffing & planning for evening family engagement events enabling families to attend evening family engagement activities.
50	Title I 3000-3999: Employee Benefits Benefits for salaries listed above.
250	Title I 1000-1999: Certificated Personnel Salaries Salaries for staff to develop and implement out of school/evening family education/engagement events.
100	Title I 3000-3999: Employee Benefits Benefits for salaries listed above.
100	Title I 5000-5999: Services And Other Operating Expenditures Supplies, materials, and light refreshments for family education / engagement events.

## Strategy/Activity 9

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

2.9- Art and VAPA Education

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

#### Amount(s)

5000

#### Source(s)

Donations  
5800: Professional/Consulting Services And Operating Expenditures  
Art consultant will assist teachers with providing art instruction at least two times per trimester.

District Funded  
1000-1999: Certificated Personnel Salaries  
Music teacher will provide weekly music instruction to all students TK-6.

District Funded  
1000-1999: Certificated Personnel Salaries

6th grade students will have the opportunity to receive weekly instruction in band.

## Strategy/Activity 10

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

2.10- Basic supplies, materials, and equipment- School will maintain and purchase supplies, materials, and equipment needed to ensure daily opening and operations of the school.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

15000

Source(s)

Unrestricted  
4000-4999: Books And Supplies  
Supplies, materials, and equipment to ensure daily operations of the school site.

## Strategy/Activity 11

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

2.11- Technology to support engagement for early learning and early literacy and extended learning opportunities.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5000

Source(s)

Title I  
4000-4999: Books And Supplies  
Mobile interactive boards and robotics supplies and materials to promote access and engagement during extended learning opportunities. Mobile interactive boards will be targeted to for placement in classrooms where students currently do not have access to this technology, to support engagement and achievement in academics, including math,



literacy, and STEM. Robotics will be targeted for extended learning time and STEM.

## Annual Review

### SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Meadow Green implements numerous strategies, actions, and programs to meet this goal. PBIS, restorative practices, SEL, and character education all contribute to our campus climate. Overall, we met our goal and all benchmarks. Our continued goal is to maintain a green or better rating in the CDE established criteria for attendance/engagement. Based on data available, strategies / activities were successful in supporting the goal.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There are no major differences noted.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

A CA School Dashboard rating may be unavailable for the 2021/22 school year. Upon return in the Fall, SSC will consider whether additional metrics are required in this area.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Academic Excellence in English Language Arts and Mathematics

## LEA/LCAP Goal

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

## Goal 3

By June 2023, Meadow Green students will continue to demonstrate a high level of achievement and growth toward achievement of college and careers readiness in both English Language Arts (ELA) and Math on annual CAASPP Smarter Balanced assessments, including any significant subgroups performing below "green" status, as measured by annual California School Dashboard reports, as well as school level assessment data, as listed below under the metric/indicator section.

## Identified Need

California has adopted and implemented the Common Core State Standards (CCSS) in order to prepare students for college and career readiness. Meadow Green has thrived implementing these standards and will continue to strive to support students who attend Meadow Green with demonstrating exemplary achievement in these rigorous standards. It is vital that we continue to produce students who are well-prepared for college and careers, and further levels of schooling and training.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Fall 2023 (from 22/23 school year) California School Dashboard Rating in Math (if available)	Green	Green or Blue Status (Growth and Status in Distance from Level 3)
Fall 2023 (from 22/23 school year) California School Dashboard Rating in ELA (if available)	Blue	Green or Blue Status (Growth and Status in Distance from Level 3)
CAASPP ELA Baseline	58% of students met or exceeded standard (most recent data, Spring 2021)	65% of students will meet or exceed standard
iReady Benchmark Growth	School-wide percentage toward attaining annual growth goals. As of January 2022, we have achieved 76% of expected growth in reading and 70% in math.	School-wide, we will achieve at least 100% or higher of annual growth goals by the end of the school year in reading and math, as determined by the program.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Math Baseline	40% of students met of exceeded standard (most recent data, Spring 2021)	45% of students will meet or exceed standard

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

#### Strategy/Activity

3.1 Students in grades 3-6 will be given a base line iReady assessment three times a year as a progress monitoring tool.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Based on Tiers. Tier 1- All (100%) Tier 2- Targeted-- About 15%, Tier 3- Intensive- About 5%

#### Strategy/Activity

3.2 Implement a Master Schedule and MTSS systems that allow for 2 to 2.5 hours of ELA core instruction, and 1 to 1.5 hours of math instruction (Tier 1), implementation of FOCUS 5 daily for in-class intervention (Tier 2), and 30 minutes intensive small group intervention (Tier 3) 3 days per week.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

30000

Title I  
1000-1999: Certificated Personnel Salaries  
Salary for Intervention Support Teacher(s) three days per week and release time to collaborate with teachers to develop specific support plans for Tier III students through on going progress monitoring and data analysis.

5000

Title I  
3000-3999: Employee Benefits  
Benefits for salaries listed above.

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

#### Strategy/Activity

3.3 Examination of student performance; identify focus standards; create short cycle formative assessments to monitor student mastery of standards and identify target students during Wednesday collaborations to develop plans to reteach for mastery.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

#### Strategy/Activity

3.4- Professional Learning Communities- A comprehensive scope and sequence will be developed and implemented for site PLC Mondays to support further development and collaboration around programs and practices such as Lexia/Reading Plus, integration of technology to enhance learning, supporting struggling and special education students in general education classrooms, Visual Evidence of Student Learning (VESL) practices, ST-Math, Desk-to-Dashboard Data analysis, adult collaboration and development of collective expertise, and identification of practices and programs that are yielding strong academic results at Meadow Green.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

500

Title I  
1000-1999: Certificated Personnel Salaries  
Release time for collaboration and data conference analysis to target the needs of Tier II and Tier III students requiring targeted and intensive interventions.

100

Title I  
3000-3999: Employee Benefits

	Benefits for salaries listed above.
	Title I 1000-1999: Certificated Personnel Salaries Substitute release time for curriculum development and to attend professional development

**Strategy/Activity 5**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Tier I (All), Tier II (Targeted Intervention), and Tier III (Intensive Intervention) students. Tiers include students from any subgroups in orange or red on the CA Dashboard, if applicable.

**Strategy/Activity**

3.5 Computer-assisted instruction programs in ELA and Math. Access to technology and Reading Plus and Front Row daily through Chromebooks, Computer Lab, and iPads. Teachers will utilize computer assisted instruction program, which are differentiated and individualized to each students learning needs, including Lexia (TK-2), Reading Plus (3-6), Accelerated Reader (TK-2), ST Math (K-6), Khan Academy (4-6) and Reflex Math (3-6) to support academic achievement in ELA and Math.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Donations 5000-5999: Services And Other Operating Expenditures ST Math School License
750	Title I 5000-5999: Services And Other Operating Expenditures Reading A-Z licenses for kindergarten teachers.
	District Funded 5000-5999: Services And Other Operating Expenditures Lexia Licenses K-2
	Title I 5800: Professional/Consulting Services And Operating Expenditures School-wide Reading Plus site license.
	Title I 5800: Professional/Consulting Services And Operating Expenditures Accelerated Reader Licenses and hosting (TK-2).

	Title I 4000-4999: Books And Supplies Technology expense purchases to support teaching and learning, including Chromebooks and tablets, iPads, projectors/displays, and other related technology expenses.
1000	Title I 5000-5999: Services And Other Operating Expenditures School-wide license for Mystery Science and other science programs.
	Title I 5000-5999: Services And Other Operating Expenditures School-wide license for Flocabulary
11340	District Funded 5000-5999: Services And Other Operating Expenditures District technology allocation to support the on-going refresh of teacher computers and other devices on-campus, and to support other technology needs, including projection/display systems, printers, student devices, and other related expenses for technology at Meadow Green.
	Title I 5800: Professional/Consulting Services And Operating Expenditures Site wide MobyMax License.

## Strategy/Activity 6

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

3.6- Professional Development- Professional development for staff, including administrators and PPS personnel.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1000

Title I  
1000-1999: Certificated Personnel Salaries

	Sub and teacher salaries for professional development, including the programs listed in this plan, as well as other applicable topics.
1000	Title I 5000-5999: Services And Other Operating Expenditures Training, conference fees, and other expenses for PD in research-proven academic programs and practices for teachers and administrators, including CUE conference, CA STEAM conference, ISTE, So Cal Kinder Conference, administrator training through ACSA or other nationally and state recognized organizations, and other research-based PD on teaching, learning, or other practices that impact academic achievement, including topics related to distance learning and hybrid and/or virtual teaching.
250	Title I 3000-3999: Employee Benefits Benefits for salaries listed above.
2000	Title I 1000-1999: Certificated Personnel Salaries Sub salaries to provide one day of release time for each teacher to develop curriculum to support the implementation of Thinking Maps, Studies Weekly, and A2I, as well as distance learning, virtual and hybrid teaching.
250	Title I 2000-2999: Classified Personnel Salaries Benefits for salaries listed above.

## Strategy/Activity 7

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

### Strategy/Activity

3.7- Materials and Supplies- Purchase of materials and supplies such as paper, ink, and other basic academic supplies to support teacher creation of daily lessons and instruction to support classroom learning.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

10000	Unrestricted 4000-4999: Books And Supplies Basic supplies and materials for classrooms and for the school. Classrooms are allotted a minimum of \$12/student.
1000	Title I 4000-4999: Books And Supplies Supplemental materials / curriculum across all subject areas to support academic achievements in reading, writing, and math

**Strategy/Activity 8**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

3.8- Collaboration and implementation of newly adopted ELA (Journeys/Study Snyc) and Math (Go Math/Big Ideas) , and Studies Weekly/Discovery (History) core programs. Teachers will continue to collaborate and develop best practices for successfully implementing lessons and units.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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**Strategy/Activity 9**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Tier II and Tier III

Strategy/Activity

3.9- Intervention outside of the school day- Meadow Green will provide weekly before and/or after school intervention for students in grades TK-6 for students in need of Tier II and Tier III Intervention supports.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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8000	District Funded 1000-1999: Certificated Personnel Salaries LCFF before and after school intervention salaries.
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1000	District Funded 2000-2999: Classified Personnel Salaries LCFF before and after school intervention salaries.
1000	District Funded 3000-3999: Employee Benefits Benefits for salaries listed above.

## Annual Review

### SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Meadow Green implements numerous strategies, actions, and programs to meet this goal. Tiered intervention, effective classroom instruction, a laser focus on academics, before and after school tutoring, computer-adaptive programs, professional development, and collaboration all contributed to the success of this goal. Official ELA and Math CAASPP results are not yet available. Based on January iReady benchmarks, the school is on-pace toward meeting the growth indicator.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There are no major differences.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

A CA School Dashboard rating may be unavailable for the 2021/22 school year. Upon return in the Fall, SSC will consider whether additional metrics are required in this area. Based on Spring 2022 CAASPP results, SSC may modify the expected outcome for CAASPP indicator if the goals above are already achieved.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

English Language Development- ELD

## LEA/LCAP Goal

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

## Goal 4

By June 2023, English Language Learners will demonstrate growth in achievement in students meeting or exceeding college and career readiness standards in English Language Arts, as Measured by annual, ELPAC, reclassification rate, and CAASPP results.

## Identified Need

The achievement of English Learners continue to be a priority in Lowell Joint and at Meadow Green. English Learners students are at-risk of low academic achievement.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of English Language Learner students meeting or exceeding standards on ELA CAASPP assessment.	36%	41%
Percentage of Students scoring level 3 or 4 on annual ELPAC assessments.	73%	78%
Percentage of students meeting the criteria for RFEP	19%	25%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Language Learners

Strategy/Activity

EL 4.1- Meadow Green Teachers and support staff will continue to provide integrated (throughout the day) and designated (30 minutes daily) of English Language Development to support academic language acquisition and academic achievement for English Language Learner students.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
19000	District Funded 2000-2999: Classified Personnel Salaries Salary for 0.5 ELD Specialist to support English Learners.
3000	District Funded 3000-3999: Employee Benefits Benefits for the salary listed above.

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Language Learners

#### Strategy/Activity

EL 4.2- Use of data- Teachers will be provided with ELPAC data, including overall levels and levels in reading, writing, listening, and speaking for in English Language learner in their class prior to the start of the school year from Illuminate to inform designated and integrated ELD instruction.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Language Learners

#### Strategy/Activity

EL 4.3- Family Engagement & Education Events in evening- See Goal #2 for detailed description of these events.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

EL 4.4- Saturday Intervention- Meadow Green staff will explore the use of Saturday Academy to provide targeted intervention in small groups to English Language Learner students.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

### Strategy/Activity 5

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Tier II and Tier III English Learners

Strategy/Activity

EL 4.5- English Learners will receive Tier II and Tier III Interventions during the day and before and after school to target needs and support language acquisition and academic achievement (see goal #2 for detailed information on interventions).

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

### Strategy/Activity 6

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

EL 4.6- Professional Development- All new teachers will be trained in EDI. Teachers will have the opportunity to be trained in Guided Language Acquisition Development (GLAD) and Thinking Maps. These are all research based programs/practices that support language acquisition and development and academic achievement of English Learners.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

### **Strategy/Activity 7**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

English Language Learners

Strategy/Activity

EL 4.7- ELAC / SSC- Parents will collaborate throughout the year with the Principal to provide input and feedback on the ELD program.

#### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

## **Annual Review**

### **SPSA Year Reviewed: 2021-22**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### **ANALYSIS**

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Meadow Green implements numerous strategies, actions, and programs to meet this goal. Please see goal #3, academic excellence for strategies and activities that contribute to academic achievement. In addition to those, we provide specific ELD support to English Learners, which are outlined in this goal area. Overall, we met our goal and all benchmarks. Some strategies may not be feasible to implement during distance distance learning and/or in-person hybrid, depending on health department guidance, and the school will implement to the greatest extent possible.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There are no major differences.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

There are no changes anticipated. SSC will review ELPAC and CAASPP data in the Fall to determine is modifications are needed.

# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$62602
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$156,340.00

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$70,350.00

Subtotal of additional federal funds included for this school: **\$70,350.00**

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
District Funded	\$43,340.00
Donations	\$5,750.00
Parent-Teacher Association (PTA)	\$1,800.00
Unrestricted	\$35,100.00

Subtotal of state or local funds included for this school: **\$85,990.00**

Total of federal, state, and/or local funds for this school: **\$156,340.00**

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	70000	-350.00

## Expenditures by Funding Source

Funding Source	Amount
District Funded	43,340.00
Donations	5,750.00
Parent-Teacher Association (PTA)	1,800.00
Title I	70,350.00
Unrestricted	35,100.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	42,750.00
2000-2999: Classified Personnel Salaries	26,350.00
3000-3999: Employee Benefits	10,750.00
4000-4999: Books And Supplies	36,450.00
5000-5999: Services And Other Operating Expenditures	14,240.00
5800: Professional/Consulting Services And Operating Expenditures	25,800.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	District Funded	8,000.00
2000-2999: Classified Personnel Salaries	District Funded	20,000.00

3000-3999: Employee Benefits	District Funded	4,000.00
5000-5999: Services And Other Operating Expenditures	District Funded	11,340.00
4000-4999: Books And Supplies	Donations	750.00
5800: Professional/Consulting Services And Operating Expenditures	Donations	5,000.00
5800: Professional/Consulting Services And Operating Expenditures	Parent-Teacher Association (PTA)	1,800.00
1000-1999: Certificated Personnel Salaries	Title I	34,750.00
2000-2999: Classified Personnel Salaries	Title I	350.00
3000-3999: Employee Benefits	Title I	5,750.00
4000-4999: Books And Supplies	Title I	7,600.00
5000-5999: Services And Other Operating Expenditures	Title I	2,900.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	19,000.00
2000-2999: Classified Personnel Salaries	Unrestricted	6,000.00
3000-3999: Employee Benefits	Unrestricted	1,000.00
4000-4999: Books And Supplies	Unrestricted	28,100.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	27,850.00
Goal 2	32,300.00
Goal 3	74,190.00
Goal 4	22,000.00



# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Matt Cukro- Principal	Principal
Krista Karr- Teacher	Classroom Teacher
Michelle Van der Lee- Teacher- Chairperson	Classroom Teacher
Amanda Evenson- Teacher- Vice Chairperson	Classroom Teacher
Darleene Pullen- Classified Staff-	Other School Staff
Edna Tristian- Parent	Parent or Community Member
Patricia Garcia - ELAC Parent Representative	Parent or Community Member
Naomi Rivera- Parent	Parent or Community Member
Maria Gonzalez - Parent	Parent or Community Member
Courtney Rivera- Parent/PTA Representative	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

**Signature**

**Committee or Advisory Group Name**



English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 04/14/2022.

Attested:



Principal, Matt Cukro on 4/14/2022



SSC Chairperson, Michelle Van der Lee on 04/14/2022

# Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

**The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.**

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## **Purpose and Description**

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

### **Purpose**

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

### **Description**

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

### **Stakeholder Involvement**

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

*[This section meets the requirements for TSI and ATSI.]*

*[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]*

### **Resource Inequities**

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

*[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]*

# Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

## Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

*[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]*

## Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

*[Completing this section fully addresses all relevant federal planning requirements]*

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

*[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]*

*[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]*

## Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

*[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]*

*[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]*

## **Students to be Served by this Strategy/Activity**

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

## **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

*[This section meets the requirements for CSI, TSI, and ATSI.]*

*[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

## **Annual Review**

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

## Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

*[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]*

## Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.*

## Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

*[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*



# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

### Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
  - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

### Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
    - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    - b. use methods and instructional strategies that:
      - i. strengthen the academic program in the school,
      - ii. increase the amount and quality of learning time, and
      - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
      - i. strategies to improve students' skills outside the academic subject areas;
      - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
      - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
      - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

### Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## **Single School Districts and Charter Schools Identified for School Improvement**

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## Appendix C: Select State and Federal Programs

**For a list of active programs, please see the following links:**

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

School Year: **2022-23**



# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Olita Elementary School	30647666020200	May 24, 2021	June 14, 2021

## Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The staff at Olita Elementary School is working to meet all ESSA requirements by using the District adopted, state approved curriculum to meet the needs of all students. Our struggling readers in grades Kindergarten through third grade are receiving intensive foundational reading skills by attending daily sessions with our Leveled Literacy Intervention teacher. All students' needs are being met through our during-school enrichment/intervention sessions focusing on English Language Arts and Math skills. These sessions occur weekly and progress monitoring allows for regrouping periodically throughout the year as needed. All subgroups are identified and monitored throughout this process.

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# Comprehensive Needs Assessment Components

## Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

## Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Parents, students, and teachers will be given an opportunity during the 2022-2023 school year to complete a formal needs assessment. The survey includes topics such as academics, school climate and overall operations of the school.

The results will provide feedback about areas of concern that may need attention for improvement. The survey from last year showed that parents were overall pleased with how our school provides for their children. The only area of concern is communication about their child's progress which has been addressed with all teachers. Almost all teachers use Class Dojo as a form to communicate with parents. We continue to send fliers, emails, post updates on Instagram, make phone calls to reach out to our parents.

## Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Observations in the form of informal walkthroughs by the site administrator take place at Olita at least once per week in each classroom. Classroom instruction is also monitored by the formal evaluation process. During these informal and formal observations there is evidence that teachers are meeting the needs of all students using district approved materials and effective teaching strategies.

## Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

## **Standards, Assessment, and Accountability**

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

This year our students in grades 3-6 will complete trimester benchmarks using the Smarter Balance IABs. The IABs are aligned with the SBAC and will give accurate data that reflects student achievement. TK-2 students are using other curriculum based benchmarks for teachers to monitor progress and adjust instruction, as well as our new iReady program.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

The teachers at Olita School use end of chapter tests and end of unit tests in order to modify instruction based on data collected. Students are also given monthly assessments using the STAR Reading Program to monitor comprehension. iReady will be used for diagnostics and instructional support and practice in both ELA and Math. ST Math is used by all Kindergarten through 5th grade students for the remainder of this year. Math skills, along with fluency are practiced throughout the year using ST Math, Khan Academy and iReady.

## **Staffing and Professional Development**

Status of meeting requirements for highly qualified staff (ESEA)

All classroom teachers are highly qualified and meet the requirements for ESEA.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers are provided professional development throughout the year. We have been focusing on our writing program through Write From the Beginning and Thinking Maps.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

The teachers attend professional development training which includes Thinking Maps, Write From the Beginning, technology usage, and curriculum training.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Our teachers have been trained on how to implement the iReady program used for diagnostics and skill support in ELA and Math. Our teachers are provided support throughout the year as we learn the new program.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Our teachers work with their grade level teams every Monday to plan and review for upcoming lessons. They also get together several times a year to work together district-wide for planning and professional development.

## Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Our teachers collaborate weekly to plan curriculum that meets the grade level standards in all subject areas. Best practices are discussed through data comparisons and reflecting on teaching strategies.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

All teachers are informed of instructional minutes in which they use to plan daily instruction in order to meet the needs of all students. Minutes are above state requirements.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Teachers create a weekly schedule that maps out when each subject is taught and for how many minutes each day. The during school intervention sessions are included in these schedules.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students have access to every textbook and all instructional materials for their grade level.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All students are using district adopted (State approved) instructional materials for all levels of instruction.

## Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Almost all teachers are GLAD, EDI, and Thinking Map trained. The teachers use different scaffolding strategies to reach all students, including underperforming students. We are working to provide training to all teachers who need GLAD, EDI, and/or Thinking Maps.

Evidence-based educational practices to raise student achievement

We continue to seek evidence-based practices in order to help students achieve. These practices include, but are not limited to : EDI, GLAD, and Thinking Maps and Write From the Beginning.

## Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Our curriculum director and assistant superintendent provide support throughout the year to provide strategies for working with under achieving students through our Intervention Coordinator on site. The Intervention Coordinator meets 1:1 with all underperforming students (identified from SBAC scores) in order to set SMART goals for the year. The intervention Coordinator and classroom teachers work with the students to make sure they are on target to meet the goals.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

We have a strong base of parent volunteers who come to school and work with our struggling students. We invite parent volunteers on campus to provide extra support. Parents help students memorize math facts, learn Fry words, and any other skills needed.

## Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

We are funded schoolwide for Title 1. All students have access to any program or materials purchased with Title 1 funds. Our LLI reading program is funded through Title 1. We are also using funds from our Low Performing Block Grant. All underperforming students will meet with our Intervention Coordinator to make goals and discuss

Fiscal support (EPC)

In addition to Title I monies Olita receives a Site Allocation from LCFF in addition to STEAM monies and other supplemental LCFF dollars to support students.

## Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

### **Involvement Process for the SPSA and Annual Review and Update**

The planning process for this year's SPSA began early this year. Since the start of school, the teachers have discussed several ways to support our students. While many topics were discussed, some actual goals will be very similar to last year's goals, but due to SBAC scores not being in until later this year, we will focus on data from iReady to drive goals.. Our students 3rdthrough 6th grade students will take the state assessment through CAASPP in May 2022. Our School Site Council will meet to discuss plans and goals for this year. School Site Council meeting is scheduled for May 12, 2022, to review and approve this upcoming year's goals. Next year's School Site Council will meet four times throughout the 22-23 school year to monitor and adjust goals and/or actions to meet the goals.

## Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

As part of the Comprehensive Needs Assessment a large portion of our students did not have access to before and after school intervention. To make sure that all students have access we implemented during the school day intervention sessions to meet the needs of all students.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	%	0%	%		0	
African American	2.06%	2.03%	1.4%	9	9	6
Asian	2.52%	3.61%	4.7%	11	16	20
Filipino	1.14%	2.03%	2.3%	5	9	10
Hispanic/Latino	66.59%	65.91%	66.0%	291	292	283
Pacific Islander	1.14%	1.13%	1.2%	5	5	5
White	23.57%	20.77%	19.6%	103	92	84
Multiple/No Response	1.14%	1.58%	1.6%	5	7	7
<b>Total Enrollment</b>				437	443	429

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	61	77	69
Grade 1	39	49	63
Grade 2	66	45	51
Grade 3	67	64	49
Grade 4	54	68	63
Grade 5	77	63	70
Grade 6	72	77	64
Grade 8	1		
<b>Total Enrollment</b>	437	443	429

### Conclusions based on this data:

1. Based on this data, our Asian population has increased by 4 students. Our Hispanic population decreased by 9 students.
2. Our African-American population decreased by 3 students along with our White students dropping by 8 students.
3. Based on the data, our student enrollment continues to decline, From last year we declined by 14 students.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	43	38	37	9.8%	8.6%	8.6%
Fluent English Proficient (FEP)	23	38	28	5.3%	8.6%	6.5%
Reclassified Fluent English Proficient (RFEP)	0	17	2	0.0%	39.5%	5.3%

### Conclusions based on this data:

1. The number of English Learners had been decreasing each year, however in the past year we gained 2 students.
2. Our number of Fluent English Proficient students are also decreasing.



# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	53	64	48	51	64	48	51	64	48	96.2	100	100.0
Grade 4	69	57	63	67	53	62	67	53	62	97.1	93	98.4
Grade 5	69	72	66	66	72	65	66	72	65	95.7	100	98.5
Grade 6	72	74	67	70	71	66	70	71	66	97.2	95.9	98.5
All Grades	263	267	244	254	260	241	254	260	241	96.6	97.4	98.8

The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2432.	2441.	2380.	19.61	31.25	8.33	35.29	25.00	20.83	23.53	23.44	35.42	21.57	20.31	35.42
Grade 4	2462.	2482.	2438.	19.40	26.42	17.74	25.37	30.19	19.35	29.85	24.53	25.81	25.37	18.87	37.10
Grade 5	2508.	2499.	2482.	15.15	16.67	16.92	40.91	41.67	29.23	25.76	19.44	15.38	18.18	22.22	38.46
Grade 6	2554.	2545.	2505.	21.43	19.72	10.61	38.57	38.03	28.79	31.43	26.76	34.85	8.57	15.49	25.76
All Grades	N/A	N/A	N/A	18.90	23.08	13.69	35.04	34.23	24.90	27.95	23.46	27.39	18.11	19.23	34.02

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	27.45	37.50	10.64	52.94	45.31	57.45	19.61	17.19	31.91
Grade 4	17.91	33.96	14.52	61.19	47.17	66.13	20.90	18.87	19.35
Grade 5	21.21	22.22	16.92	57.58	50.00	56.92	21.21	27.78	26.15
Grade 6	31.43	28.17	4.55	42.86	46.48	71.21	25.71	25.35	24.24
All Grades	24.41	30.00	11.67	53.54	47.31	63.33	22.05	22.69	25.00

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Writing</b> <b>Producing clear and purposeful writing</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>
<b>Grade 3</b>	17.65	23.44	6.38	58.82	48.44	63.83	23.53	28.13	29.79
<b>Grade 4</b>	10.45	20.75	12.90	62.69	62.26	53.23	26.87	16.98	33.87
<b>Grade 5</b>	30.30	23.61	6.15	53.03	55.56	61.54	16.67	20.83	32.31
<b>Grade 6</b>	34.29	28.17	10.61	51.43	53.52	60.61	14.29	18.31	28.79
<b>All Grades</b>	23.62	24.23	9.17	56.30	54.62	59.58	20.08	21.15	31.25

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Listening</b> <b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>
<b>Grade 3</b>	17.65	28.13	2.13	70.59	56.25	87.23	11.76	15.63	10.64
<b>Grade 4</b>	19.40	15.09	3.23	71.64	64.15	79.03	8.96	20.75	17.74
<b>Grade 5</b>	10.61	11.11	10.77	77.27	75.00	72.31	12.12	13.89	16.92
<b>Grade 6</b>	22.86	21.13	13.64	70.00	67.61	71.21	7.14	11.27	15.15
<b>All Grades</b>	17.72	18.85	7.92	72.44	66.15	76.67	9.84	15.00	15.42

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Research/Inquiry</b> <b>Investigating, analyzing, and presenting information</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>
<b>Grade 3</b>	23.53	25.00	12.50	52.94	48.44	56.25	23.53	26.56	31.25
<b>Grade 4</b>	28.36	24.53	14.52	47.76	58.49	72.58	23.88	16.98	12.90
<b>Grade 5</b>	21.21	25.00	13.85	59.09	51.39	61.54	19.70	23.61	24.62
<b>Grade 6</b>	34.29	38.03	18.18	60.00	46.48	66.67	5.71	15.49	15.15
<b>All Grades</b>	27.17	28.46	14.94	55.12	50.77	64.73	17.72	20.77	20.33

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. Due to the Covid-19 pandemic, our students did not participate in the CAASPP testing in the spring of 2020.
2. We will assess our students in August to determine intervention and academic needs. Our program will be designed to help all students from intense intervention to enrichment and beyond.

3. When our results from the 20/21 SBAC tests are released, we will consider that data as we assess for current levels in the fall.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	52	64	48	50	64	48	50	64	48	96.2	100	100.0
Grade 4	69	57	63	67	53	62	67	53	62	97.1	93	98.4
Grade 5	68	72	66	65	72	65	65	72	65	95.6	100	98.5
Grade 6	72	74	67	70	70	66	70	70	66	97.2	94.6	98.5
All Grades	261	267	244	252	259	241	252	259	241	96.6	97	98.8

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2426.	2425.	2389.	12.00	6.25	4.17	34.00	45.31	16.67	30.00	20.31	37.50	24.00	28.13	41.67
Grade 4	2468.	2481.	2445.	14.93	20.75	8.06	37.31	35.85	22.58	31.34	20.75	41.94	16.42	22.64	27.42
Grade 5	2516.	2518.	2479.	24.62	25.00	9.23	26.15	23.61	18.46	27.69	30.56	33.85	21.54	20.83	38.46
Grade 6	2554.	2550.	2504.	34.29	34.29	13.64	22.86	18.57	15.15	27.14	24.29	45.45	15.71	22.86	25.76
All Grades	N/A	N/A	N/A	22.22	22.01	9.13	29.76	30.12	18.26	28.97	24.32	39.83	19.05	23.55	32.78

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	26.00	29.69	8.33	44.00	39.06	41.67	30.00	31.25	50.00
Grade 4	32.84	35.85	12.90	37.31	37.74	59.68	29.85	26.42	27.42
Grade 5	38.46	40.28	12.31	36.92	34.72	50.77	24.62	25.00	36.92
Grade 6	44.29	42.86	18.18	30.00	30.00	46.97	25.71	27.14	34.85
All Grades	36.11	37.45	13.28	36.51	35.14	50.21	27.38	27.41	36.51

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	26.00	15.63	6.25	46.00	56.25	58.33	28.00	28.13	35.42
Grade 4	10.45	22.64	6.45	58.21	47.17	58.06	31.34	30.19	35.48
Grade 5	20.00	26.39	12.31	52.31	51.39	55.38	27.69	22.22	32.31
Grade 6	27.14	28.57	4.55	50.00	41.43	57.58	22.86	30.00	37.88
All Grades	20.63	23.55	7.47	51.98	49.03	57.26	27.38	27.41	35.27

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	28.00	17.19	6.25	50.00	60.94	68.75	22.00	21.88	25.00
Grade 4	22.39	26.42	11.29	53.73	49.06	58.06	23.88	24.53	30.65
Grade 5	21.54	19.44	1.54	52.31	54.17	70.77	26.15	26.39	27.69
Grade 6	31.43	28.57	10.61	48.57	45.71	69.70	20.00	25.71	19.70
All Grades	25.79	22.78	7.47	51.19	52.51	66.80	23.02	24.71	25.73

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. Due to the Covid-19 pandemic, our students did not participate in the CAASPP testing in the spring of '20.
2. We will assess our students in August '21 to determine student needs and implement an intervention program to meet these needs.
3. We will analyze our data from the modified SBAC testing that our students completed in May '21 in August '21.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students													
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested			
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	
K	*	*	1411.5	*	*	1414.0	*	*	1405.4	*	4	13	
1	*	*	*	*	*	*	*	*	*	*	4	4	
2	*	*	*	*	*	*	*	*	*	*	4	8	
3	*	*	*	*	*	*	*	*	*	*	*	7	
4	*	*	*	*	*	*	*	*	*	*	4	*	
5	*	*	*	*	*	*	*	*	*	*	7	4	
6	*	*	*	*	*	*	*	*	*	*	*	4	
All Grades											42	27	43

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	7.69	*	*	53.85	*	*	23.08		*	15.38	*	*	13
1	*	*	*	*	*	*		*	*	*	*	*	*	*	*
2	*	*	*	*	*	*		*	*	*	*	*	*	*	*
3	*	*	*		*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*		*	*		*	*	*	*	*
6	*	*	*		*	*		*	*	*	*	*	*	*	*
All Grades	47.62	7.41	13.95	*	48.15	48.84	*	29.63	18.60	*	14.81	18.60	42	27	43

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	15.38	*	*	46.15	*	*	15.38		*	23.08	*	*	13
1	*	*	*	*	*	*		*	*	*	*	*	*	*	*
2	*	*	*	*	*	*		*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*		*	*	*	*	*
5	*	*	*	*	*	*		*	*		*	*	*	*	*
6	*	*	*		*	*		*	*	*	*	*	*	*	*
All Grades	57.14	18.52	32.56	*	48.15	32.56	*	22.22	13.95	*	11.11	20.93	42	27	43

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	7.69	*	*	23.08	*	*	46.15		*	23.08	*	*	13
1	*	*	*	*	*	*		*	*	*	*	*	*	*	*
2	*	*	*	*	*	*		*	*	*	*	*	*	*	*
3		*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*		*	*		*	*	*	*	*
6	*	*	*		*	*		*	*	*	*	*	*	*	*
All Grades	42.86	7.41	4.65	26.19	22.22	34.88	*	51.85	30.23	*	18.52	30.23	42	27	43

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	*	7.69	*	*	84.62		*	7.69	*	*	13
<b>1</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>2</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>3</b>	*	*	*	*	*	*		*	*	*	*	*
<b>4</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>5</b>	*	*	*	*	*	*		*	*	*	*	*
<b>6</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	57.14	18.52	27.91	30.95	66.67	60.47	*	14.81	11.63	42	27	43

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	*	15.38	*	*	61.54		*	23.08	*	*	13
<b>1</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>2</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>3</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>4</b>	*	*	*	*	*	*		*	*	*	*	*
<b>5</b>	*	*	*	*	*	*		*	*	*	*	*
<b>6</b>	*	*	*		*	*	*	*	*	*	*	*
<b>All Grades</b>	50.00	22.22	39.53	38.10	59.26	41.86	*	18.52	18.60	42	27	43

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.



Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	*	7.69	*	*	84.62		*	7.69	*	*	13
<b>1</b>	*	*	*		*	*	*	*	*	*	*	*
<b>2</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>3</b>		*	*	*	*	*	*	*	*	*	*	*
<b>4</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>5</b>	*	*	*	*	*	*		*	*	*	*	*
<b>6</b>	*	*	*		*	*	*	*	*	*	*	*
<b>All Grades</b>	47.62	7.41	11.63	35.71	66.67	60.47	*	25.93	27.91	42	27	43

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	*	38.46	*	*	38.46		*	23.08	*	*	13
<b>1</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>2</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>3</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>4</b>	*	*	*	*	*	*		*	*	*	*	*
<b>5</b>	*	*	*	*	*	*		*	*	*	*	*
<b>6</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	40.48	18.52	18.60	45.24	66.67	53.49	*	14.81	27.91	42	27	43

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

- 1.

# School and Student Performance Data

## Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

This section provides information about the school's student population.

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>429</b>	<b>43.4</b>	<b>8.6</b>	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	37	8.6
Foster Youth		
Homeless	8	1.9
Socioeconomically Disadvantaged	186	43.4
Students with Disabilities	75	17.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	6	1.4
American Indian or Alaska Native		
Asian	20	4.7
Filipino	10	2.3
Hispanic	283	66.0
Two or More Races	7	1.6
Native Hawaiian or Pacific Islander	5	1.2
White	84	19.6

### Conclusions based on this data:

1. Our student population rarely fluctuates and stays fairly consistent over time. However, the number of socioeconomically disadvantaged students is increasing.







# School and Student Performance Data

## Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Yellow	<b>Chronic Absenteeism</b>  Yellow	<b>Suspension Rate</b>  Green
<b>Mathematics</b>  Yellow		

#### Conclusions based on this data:

1. The data supports that the area of Conditions and Climate/Suspension Rate will need support in order to improve. Student behavior expectations will be posted in areas around the campus for visual reminders.
2. Due to our district moving counties for jurisdiction, our SBAC scores have not been published. When this information is updated, we will analyze and make a plan for improvement if needed.

# School and Student Performance Data

## Academic Performance English Language Arts

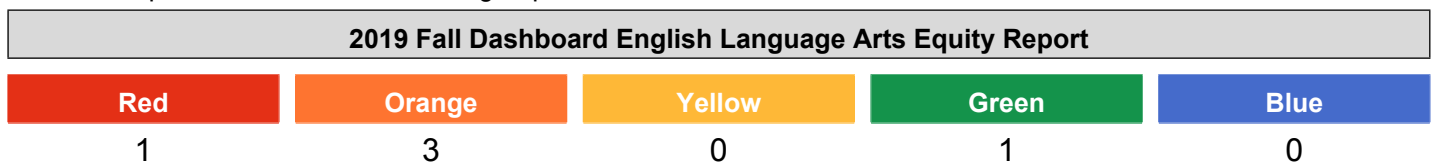
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> Yellow 6 points above standard Maintained ++0.6 points 257	<p><b>English Learners</b></p> Orange 35.7 points below standard Declined -14.9 points 39	<p><b>Foster Youth</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<p><b>Homeless</b></p> No Performance Color 2.7 points above standard 11	<p><b>Socioeconomically Disadvantaged</b></p> Orange 20.1 points below standard Maintained -0.9 points 110	<p><b>Students with Disabilities</b></p> Red 72.8 points below standard Maintained -1.5 points 41

**2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Hispanic	Two or More Races	Pacific Islander	White
 Orange 8.3 points below standard Maintained -2 points 168	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 Green 36.5 points above standard Increased ++6.2 points 65

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

**2019 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
101.1 points below standard Declined Significantly -67.3 points 14	0.9 points above standard Increased ++8.8 points 25	12.5 points above standard Maintained ++2.8 points 214

**Conclusions based on this data:**

1. Due to our district changing counties for jurisdiction, we do not have published scores. Our students did take a modified SBAC in May '21 and we will analyze the data when we receive results.
2. We will plan and implement an intervention/enrichment program based on our results from the SBAC and our iReady data.
3. The Hispanic population will need focused attention with intervention strategies to improve English language skills.

# School and Student Performance Data

## Academic Performance Mathematics

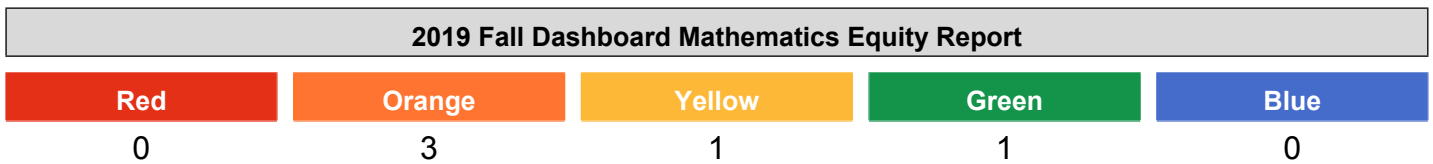
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:










This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Yellow</p> <p>7.2 points below standard</p> <p>Maintained ++1.1 points</p> <p>256</p>	<p><b>English Learners</b></p> <p>Orange</p> <p>34.2 points below standard</p> <p>Declined -4.2 points</p> <p>39</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>10</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>29.7 points below standard</p> <p>Maintained -2.4 points</p> <p>109</p>	<p><b>Students with Disabilities</b></p> <p>Orange</p> <p>84.1 points below standard</p> <p>Maintained -0.4 points</p> <p>40</p>

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 14.6 points below standard Maintained ++0.7 points 168	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 Green 14.4 points above standard Increased ++4.8 points 64

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
80.8 points below standard Declined Significantly -38.1 points 14	8 points below standard Increased ++8.5 points 25	3.5 points below standard Maintained ++1.7 points 213

**Conclusions based on this data:**

1. Due to our district changing counties for jurisdiction, our SBAC scores are unavailable. We will analyze the data when we receive results from the modified SBAC test from May '21.
2. We will design and implement an intervention/enrichment program based on results of state testing and iReady data.



# School and Student Performance Data

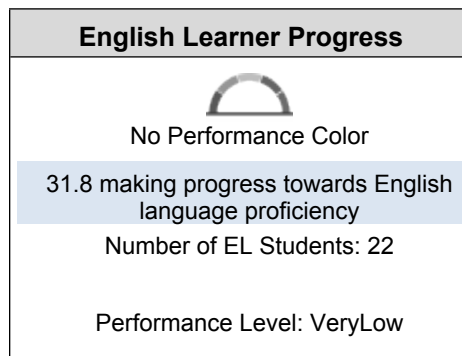
## Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
18.1			31.8

#### Conclusions based on this data:

1. Our EL students will have intensive support for all academic areas provided by our classroom teachers and ELD Bilingual Aide. Almost all teachers have been trained in GLAD strategies and will implement best teaching strategies to ensure all students are learning.
2. Once we have current data from this year's ELPAC testing, we will analyze and implement strategies to improve scores that will promote student achievement.

# School and Student Performance Data

## Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

<b>Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

**Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students**

Student Group	Cohort Totals	Cohort Percent
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

**International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort**

Student Group	Cohort Totals	Cohort Percent
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

<b>Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

<b>Completed a-g Requirements – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

<b>Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

<b>Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses</b>		
<b>Student Group</b>	<b>Number of Students</b>	<b>Percent of Students</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Completed College Credit Courses – Number and Percentage of All Student  
Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses**

Student Group	Number of Students	Percent of Students
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Earned the State Seal of Biliteracy – Number and Percentage of All Students**

Student Group	Cohort Totals	Cohort Percent
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

**Conclusions based on this data:**

1. Due to Covid-19 protocols and using an overabundance of caution, many of our students' attendance in school has not been as consistent since pre-Covid times. Parents have kept students home for longer periods of time and more often.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.









2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	2	2	1

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
Yellow 5.2 Maintained 0 460	Blue 2.2 Maintained -0.1 46	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color 18.2 Increased +11.9 22	Yellow 8.8 Maintained +0.4 194	Green 6.5 Declined -2.4 92



**2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color 0 11	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
Hispanic	Two or More Races	Pacific Islander	White
 Green 4.9 Maintained -0.3 307	 No Performance Color 18.8 Increased +3.4 16	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 Yellow 5.7 Maintained -0.1 106

**Conclusions based on this data:**

- This data reflects attendance records from two years ago during the pandemic. When the data is updated, we will construct goals according to the needs in each category.

# School and Student Performance Data

## Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

- 1.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

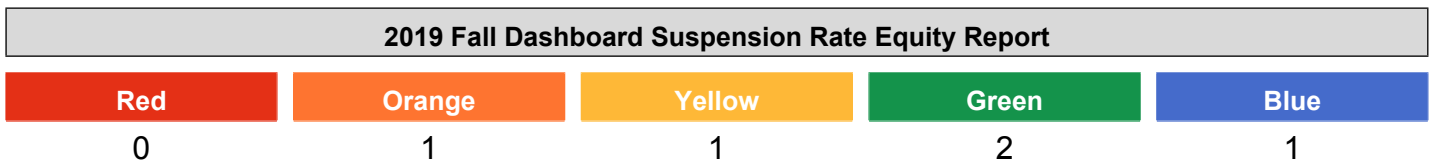
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:










This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Green</p> <p>1.7</p> <p>Declined -0.4</p> <p>472</p>	<p><b>English Learners</b></p> <p>Blue</p> <p>0</p> <p>Maintained 0</p> <p>47</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>4</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>8.7</p> <p>Increased +2.4</p> <p>23</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Yellow</p> <p>2.5</p> <p>Maintained 0</p> <p>198</p>	<p><b>Students with Disabilities</b></p> <p>Green</p> <p>1.1</p> <p>Declined -3.2</p> <p>95</p>

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 10		 No Performance Color 0 12	 No Performance Color Less than 11 Students - Data 5
Hispanic	Two or More Races	Pacific Islander	White
 Green 1.3 Declined Significantly -1 318	 No Performance Color 6.3 Increased +6.3 16	 No Performance Color Less than 11 Students - Data 5	 Orange 1.9 Increased +1 106

This section provides a view of the percentage of students who were suspended.

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	2.1	1.7

**Conclusions based on this data:**

1. When current data regarding suspensions is updated to more recent times, we will analyze and construct appropriate goals. As we received current information, we will adjust our protocols and school rules, if needed.
2. Behavior expectations are posted around the campus. Visual rules and protocols make it easier for students to be reminded about behavior expectations.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

English Language Arts

## LEA/LCAP Goal

Academic Excellence - Learning for All Students

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

## Goal 1

By May 2023, the percentage of 3rd to 6th grade students will improve in Writing as measured by the SBAC scores.

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC CA Dashboard	Overall, the percentage of students at or near standard remained the same in the area writing.	Our student achievement in writing will improve as measured by the SBAC scores.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, including Hispanic group

### Strategy/Activity

Teachers will meet in ITPs to analyze assessments and achievement. Teachers will also discuss best practices and good first teaching strategies to implement with students.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

None Specified  
None Specified

None Specified  
None Specified

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide teachers with professional development opportunities to support understanding of the Thinking Maps and Write From the Beginning for how they can be used to support all learners across the curriculum.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

00.00

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Students will be taught academic vocabulary related to their district approved, grade level texts.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

00.00

### Strategy/Activity 4

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

**Strategy/Activity**

All grade levels will focus on predetermined Grade Level Academic Vocabulary through weekly lessons.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

25.00

Source(s)

LCFF  
4000-4999: Books And Supplies  
Paper will be used to put together grade level journals to track academic vocabulary words.

**Strategy/Activity 5**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

**Strategy/Activity**

Teachers will evaluate student work samples to monitor standards and DOK level.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

00.00

Source(s)

**Strategy/Activity 6**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

**Strategy/Activity**

Teachers will provide Success Criteria for students to gauge their progress on assignments.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
00.00	

### Strategy/Activity 7

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

Struggling students will attend Leveled Literacy Interventions daily in grades kindergarten through 3rd grade.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
24,442.25	Title I 1000-1999: Certificated Personnel Salaries Salaries
8,887.06	Title I 3000-3999: Employee Benefits Mandated statutes

### Strategy/Activity 8

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

#### Strategy/Activity

All struggling students will receive during school intervention through a pull-out program. Our Intervention teacher will work with groups of students throughout the day to focus on skills needed as by teacher directives.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
00.00	



## Strategy/Activity 9

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

Students will be flexibly grouped by ability and receive intervention or enrichment during school hours.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

## Annual Review

### SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

All teachers at Olita implemented the district adopted English Language Arts curriculum with fidelity. We implemented during the school day interventions in order to meet the needs of all students. The teachers continued to receive training with Thinking Maps and how they promoted reading comprehension and higher level thinking skills. Our most struggling readers in grades kindergarten through 3rd grade received daily intensive lessons with our Leveled Literacy Intervention.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The majority of our implementation plans remained the same, however as we further developed our training with Thinking Maps, our teachers continued to learn effective strategies to improve student achievement. We were also able to add an extra Intervention teacher to help mitigate losses in learning from the months spent learning via Distance Learning.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Because State Assessments were modified in length, we will also need to look at current needs from other sources such as iReady data, as well.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

English Language Arts

## LEA/LCAP Goal

Academic Excellence - Learning for All Students

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

## Goal 2

By August 2022, the Hispanic students' performance points in ELA will improve on the SBAC enough to move from Orange to Yellow as measured on the Dashboard.

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC	As a whole, our Hispanic group did not make adequate progress on the SBAC resulting in an Orange on the Dashboard.	Our Hispanic students will improve their ELA skills enough to move from Orange to Yellow on the Dashboard.
iReady	Our entire school is using iReady to diagnose reading levels and prescribing reading activities to strengthen all reading skills. Based on our Reading Diagnostic Results, 44% of our students are reading at or above grade level. 38% of our students are reading one grade level below.	Our growth goal for this upcoming year is to move 20% of students reading one grade level below will improve to reading at or above grade level.
Accelerated Reader	Students in grade 1-6 use Accelerated Reader (AR) to monitor progress on reading comprehension. All students in these grades set monthly goals with the expectation to increase their comprehension	The AR school wide goal is to have 80% of 1st-6th grade students improve their reading levels by one grade level from August 2022 to May 2023.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	skills. Teachers keep track and turn in monthly reports to the principal that shows progress throughout each month.	

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Hispanic students

#### Strategy/Activity

Teachers will provide English Language Arts instruction daily using the ELA/Literacy adoption.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

00.00

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners, but all students benefit from these visual strategies.

#### Strategy/Activity

GLAD strategies will be used in all classrooms.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

00.00

### Strategy/Activity 3

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

English Learners.

**Strategy/Activity**

Reclassified EL students will be identified and monitored throughout the year.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

00.00

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Hispanic English Learners

**Strategy/Activity**

EL students who are Spanish speaking will receive additional ELD support through our bilingual aide five days per week.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

00.00

**Strategy/Activity 5**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

**Strategy/Activity**

Teachers will continue to be trained on Write From the Beginning and continue to use Thinking Maps to support ELA standards.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
00.00	

**Strategy/Activity 6**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

**Strategy/Activity**

The school will implement iReady as a means of a diagnostic and monitoring student progress, for the 21/22 school year.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5670.00	LCFF 1000-1999: Certificated Personnel Salaries Substitutes will be hired to teach the classes while the classroom teachers assess each student with DIBELS and DAZE assessments.
1420.00	Title I 3000-3999: Employee Benefits Mandated statutes

**Strategy/Activity 7**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Hispanic students requiring assistance and our Kindergarten through Third Grade students needing intensive intervention.

**Strategy/Activity**

The Tier 3 students (including Hispanic) will receive Leveled Literacy Intervention during the school day for thirty minutes/5 times per week.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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23,616.51	Title I 1000-1999: Certificated Personnel Salaries A certificated teacher will instruct Tier 3 students with intensive reading skills five times per week for 30 minutes each day.
8494.51	Title I 3000-3999: Employee Benefits Statutories

**Strategy/Activity 8**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

English Learners and all students, including those needing reading intervention.

Strategy/Activity

Students will strengthen Reading and ELA skills by working with reading interventions from Scholastic News, Spelling City and BrainPop programs.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
7100.31	Title I 4000-4999: Books And Supplies Reading materials for intervention and classroom instruction. BrainPop is a computer-based program that teachers use for various subjects, including ELA. It is highly motivating and students interact with the material.

**Strategy/Activity 9**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

All students from 1st grade through 6th will set monthly goals for reading comprehension through the Accelerated Reader program. Students' reading levels are determined and all books on campus are leveled. Students keep an individualized reading chart based on their reading inventory. They take ownership of their rate of success and is monitored monthly by teachers and principal.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5,700.00

Source(s)

Title I  
4000-4999: Books And Supplies

## Annual Review

### SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The strategies and activities used included all intervention classes, progress monitoring in using DIBELS and using strategies effectively from GLAD training. Our English Learners will continue to be monitored throughout the year for progress.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were little differences in the budgeted expenditures needed to implement the strategies and activities. Due to COVID-19, our students were on a modified schedule while on a hybrid model. Our DIBELS monitoring could not take place and therefore, the budgeted money for substitute teachers was not spent. The budget will also reflect the money that would have been spent on before school intervention classes.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Due to COVID-19, the SBAC testing was performed using a modified protocol. In the fall of 2021, we will need to assess our students to see where extra support will be needed.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Math

## LEA/LCAP Goal

Academic Excellence - Learning for All Students

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

## Goal 3

By August 2022, the English Learners and Socioeconomically Disadvantaged students' performance points in Math will improve on the SBAC enough to move from Orange to Yellow as measured on the Dashboard.

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC	As a whole, our English Learners and Socioeconomically Disadvantaged groups did not make adequate progress on the SBAC resulting in Orange on the Dashboard.	The expected outcome for our English Learners and Socioeconomically Disadvantaged students in the area of Math will be that they improve their skills to move from Orange to Yellow on the Dashboard.
iReady	Our entire school began using iReady as a means of diagnosing student needs and providing practice to strengthen skills. Our baseline for students at or above grade level is 41% of students. Our group of students performing one year below grade level is at 43%.	The expected outcome for all students is to move at least 20% of the "one grade below" to at or above grade level based on the Math Diagnostic Results from iReady.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.



## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Socioeconomically Disadvantaged Students and all students needing extra interventions.

### Strategy/Activity

Intervention will be provided for all students needing learning strategies to improve Math skills via small group instruction during the school day.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

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None Specified None Specified
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None Specified None Specified
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## Annual Review

### SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

All of our English learners and Socioeconomically Disadvantaged students that needed support with math skills were identified. Extra support was given during the school day via Zoom or in person by the classroom teachers.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Our budget did not change as all intervention was completed during the school day. Due to COVID-19, our extra support was offered through Zoom meetings or while they were on campus during the spring in a hybrid format provided by teachers. Students were all offered times where they could meet with the teacher online and get more focused instruction with math skills.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will continue to focus on the identified students in the fall of 2021 to provide support to improve math skills. Because the SBAC was modified this year, we will need to assess every student to find the areas that will need intensive support to help all students achieve.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Chronic Absenteeism

## LEA/LCAP Goal

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

## Goal 4

Our Hispanic and Socioeconomically Disadvantaged students will improve their school attendance percentage in order to move from Orange to Yellow as measured on the Dashboard.

## Identified Need

These two student groups are both below the percentages in comparison to "All Students", so additional supports need to be identified.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Dashboard	Our Hispanic and Socioeconomically Disadvantaged students rated in the Orange on the Dashboard for Chronic Absenteeism.	Our Hispanic and Socioeconomically Disadvantaged students will improve their attendance and move from Orange to Yellow on the Dashboard.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

Attendance letters will be sent to parents of students when school is missed 3, 5, 9, 12, and 15 days. During distance learning, our attendance procedures have been modified to reflect attendance and engagement.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Chronic absenteeism letters will be sent to parents of all students who have missed at least 10% of the enrolled year. Parents will attend a meeting with the principal to review the Attendance Contract/discuss ways the school can provide support in getting the child to school/review repercussions of continued absences.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Student Attendance Review Team meetings will occur for families with Chronic Absenteeism.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

## Annual Review

### SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Our attendance has not been as consistent since Covid-19. We have had several families choosing to stay home out of an abundance of caution.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

All of the strategies were implemented through May 2021. There was no change to the budget expenditures as all activities did not cost anything to implement.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will continue to implement the activities and monitor attendance through monthly percentages. We will continue to follow attendance protocols and monitor for chronic absenteeism.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Suspension Rate

## LEA/LCAP Goal

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

## Goal 5

Our Suspension Rate for Hispanic, Socioeconomically Disadvantaged Students and Students with Disabilities will decline in order to move from Orange to Yellow as measured by the CAASPP Dashboard.

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Dashboard	Our Hispanic, Socioeconomically Disadvantaged Students and Students with Disabilities have Suspension Rates that have increased by an average of 2.2% as measured by the CAASPP Dashboard.	Our Suspension Rate for Hispanic, Socioeconomically Disadvantaged Students and Students with Disabilities will decline in order to move from Orange to Yellow as measured by the CAASPP Dashboard.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

A school-wide discipline plan will be shared with all teachers, noon duty aides, parents and students.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

## **Strategy/Activity 2**

### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

All students will be taught behavioral expectations in and out of the classroom. Students will be given examples of appropriate behavior and consequences for behavior that is not desirable.

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

## **Strategy/Activity 3**

### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Teachers will continue to teach the monthly Character Education themes (Digital Citizenship, Respect, Making Good Choices, Gratitude, Kindness, Goal Setting, Honesty, Self-Control, Responsibility, and Friendship). Students complete activities tied to the monthly theme.

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

## **Strategy/Activity 4**

### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Student Council members will produce a fun, engaging video to be shown to all students at the beginning of next year to promote school expectations.

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

None Specified

## Annual Review

### SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Our strategies and activities focused on everything from student recognition and rewards for good behavior to explicit rules to follow throughout the day. We worked every day to set behavior expectations and support all students to make good choices.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There are no expenses needed at this point to promote better behavior.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will review our suspension rate and determine if any changes need to be made to our strategies.



# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

## LEA/LCAP Goal

## Goal 6

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 5

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

### Strategy/Activity 6

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

**Strategy/Activity 7**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

## LEA/LCAP Goal

## Goal 7

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

## LEA/LCAP Goal

## Goal 8

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

#### Strategy/Activity

Teachers will implement GLAD strategies.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

#### Strategy/Activity

LTEs will be identified and achievement data will be reviewed for possible Alternative Reclassification. LTEs will continue to receive interventions to build English skills.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Teachers will provide ELD instruction through embedded ELA/Literacy instruction every day using the new adoption.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

**Strategy/Activity 5**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Strategy/Activity

EL students scoring Standard Not Met in ELA will receive strategic interventions.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$39,179
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$85,355.64

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$79,660.64

Subtotal of additional federal funds included for this school: \$79,660.64

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
	\$0.00
LCFF	\$5,695.00

Subtotal of state or local funds included for this school: \$5,695.00

Total of federal, state, and/or local funds for this school: \$85,355.64

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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## Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF	5,695.00
Title I	79,660.64

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	53,728.76
3000-3999: Employee Benefits	18,801.57
4000-4999: Books And Supplies	12,825.31

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
1000-1999: Certificated Personnel Salaries	LCFF	5,670.00
4000-4999: Books And Supplies	LCFF	25.00
1000-1999: Certificated Personnel Salaries	Title I	48,058.76
3000-3999: Employee Benefits	Title I	18,801.57
4000-4999: Books And Supplies	Title I	12,800.31

## Expenditures by Goal

**Goal Number**

**Total Expenditures**

Goal 1
Goal 2

33,354.31
52,001.33



# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Kellie Adams	Parent or Community Member
Maria Fabela	Parent or Community Member
Hannah Kim	Parent or Community Member
Calee Marco	Parent or Community Member
Naomi Rex	Parent or Community Member
Katie Allsman	Classroom Teacher
Katie Allsman	Classroom Teacher
Karen Chavez	Classroom Teacher
Aly Saieva	Classroom Teacher
Krista Van Hoogmoed	Principal

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

**Signature**

**Committee or Advisory Group Name**

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on April 20, 2022.

Attested:


Principal, Krista Van Hoogmoed on April 20, 2022

SSC Chairperson, Karen Chavez on April 20, 2022

# Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

**The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.**

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## **Purpose and Description**

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

### **Purpose**

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

### **Description**

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

## **Stakeholder Involvement**

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

*[This section meets the requirements for TSI and ATSI.]*

*[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]*

## **Resource Inequities**

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

*[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]*

# Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

## Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

*[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]*

## Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

*[Completing this section fully addresses all relevant federal planning requirements]*

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

*[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]*

*[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]*

## Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

*[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]*

*[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]*

## **Students to be Served by this Strategy/Activity**

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

## **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

*[This section meets the requirements for CSI, TSI, and ATSI.]*

*[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

## **Annual Review**

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

## Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

*[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]*

## Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.*

## Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

*[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*



# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

### Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
  - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

### Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
    - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    - b. use methods and instructional strategies that:
      - i. strengthen the academic program in the school,
      - ii. increase the amount and quality of learning time, and
      - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
      - i. strategies to improve students' skills outside the academic subject areas;
      - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
      - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
      - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

### Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## **Single School Districts and Charter Schools Identified for School Improvement**

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## Appendix C: Select State and Federal Programs

**For a list of active programs, please see the following links:**

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

School Year: **2022-23**



# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Rancho-Starbuck Intermediate School	30647666020218	April 7, 2022	May 2, 2022

## Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program  
To outline actions to meet the needs of students based on analysis of data.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Rancho-Starbuck does not receive Title I funding.

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# Comprehensive Needs Assessment Components

## Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

## Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Teachers, support staff, and parents spend time providing input on the needs of Rancho-Starbuck Intermediate School. An LCAP parent survey in the spring of 2022 generated responses and provided input into action steps for Rancho-Starbuck. The Rancho staff is pleased with the results of the parent survey. Out of 33 questions, twenty-three of those resulted in answers with above 90% of parents responding agree or strongly agree. Of the remaining 10 questions, the answer 'Don't Know' was the reason for a score less than 90%. The pandemic year had an effect on answers in those categories resulting in parents not having evidence that could help them answer the questions. We are very pleased to see the high percentages in many categories. For those questions under 90% that are relevant to this year's circumstances, there are several items to note. 24.7% of respondents did not know if students had the opportunity to work above grade level. 5.3% of parents disagree that students are provided an appropriate level of challenging coursework. 10% of parents did not know if the school provides intervention and academic support. 9.4% of parents did not feel that they receive timely feedback on assignments/homework. Again, some of those responses are a result of this unusual year with a brand new principal.

Along with the parent survey, the staff also responded. Out of 33 questions, 7 have a 100% response of agree or strongly agree. Of the other 26 questions, only 6 were below 90%. Four questions under 90% were directly related to EL students due to staff not knowing or understanding services, assessments, and supports in their entirety. The other two question under 90% agreement related to discipline being enforced consistently among all students and the school not being kept clean. Over 95% of respondents also feel the principal treats people with respect, works collaboratively to solve problems, communicates clearly, assists with resolutions with parent/student concerns, follows through, maintains visibility and accessibility, and provides adequate and timely information to students and parents. The staff results showed an overwhelming positive response in agreement with the current direction of Rancho-Starbuck. The data from these surveys will help direct the path for Rancho-Starbuck for the 2022-2023 school year.

## Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Frequent observations by the site administrators take place at Rancho-Starbuck. Informal observations take place throughout the school year. Formal observations of probationary teachers takes place twice a year. Each probationary teacher has multiple informal observations and two formal evaluations each year. Tenured teachers have two formal observations every third year after

ten years. Each teacher has feedback regarding lessons taught and there is regular communication between the administration and the teaching staff. Staff members have the opportunity to observe other teachers in their field and they are encouraged to do so. Informal walk throughs by the site administrators confirm the excellent job being done in the classroom by the teachers at Rancho-Starbuck.

## **Analysis of Current Instructional Program**

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

## **Standards, Assessment, and Accountability**

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Local benchmarks that include IAB and iReady diagnostic tests along with state data are used to assess and monitor student progress. Data is continually disaggregated and reviewed.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Data is used to place students in intervention classes and special programs as well as progress monitor all students.

## **Staffing and Professional Development**

Status of meeting requirements for highly qualified staff (ESEA)

All teachers at Rancho are highly qualified.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Teachers are trained on all adopted materials used on campus.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Through department work, teachers review materials, determine curriculum pacing, and align assessment to measure growth related and aligned to standards.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Instructional coaches that assist teachers in strategies for instruction are in place to offer on-going assistance to teachers.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Rancho-Starbuck is a Professional Learning Community that allows teacher time within the school day for planning and collaboration.

## Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All curriculum is aligned to state standards. Pacing and planning is done with standards in mind at all times.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Rancho-Starbuck is within the allotted time for instructional minutes.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The Rancho-Starbuck master schedule has been planned to allow for the maximum of intervention time throughout the school day that we call our Flex program.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All materials are available to students.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Rancho-Starbuck uses state adopted and aligned materials. Each student has access to these materials.

## Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

EL aide services, Special Ed Services, 504 plans, and interventions before and after school all help students succeed Math intervention and reading intervention courses are provided.

Evidence-based educational practices to raise student achievement

Explicit Direction Instruction, Thinking Maps, Writing across content areas, Targeted Intervention, comprehensive elective courses and specialized programs for English Learners all are research based strategies used for student achievement. Additional strategies are detailed in the plan.

## Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Rancho-Starbuck has a multitude of interventions for at-risk students including but not limited to school counseling services, before and after school interventions, interventions during the school day and special classes for at-risk students.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

School Site Council and DELAC evaluates the Con APP programs; however, Rancho Starbuck is not a Title I school.

## Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Computer-based program for ELD students is funded through Title III

Fiscal support (EPC)

Fiscal support is provided for programs on campus through District support and through site budget.

## Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

### **Involvement Process for the SPSA and Annual Review and Update**

All stakeholders are involved in the process of creating the Single School Plan. LCAP surveys for parents, students and teachers place a priority on needed areas based on survey results. The administrative team and the staff together analyze student data. During meetings, departments create priority areas . Information from input, data, and discussions drive the SPSA process. Once

the plan is drafted, the SPSA is shared with stakeholder groups for final input. Final adjustments are made by the Principal and the Leadership team to close the process. The plan is then presented to the School Site Council for official approval. After input from the School Site Council, the plan is presented to the Board of Trustees.

## Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

None are noted.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.13%	0.12%	%	1	1	
African American	1.74%	1.61%	1.5%	13	13	12
Asian	4.02%	3.85%	3.8%	30	31	31
Filipino	0.94%	0.5%	1.0%	7	4	8
Hispanic/Latino	66.49%	69.19%	70.4%	496	557	575
Pacific Islander	0.4%	0.12%	0.2%	3	1	2
White	24.8%	22.36%	22.2%	185	180	181
Multiple/No Response	0.94%	0.99%	0.4%	7	8	3
<b>Total Enrollment</b>				746	805	817

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 7	374	413	405
Grade 8	372	392	412
<b>Total Enrollment</b>	746	805	817

### Conclusions based on this data:

1. As a school community, Rancho-Starbuck needs to be aware of the cultural needs of our Hispanic population and other minority students. Rancho-Starbuck will need to address cultural competency to better serve our student population.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	31	33	33	4.2%	4.1%	4.0%
Fluent English Proficient (FEP)	115	140	131	15.4%	17.4%	16.0%
Reclassified Fluent English Proficient (RFEP)	2	12	14	9.1%	38.7%	42.4%

### Conclusions based on this data:

1. While our English Learner population is small, we will need to continue to monitor the growth of both our English Learners and our Reclassified (RFEP) students.



# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	384	377	402	380	370	378	380	370	378	99	98.1	94.0
Grade 8	366	367	409	358	361	383	358	361	380	97.8	98.4	93.6
All Grades	750	744	811	738	731	761	738	731	758	98.4	98.3	93.8

The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	2576.	2572.	2556.	23.68	24.05	16.14	39.21	37.30	39.95	21.05	21.89	24.87	16.05	16.76	19.05
Grade 8	2602.	2584.	2571.	24.86	24.10	13.68	43.30	35.18	41.32	20.39	20.22	26.05	11.45	20.50	18.95
All Grades	N/A	N/A	N/A	24.25	24.08	14.91	41.19	36.25	40.63	20.73	21.07	25.46	13.82	18.60	19.00

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	33.16	29.19	21.69	47.11	49.73	61.90	19.74	21.08	16.40
Grade 8	38.27	33.80	21.05	41.62	41.00	62.11	20.11	25.21	16.84
All Grades	35.64	31.46	21.37	44.44	45.42	62.01	19.92	23.12	16.62

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	32.63	34.86	17.72	51.32	49.19	61.64	16.05	15.95	20.63
Grade 8	38.27	30.19	16.62	48.04	50.69	57.78	13.69	19.11	25.59
All Grades	35.37	32.56	17.17	49.73	49.93	59.71	14.91	17.51	23.12

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	16.58	18.65	14.02	68.95	66.76	75.93	14.47	14.59	10.05
Grade 8	25.70	20.78	17.37	63.13	63.43	75.26	11.17	15.79	7.37
All Grades	21.00	19.70	15.70	66.12	65.12	75.59	12.87	15.18	8.71

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	42.11	35.14	23.81	45.79	51.08	65.08	12.11	13.78	11.11
Grade 8	43.30	37.40	22.89	44.69	42.38	67.37	12.01	20.22	9.74
All Grades	42.68	36.25	23.35	45.26	46.79	66.23	12.06	16.96	10.42

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. Current data is not available due to a lack of accessibility of state testing data in 2020. Prior to 2020, the Reading claim had the highest percentage of students below standard in both 7th and 8th grade. 8th grade dipped slightly below 7th grade in the percentage of students above or near standard, this will be an area of focus.
2. Current data is not available due to a lack of accessibility of state testing data in 2020. Prior to 2020, Listening had 85.2% of students scoring above or at or near standard. That is the highest scoring claim area and one we focused on which helped us conclude our strategies worked.
3. Current data is not available due to a lack of accessibility of state testing data in 2020. Prior to 2020, overall in the ELA claim areas, we continued to see strength in the claim areas of Research/Inquiry and Listening and Speaking with the highest percentage of students in the above or near standard band. Based on this data we continued practices in place in these areas.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	384	377	402	380	370	378	380	370	378	99	98.1	94.0
Grade 8	366	368	409	359	365	379	359	365	379	98.1	99.2	92.7
All Grades	750	745	811	739	735	757	739	735	757	98.5	98.7	93.3

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	2561.	2577.	2525.	25.53	29.46	13.23	23.16	25.14	18.78	28.42	27.84	35.98	22.89	17.57	32.01
Grade 8	2600.	2580.	2534.	35.10	27.12	14.25	23.40	24.11	18.73	21.17	23.29	30.34	20.33	25.48	36.68
All Grades	N/A	N/A	N/A	30.18	28.30	13.74	23.27	24.63	18.76	24.90	25.58	33.16	21.65	21.50	34.35

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	36.32	40.00	15.08	33.16	35.41	56.88	30.53	24.59	28.04
Grade 8	47.35	40.27	15.87	29.53	32.33	50.79	23.12	27.40	33.33
All Grades	41.68	40.14	15.48	31.39	33.88	53.84	26.93	25.99	30.69

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>
<b>Grade 7</b>	22.89	25.68	14.29	51.32	50.00	53.44	25.79	24.32	32.28
<b>Grade 8</b>	33.15	25.75	12.93	46.80	44.93	59.37	20.06	29.32	27.70
<b>All Grades</b>	27.88	25.71	13.61	49.12	47.48	56.41	23.00	26.80	29.99

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>
<b>Grade 7</b>	27.37	25.95	13.49	53.95	57.03	67.46	18.68	17.03	19.05
<b>Grade 8</b>	30.36	24.66	10.29	57.10	54.79	70.18	12.53	20.55	19.53
<b>All Grades</b>	28.82	25.31	11.89	55.48	55.92	68.82	15.70	18.78	19.29

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. This year we lacked traditional data sources to form conclusions. Data will again be reviewed after release of SBAC data for 2022.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
7	1566.4	*	1527.9	1543.1	*	1522.7	1589.4	*	1532.6	14	9	17
8	*	1552.8	1571.0	*	1554.5	1566.1	*	1550.8	1575.3	*	11	16
<b>All Grades</b>										20	20	33

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
7	*	*	23.53	*	*	23.53	*	*	41.18		*	11.76	14	*	17
8	*	45.45	31.25	*	18.18	50.00		27.27	18.75	*	9.09	0.00	*	11	16
<b>All Grades</b>	*	45.00	27.27	*	20.00	36.36	*	30.00	30.30	*	5.00	6.06	20	20	33

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
7	*	*	29.41	*	*	47.06	*	*	11.76		*	11.76	14	*	17
8	*	45.45	43.75	*	36.36	43.75		0.00	12.50	*	18.18	0.00	*	11	16
<b>All Grades</b>	*	55.00	36.36	*	35.00	45.45	*	0.00	12.12	*	10.00	6.06	20	20	33

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
7	*	*	11.76	*	*	17.65	*	*	47.06	*	*	23.53	14	*	17
8	*	18.18	25.00	*	27.27	37.50	*	36.36	31.25	*	18.18	6.25	*	11	16
All Grades	*	15.00	18.18	*	35.00	27.27	*	30.00	39.39	*	20.00	15.15	20	20	33

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
7	*	*	5.88	*	*	70.59		*	23.53	14	*	17
8	*	18.18	31.25	*	72.73	68.75	*	9.09	0.00	*	11	16
All Grades	*	15.00	18.18	65.00	80.00	69.70	*	5.00	12.12	20	20	33

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
7	*	*	76.47	*	*	11.76		*	11.76	14	*	17
8	*	54.55	75.00	*	27.27	18.75	*	18.18	6.25	*	11	16
All Grades	60.00	65.00	75.76	*	25.00	15.15	*	10.00	9.09	20	20	33

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
7	*	*	11.76	*	*	35.29	*	*	52.94	14	*	17
8	*	27.27	50.00	*	18.18	31.25	*	54.55	18.75	*	11	16
All Grades	55.00	25.00	30.30	*	25.00	33.33	*	50.00	36.36	20	20	33

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
7	*	*	5.88	*	*	88.24		*	5.88	14	*	17
8	*	0.00	6.25	*	90.91	93.75	*	9.09	0.00	*	11	16
All Grades	*	0.00	6.06	*	95.00	90.91	*	5.00	3.03	20	20	33

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. Traditional data sources were not available and data will be again reviewed for 2022 when data is available.

# School and Student Performance Data

## Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

This section provides information about the school's student population.

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>817</b>	<b>34.1</b>	<b>4.0</b>	<b>0.4</b>
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	33	4.0
Foster Youth	3	0.4
Homeless	17	2.1
Socioeconomically Disadvantaged	279	34.1
Students with Disabilities	88	10.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	12	1.5
American Indian or Alaska Native		
Asian	31	3.8
Filipino	8	1.0
Hispanic	575	70.4
Two or More Races	3	0.4
Native Hawaiian or Pacific Islander	2	0.2
White	181	22.2

### Conclusions based on this data:

1. Because of the unavailability of traditional data, it is difficult to draw accurate conclusions. Data will be reviewed once data is available in 2022.





# School and Student Performance Data

## Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Green	<b>Chronic Absenteeism</b>  Green	<b>Suspension Rate</b>  Orange
<b>Mathematics</b>  Green		

#### Conclusions based on this data:

1. Based on 2019 data, student groups in orange in ELA were English Learners and Students with Disabilities. Targeted interventions were addressed to help those student groups grow. Hispanic students and SED students were in the green level and white students are in the blue level in ELA. Current data sources are not available for 2020 but will be reviewed again once up to date data is available.
2. Based on 2019 data, RFEP students, needed to be a focus in ELA as they are 40.2 points below level 3. Current data sources are not available for 2020 but will be reviewed again once up to date data is available.
3. Based on 2019 data, Students with Disabilities were in the red performance area for Math. RFEP students who scored 78.3 points below level 3 in Math needed to be a focus. Current data sources are not available for 2020 but will be reviewed again once up to date data is available.

# School and Student Performance Data

## Academic Performance English Language Arts

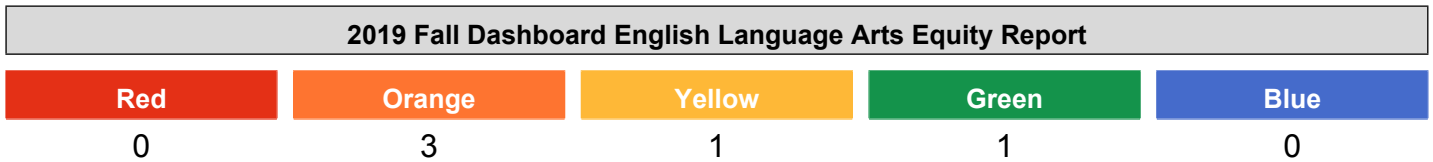
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> Green 21 points above standard Declined -10.3 points 717	<p><b>English Learners</b></p> Orange 46.9 points below standard Declined -7.5 points 78	<p><b>Foster Youth</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p><b>Homeless</b></p> No Performance Color 4.3 points below standard Declined Significantly -31.7 points 23	<p><b>Socioeconomically Disadvantaged</b></p> Orange 10.9 points below standard Declined -11.2 points 271	<p><b>Students with Disabilities</b></p> Orange 91.9 points below standard Increased ++5.8 points 84

### 2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 13.7 points below standard Declined Significantly -65.3 points 12	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 87.6 points above standard Increased Significantly +128.5 points 30	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 7.2 points above standard Declined -12.8 points 475	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 Green 44.7 points above standard Declined -7.9 points 179

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
103.6 points below standard Declined Significantly -30.9 points 16	32.3 points below standard Maintained -1.8 points 62	27.8 points above standard Declined -9.1 points 581

#### Conclusions based on this data:

- Based on 2019 data, Rancho-Starbuck English Language Learners are making progress in language acquisition but are not showing progress in developing skills in claim areas of Language Arts. School wide focus will need to be explored to help students in this group with data showing English Learners 39.9% below standard. Current data sources are not available for 2020 but will be reviewed again once up to date data is available.
- Based on 2019 data, Students with Disabilities are performing at the lowest level in the orange performance level. Strategies will need to be explored to help students grow. Current data shows Students with Disabilities 77.5 points below standard. Current data sources are not available for 2020 but will be reviewed again once up to date data is available.
- Based on 2019 data, SED and Hispanic subgroups score in the green level and White students in the blue level. Current data sources are not available for 2020 but will be reviewed again once up to date data is available.

# School and Student Performance Data

## Academic Performance Mathematics

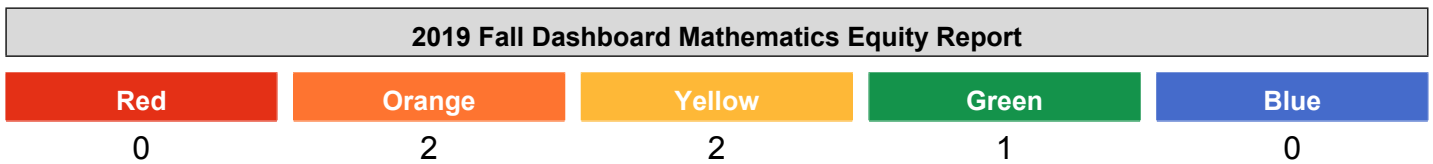
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> Green 5.2 points above standard Maintained -1.1 points 718	<p><b>English Learners</b></p> Yellow 56 points below standard Increased ++10.4 points 78	<p><b>Foster Youth</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p><b>Homeless</b></p> No Performance Color 33.1 points below standard Declined Significantly -51 points 23	<p><b>Socioeconomically Disadvantaged</b></p> Orange 27.5 points below standard Maintained ++2.2 points 272	<p><b>Students with Disabilities</b></p> Orange 116.6 points below standard Increased Significantly ++11.2 points 84

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 59.9 points below standard Declined Significantly -71.8 points 12	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 102.1 points above standard Increased Significantly ++19.2 points 30	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 11.5 points below standard Maintained -1.7 points 476	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 Green 34.4 points above standard Maintained -1.7 points 179

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
134 points below standard Declined Significantly -28.2 points 16	36.1 points below standard Increased Significantly ++19.7 points 62	10.7 points above standard Maintained -0.6 points 582

#### Conclusions based on this data:

1. Data from 2019, showed that in almost all categories, Math subgroups increased. Only Asians and Two or More Races declined to grow. Both of those groups had less than 20 students each. Current data sources are not available for 2020 but will be reviewed again once up to date data is available.
2. A Math focus will be on our Students with Disability subgroup who perform in the red performance level should remain a focus. They are 131.6 points below standard based on 2019 data. Current data sources are not available for 2020 but will be reviewed again once up to date data is available.

# School and Student Performance Data

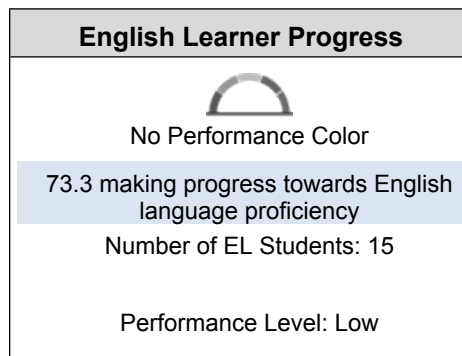
## Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e., levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
	26.6	6.6	66.6

#### Conclusions based on this data:

1. Data from 2019 showed that English Language Learners need support in transferring language skills to Language Arts curriculum. District wide, including Rancho-Starbuck, EL students need support in this area. Current data sources are not available for 2020 but will be reviewed again once up to date data is available.

# School and Student Performance Data

## Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

<b>Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		



**Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students**

Student Group	Cohort Totals	Cohort Percent
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

**International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort**

Student Group	Cohort Totals	Cohort Percent
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

<b>Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

<b>Completed a-g Requirements – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

<b>Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

<b>Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses</b>		
<b>Student Group</b>	<b>Number of Students</b>	<b>Percent of Students</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Completed College Credit Courses – Number and Percentage of All Student  
Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses**

Student Group	Number of Students	Percent of Students
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Earned the State Seal of Biliteracy – Number and Percentage of All Students**

Student Group	Cohort Totals	Cohort Percent
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

**Conclusions based on this data:**

1. Current data sources are not available for 2020 but will be reviewed again once up to date data is available.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	1	3	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
Green 4.2 Maintained +0.3 768	No Performance Color 13.9 Declined -4 36	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color 11.5 Increased +7.7 26	Green 6.1 Declined -0.7 296	Green 7.6 Declined -6.5 92

**2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color 7.1 Increased +7.1 14	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Maintained 0 30	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8
Hispanic	Two or More Races	Pacific Islander	White
 Green 4.7 Maintained 0 515	 No Performance Color 0 Maintained 0 11	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 Yellow 3.8 Increased +0.6 186

**Conclusions based on this data:**

1. According to the data from 2019, Rancho-Starbuck's absent rate declined by 1.2%. Overall we are pleased to be in the green level. 3.9% of students were chronically absent. White subgroup was in blue level. Current data sources are not available for 2020 but will be reviewed again once up to date data is available.
2. In 2019, Students with Disabilities was the only subgroup in the orange; thus, Rancho-Starbuck will place an emphasis on making sure we encourage attendance of our Students with Disabilities. Current data sources are not available for 2020 but will be reviewed again once up to date data is available.

# School and Student Performance Data

## Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

- 1.



# School and Student Performance Data

## Conditions & Climate Suspension Rate

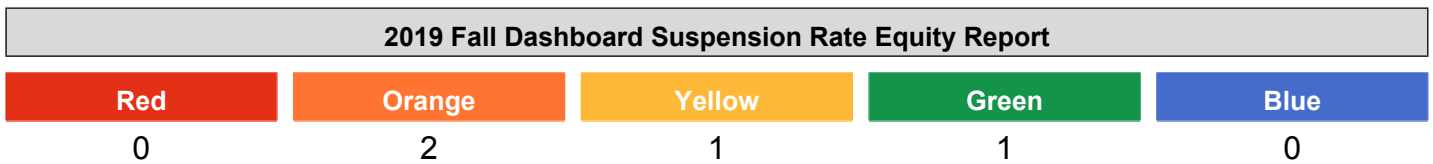
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> Orange 6 Increased +0.7 781	<p><b>English Learners</b></p> No Performance Color 7.9 Increased +0.8 38	<p><b>Foster Youth</b></p> No Performance Color Less than 11 Students - Data Not 1
<p><b>Homeless</b></p> No Performance Color 3.8 Maintained +0.1 26	<p><b>Socioeconomically Disadvantaged</b></p> Orange 8.4 Increased +0.7 298	<p><b>Students with Disabilities</b></p> Yellow 11.7 Declined -2.2 94

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color <span style="background-color: #e6f2ff; padding: 2px;">14.3</span> Increased +7.6 14	 No Performance Color Less than 11 Students - Data 1	 No Performance Color <span style="background-color: #e6f2ff; padding: 2px;">0</span> Maintained 0 31	 No Performance Color Less than 11 Students - Data 8
Hispanic	Two or More Races	Pacific Islander	White
 Green <span style="background-color: #e6f2ff; padding: 2px;">5.9</span> Declined -0.6 523	 No Performance Color <span style="background-color: #e6f2ff; padding: 2px;">0</span> Maintained 0 12	 No Performance Color Less than 11 Students - Data 3	 Orange <span style="background-color: #e6f2ff; padding: 2px;">6.3</span> Increased +2.8 189

This section provides a view of the percentage of students who were suspended.

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	5.3	6

**Conclusions based on this data:**

1. Socioeconomically Disadvantaged, Hispanic and White students comprised the group in the orange level on the suspension report in 2019. Rancho will continue to explore alternate ways to provide necessary interventions for students in lieu of suspension. Current data sources are not available for 2020 but will be reviewed again once up to date data is available.
2. Based on 2019 data, Students with Disabilities were in the red level. Rancho will continue to explore alternate ways to provide necessary interventions for students in lieu of suspension. Current data sources are not available for 2020 but will be reviewed again once up to date data is available.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

ELA/Math

## LEA/LCAP Goal

Academic Excellence - Learning for All Students

Every student has the potential to reach academic success if given the proper conditions for learning. We believe that each student has a unique ability to learn in an environment that is enriched with a challenging curriculum, where learning is modeled and expectations are both known and high. We expect all students to demonstrate continued and improved academic achievement in ELA and math as demonstrated by multiple measures of analysis through Collaboration, Communication, Critical Thinking, and Creativity, to be college and career ready, and to become lifelong learners.

## Goal 1

By May 2023, all students in the English Learner student group will demonstrate growth in ELA and Math by an increase in 10 points toward level 3 as measured by their performance on the California Assessment of Student Performance and Progress (CAASPP).

## Identified Need

English Language Learners continue to be outperformed by their peers.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA/math Dashboard SBAC Data	Students in the English Learner student group perform significantly lower than their peers. In ELA and Math there is a 50% gap. Only 8th grade ELA showed a slight increase.	All English Language Learner students will move by a scale score of 10 toward level 3 in ELA and Math.
iReady Diagnostic Tests	2021 results on formative and summative assessments.	Targeted instruction will be tracked by current data related to skill progress with an outcome of growth on skills.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

### Strategy/Activity

Staff will analyze internal and external assessment data to determine target areas of need including students in need of Tier II/III additional support (LTEL monitoring).

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3000	Site Formula Funds 1000-1999: Certificated Personnel Salaries Extra hours for strategic committees to collaborate
	Site Formula Funds 3000-3999: Employee Benefits Extra hours for strategic committees to collaborate

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

English Learners

**Strategy/Activity**

Flex time will be used to provide additional instruction for English Learners as part of MTSS (Multi-Tiered System of Supports).

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500.00	Donations 4000-4999: Books And Supplies Materials for learning opportunities

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

English Learners

**Strategy/Activity**

Two sections of ELD will be taught using Read 180 to support reading comprehension for English Learners

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
28,000.00	District Funded 1000-1999: Certificated Personnel Salaries ELD support class using Read 180
4,362.00	District Funded 3000-3999: Employee Benefits ELD support class using Read 180

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

#### Strategy/Activity

Additional instructional time will be offered through extended learning for English Learners.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000.00	District Funded 1000-1999: Certificated Personnel Salaries Extended Learning School
600.00	District Funded 3000-3999: Employee Benefits Extended School intervention hours

### Strategy/Activity 5

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

#### Strategy/Activity

English Learner subgroup will be a focus in the classroom with an emphasis on instructional strategies that include thinking maps, G.A.T.E. differentiation strategies, and writing program implementation.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000.00	Site Formula Funds 1000-1999: Certificated Personnel Salaries Extra hours for support training and collaboration opportunities for departments.
400.00	Site Formula Funds 3000-3999: Employee Benefits Extra hours for support training and collaboration opportunities for departments.

## Annual Review

### SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Flex time was used to increase support offered to ELD students. READ 180 continues to support ELL students in an ELD class setting in addition to school-wide initiatives that focus on high yield strategies.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Professional learning and collaboration has been a challenge with sub shortages and variables beyond our control due to the pandemic. We are slowly resuming to normal activities in light of all that has occurred since Spring of 2020.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The goals will change based on analysis of multiple measures.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

ELA/Math

## LEA/LCAP Goal

Academic Excellence - Learning for All Students

Every student has the potential to reach academic success if given the proper conditions for learning. We believe that each student has a unique ability to learn in an environment that is enriched with a challenging curriculum, where learning is modeled and expectations are both known and high. We expect all students to demonstrate continued and improved academic achievement, through Collaboration, Communication, Critical thinking, and Creativity, to be college and career ready, and to become lifelong learners.

## Goal 2

By May 2023, all students in the Students with Disabilities subgroup will demonstrate growth in ELA and Math by an increase in 10 points toward level 3 as measured by their performance on the California Assessment of Student Performance and Progress (CAASPP).

## Identified Need

Students with Disabilities continue to be outperformed by their peers.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA/math Dashboard SBAC Data	Students with Disabilities were 42% below peers in 7th grade Math and 52% behind their peers in 8th grade Math.	All Students with Disabilities will improve by an increase of 10 points toward level 3 in Math.
ELA/math Dashboard SBAC Data	Students with Disabilities placed 41% lower than their peers in 7th grade ELA and 50% lower than 8th grade peers in ELA.	All Students with Disabilities will improve by an increase of 10 points toward level 3 in ELA.
iReady Diagnostic Tests	2021-2022 results on iReady diagnostic assessments	Targeted instruction will be tracked by current data related to skill progress with an outcome of growth on skills.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

## Students with Disabilities

### Strategy/Activity

Staff will analyze internal and external assessment data to determine target areas of need including students in need of Tier II/III additional support.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

#### Amount(s)

3000

#### Source(s)

Site Formula Funds  
1000-1999: Certificated Personnel Salaries  
Expenditure to attend SBAC data conference for IAB use and SBAC summative analysis

Site Formula Funds  
3000-3999: Employee Benefits  
Expenditure for leadership team to attend SBAC data conference for IAB use and SBAC summative analysis

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with Disabilities

### Strategy/Activity

Flex time will be used to provide additional instruction for Students with Disabilities as part of MTSS (Multi-Tiered System of Supports).

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

#### Amount(s)

500.00

#### Source(s)

Site Formula Funds  
4000-4999: Books And Supplies  
student rewards

## Strategy/Activity 3

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with Disabilities

### Strategy/Activity



Instructional strategies that include thinking maps, G.A.T.E. differentiation strategies, and writing program implementation will be utilized in classrooms to address the needs of differently-abled students.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000.00	Site Formula Funds 1000-1999: Certificated Personnel Salaries Professional development for teachers
400.00	Site Formula Funds 3000-3999: Employee Benefits Professional development for teachers

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Students with Disabilities

**Strategy/Activity**

Special education teachers will take part in professional learning communities to calibrate, collaborate, and pace in accordance with student need and instructional planning.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000.00	Site Formula Funds 1000-1999: Certificated Personnel Salaries Professional development of site teacher leaders in best practices for Students with Disabilities.
200.00	Site Formula Funds 3000-3999: Employee Benefits Professional development of site teacher leaders in best practices for Students with Disabilities.

**Strategy/Activity 5**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Students with Disabilities

## Strategy/Activity

All special education staff will continue to meet with their general education peers to provide appropriate scaffolds and access to grade-level curriculum.

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

## **Annual Review**

### **SPSA Year Reviewed: 2021-22**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### **ANALYSIS**

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Flex time was used to increase support offered to Students with Disabilities. Students receive targeted intervention based on data retrieved by content-area teachers.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Professional learning and collaboration has been a challenge with sub shortages and variables beyond our control due to the pandemic. We are slowly resuming to normal activities in light of all that has occurred since Spring of 2020.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The goals will change based on analysis of multiple measures.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

School Climate and Culture

## LEA/LCAP Goal

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

## Goal 3

It is the goal of Rancho-Starbuck to increase student engagement by continuing to create a positive, safe and nurturing school culture.

## Identified Need

Based on student observation and analysis of multiple measures, students are in need of a variety of social and emotional supports that promote intrinsic motivation, student celebrations, and achievement.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student survey results		
Parent survey results		

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

### Strategy/Activity

A focus on positive student recognition through Trojan Triumph Positive Referrals, Starbuck rewards, Student of the Month recognition, the Rancho-Starbuck website, Social Media, REACH assemblies, PA announcements, and phone messages to promote positive behavior, positive character, and strong work ethic.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2000

Source(s)

Parent-Teacher Association (PTA)  
4000-4999: Books And Supplies  
Prizes and rewards

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Counselor intern program provides social-emotional support to students on a consistent basis.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

84000

Source(s)

District Funded  
1000-1999: Certificated Personnel Salaries  
Intern counselors are on campus one day a week under the direction of our full time counselor to offer additional support to students.

1680

District Funded  
3000-3999: Employee Benefits  
Intern counselors are on campus under the direction of our full time counselor to offer additional support to students.

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Student assemblies and activities geared at inspiration, kindness, and motivation.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

7000

Source(s)

Site Formula Funds  
5800: Professional/Consulting Services And  
Operating Expenditures

Consulting services for development of peer to peer relationships.

#### **Strategy/Activity 4**

##### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All

##### Strategy/Activity

Consistency in following school wide discipline policies to promote positive classroom and school-wide behavior.

##### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1000

Source(s)

Site Formula Funds  
1000-1999: Certificated Personnel Salaries  
Purchase of materials

#### **Strategy/Activity 5**

##### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

##### Strategy/Activity

Parent University Nights to educate parents on important topics impacting their adolescent children.

##### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

500

Source(s)

Donations  
4000-4999: Books And Supplies  
Expenditures related to parent university

#### **Strategy/Activity 6**

##### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All

##### Strategy/Activity

Kindness campaign lesson implementation to address the social/emotional needs of students and give students a safe space to talk about positive decision-making.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

800

Source(s)

Site Formula Funds  
4000-4999: Books And Supplies  
Purchase of materials for SEL related materials.

**Strategy/Activity 7**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Olweus Bullying Prevention Program implementation to increase respectful behavior on campus and promote positive behavior.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded  
4000-4999: Books And Supplies  
awards for use of Reach Record and Flex logs

**Strategy/Activity 8**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

After-school program implementation that includes Esports, journalism, robotics, etc. to increase school connectedness.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2000

Source(s)

Site Formula Funds  
1000-1999: Certificated Personnel Salaries  
Stipends for advisors

1000

Site Formula Funds  
4000-4999: Books And Supplies  
Program materials and needs

## Strategy/Activity 9

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

A Best Buddies program implementation to promote school inclusion and to foster understanding among students.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

500

Source(s)

Donations

## Annual Review

### SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Student recognition and SEL lesson implementation was successful despite the obstacles of COVID. These were ongoing and consistently implemented throughout the entire school year.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Full implementation of programs and assemblies were hindered due to COVID protocols and student absences.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

As data was analyzed and student observations were made, plans were made to address the needs of students.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

All Content Areas

## LEA/LCAP Goal

Academic Excellence - Learning for All Students

Every student has the potential to reach academic success if given the proper conditions for learning. We believe that each student has a unique ability to learn in an environment that is enriched with a challenging curriculum, where learning is modeled and expectations are both known and high. We expect all students to demonstrate continued and improved academic achievement in ELA and math as demonstrated by multiple measures of analysis through Collaboration, Communication, Critical Thinking, and Creativity, to be college and career ready, and to become lifelong learners.

## Goal 4

It is the goal of Rancho-Starbuck to increase student proficiency in reading and math as indicated by iReady across all content areas.

## Identified Need

Multiple measures indicate that there a large number of students performing below grade level in both ELA and math.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Thinking Maps, G.A.T.E. strategies, and Write from the Beginning will continue to be used across all content areas.	Departments will commit to district-wide initiatives across content areas.	Students in 7th and 8th grade ELA will increase state test scores by 10% in both ELA and math.
iReady Diagnostic Assessments and personalized instruction	Growth data will be analyzed to determine strategic learning targets for students.	Departments will create SMARTe goals by department to create attainable and measurable goals.
		FLEX will be revamped to incorporate iReady.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity



Teachers will participate in professional development aimed at implementation of G.A.T.E. identified strategies to address the needs of diverse learners with varying levels of academic ability.

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1000

Site Formula Funds  
5800: Professional/Consulting Services And  
Operating Expenditures  
Consultant services

### **Strategy/Activity 2**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Teachers will be provided time to collaborate in order to create activities and projects that will strengthen cross content area use of literacy and math facts.

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

10000

Site Formula Funds  
1000-1999: Certificated Personnel Salaries

400

Site Formula Funds  
3000-3999: Employee Benefits

### **Strategy/Activity 3**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Teachers will participate in department meetings that allow for adequate planning for thinking map and writing program implementation.

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	Site Formula Funds 1000-1999: Certificated Personnel Salaries
400	Site Formula Funds 3000-3999: Employee Benefits

#### **Strategy/Activity 4**

##### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

##### **Strategy/Activity**

Students will be provided extended learning opportunities outside of the instructional day to promote literacy and math development and growth.

##### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5000	Site Formula Funds 1000-1999: Certificated Personnel Salaries Teacher hourly pay

#### **Strategy/Activity 5**

##### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

##### **Strategy/Activity**

Before school tutoring (PowerStart) will be provided in all content areas two hours a week to provide instructional support.

##### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	Site Formula Funds 1000-1999: Certificated Personnel Salaries

Teacher hourly pay

## Strategy/Activity 6

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Elective Students

### Strategy/Activity

Purchase of new computers for use in the lab serving computer science, robotics, and music production students.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

11381.00

Site Formula Funds  
4000-4999: Books And Supplies  
Purchase of computers

17294.00

District Funded  
4000-4999: Books And Supplies  
Purchase of computers

## Strategy/Activity 7

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Teachers will be provided strategic professional learning committee days to collaborate, calibrate, lesson plan, and create common formative assessments.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

5000

Site Formula Funds  
1000-1999: Certificated Personnel Salaries

500

Site Formula Funds  
3000-3999: Employee Benefits

## Strategy/Activity 8

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

## Annual Review

**SPSA Year Reviewed: 2021-22**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Powerstart and some professional learning took place in 21-22. Professional learning was limited due to sub shortages and COVID hinderances.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

COVID complications prevented full implementation of teacher professional learning and collaboration. Things will return to normalcy when COVID protocols are lifted.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

As data is analyzed and student observations were made, plans were made to address the needs of students.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Student Behavior

## LEA/LCAP Goal

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

## Goal 5

Students will be provided appropriate multi-tiered systems of support to support positive behavior, leadership qualities, and behavior modification support where needed.

## Identified Need

Based on student observation and data related to at-risk behaviors (grades, attendance, discipline), students are in need for more intensive supports and a school-wide approach to positive behavior.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Discipline Data	Discipline referrals and suspensions will be analyzed in comparison to the previous year	Rancho will incorporate other means of correction where applicable prior to suspension to improve the dashboard data.
Attendance Data	Attendance rates will be analyzed and progressed monitored throughout the year	Rancho will increase the overall attendance rate of students with use of positive behavior incentives.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

Rancho-Starbuck will begin exploration of a school-wide implementation of positive behavior implementation supports.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	Site Formula Funds 4000-4999: Books And Supplies Incentives and Signage
500	Site Formula Funds 1000-1999: Certificated Personnel Salaries Coordinator stipend

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

Rancho-Starbuck will explore a leadership program to be taught through homeroom to promote positive behavior school-wide.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5000	Site Formula Funds 4000-4999: Books And Supplies Curriculum purchase

## Strategy/Activity 3

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

At-risk students

### Strategy/Activity

Implementation of a Check-in/Check-out program for Tier III students to be mentored with intensive behavior modifications.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5000	Site Formula Funds 1000-1999: Certificated Personnel Salaries

Teacher hourly pay

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

At-risk students

#### Strategy/Activity

Staff members will take part in restorative practice trainings.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

#### Amount(s)

2000

#### Source(s)

Site Formula Funds  
5800: Professional/Consulting Services And  
Operating Expenditures

## Annual Review

### SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

None of these strategies are in existence yet at Rancho-Starbuck but will be an area of focus in the 2022-2023 school year.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

n/a

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

n/a

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

## LEA/LCAP Goal

## Goal 6

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.



# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

## LEA/LCAP Goal

## Goal 7

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

## LEA/LCAP Goal

## Goal 8

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$0
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$214,917.00

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
------------------	-----------------

Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
District Funded	\$137,936.00
Donations	\$1,500.00
Parent-Teacher Association (PTA)	\$2,000.00
Site Formula Funds	\$73,481.00

Subtotal of state or local funds included for this school: \$214,917.00

Total of federal, state, and/or local funds for this school: \$214,917.00

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
----------------	--------	---------

## Expenditures by Funding Source

Funding Source	Amount
District Funded	137,936.00
Donations	1,500.00
Parent-Teacher Association (PTA)	2,000.00
Site Formula Funds	73,481.00

## Expenditures by Budget Reference

Budget Reference	Amount
	500.00
1000-1999: Certificated Personnel Salaries	154,500.00
3000-3999: Employee Benefits	8,942.00
4000-4999: Books And Supplies	40,975.00
5800: Professional/Consulting Services And Operating Expenditures	10,000.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	District Funded	114,000.00
3000-3999: Employee Benefits	District Funded	6,642.00
4000-4999: Books And Supplies	District Funded	17,294.00
	Donations	500.00
4000-4999: Books And Supplies	Donations	1,000.00

4000-4999: Books And Supplies	Parent-Teacher Association (PTA)	2,000.00
1000-1999: Certificated Personnel Salaries	Site Formula Funds	40,500.00
3000-3999: Employee Benefits	Site Formula Funds	2,300.00
4000-4999: Books And Supplies	Site Formula Funds	20,681.00
5800: Professional/Consulting Services And Operating Expenditures	Site Formula Funds	10,000.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	39,862.00
Goal 2	6,100.00
Goal 3	100,480.00
Goal 4	53,975.00
Goal 5	14,500.00

# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 4 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Jennifer Jackson	Principal
Jessica Aceituno	Parent or Community Member
Arlene Anaya	Parent or Community Member
Lisa Marie Velasco	Parent or Community Member
Sarah Jensen	Parent or Community Member
Dara Oke	Secondary Student
Brittany Goss	Classroom Teacher
Cara Yi	Classroom Teacher
Jessica Galli	Classroom Teacher
April Bullard	Other School Staff
Emercyn Gunsalus	Secondary Student
Camila Romero	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

**Signature**

**Committee or Advisory Group Name**

English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 05/27/2021.

Attested:

Principal, Jennifer Jackson Ed.D. on 04/07/2022

SSC Chairperson, Jessica Aceituno on 04/07/2022

# Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

**The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.**

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).



For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## **Purpose and Description**

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

### **Purpose**

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

### **Description**

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

### **Stakeholder Involvement**

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

*[This section meets the requirements for TSI and ATSI.]*

*[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]*

### **Resource Inequities**

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

*[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]*

# Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

## Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

*[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]*

## Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

*[Completing this section fully addresses all relevant federal planning requirements]*

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

*[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]*

*[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]*

## Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

*[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]*

*[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]*

## **Students to be Served by this Strategy/Activity**

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

## **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

*[This section meets the requirements for CSI, TSI, and ATSI.]*

*[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

## **Annual Review**

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

## Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

*[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]*

## Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.*

## Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

*[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

### Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
  - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

### Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
    - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    - b. use methods and instructional strategies that:
      - i. strengthen the academic program in the school,
      - ii. increase the amount and quality of learning time, and
      - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
      - i. strategies to improve students' skills outside the academic subject areas;
      - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
      - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
      - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.



# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

### Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## **Single School Districts and Charter Schools Identified for School Improvement**

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## Appendix C: Select State and Federal Programs

**For a list of active programs, please see the following links:**

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

LOWELL JOINT SCHOOL DISTRICT  
May 2, 2022

To: President Salinas and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Selection and Purchase of Dual Language Immersion (DLI) and Art Supplemental Materials                      INFORMATION/  
ACTION

The District is purchasing materials as a supplement to the core curriculum textbooks in the areas of Art and Dual Language Immersion. The Art of Education University is an online customizable art platform with on-demand access to standards aligned lesson plans. Also there is personalized professional learning platform with on-demand access to instructional video training and supplemental resources. The cost for a 5 year contract term is \$3,183.25 and will be covered by Restricted Lottery Funds.

Also being purchased is a DLI program from Benchmark Education which provides both printed and digital materials for Grades K – 4. There will be on-site professional development. The cost for a 5 year contract term is \$49,087.46. The 5 year contract will then align the purchase of materials for the Dual Immersion program with the English Language Arts Adoption in the future. Funding will be covered by Restricted Lottery Funds.

It is recommended that the purchase of the Dual Language Immersion and Art Supplemental materials be approved and that the Superintendent or designee be authorized to execute the necessary documents.

---

Superintendent's Comment:

INFORMATION/ACTION

LOWELL JOINT SCHOOL DISTRICT  
May 2, 2022

To: President Salinas and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Selection of Kindergarten through Grade 8 Science  
Textbooks

INFORMATION/  
FIRST READING

The textbooks on the attached list are proposed for addition to the District core adoptions in Science for Kindergarten through Grade 8 for the 2022/23 school year. The textbooks have been reviewed by the teachers on the District Textbook Advisory Committee for Science and on display for all stakeholders. Evaluation forms have been completed by all members of the District Textbook Advisory Committee in addition to meetings facilitated by the Assistant Superintendent of Educational Services. All materials were piloted in the spring of 2022 as part of the review process.

The proposed basic textbooks will remain on display in the Instructional Materials Center (IMC) at the District Office for review by any interested persons. The textbooks will be recommended for adoption at the Board meeting on June 13, 2022.

Attachment

---

Superintendent's Comment:

FIRST READING/INFORMATION ONLY.

**Lowell Joint School District  
2022-2023  
Proposed Science Textbook List**

<b>COURSE</b>	<b>TITLE</b>	<b>PUBLISHER</b>	<b>COPYRIGHT DATE</b>
Elevate Science	Grade K Kit	Savvas Learning	2020
Elevate Science	Grade 1 Kit	Savvas Learning	2020
Elevate Science	Grade 2 Kit	Savvas Learning	2020
Elevate Science	Grade 3 Kit	Savvas Learning	2020
Elevate Science	Grade 4 Kit	Savvas Learning	2020
Elevate Science	Grade 5 Kit	Savvas Learning	2020
Elevate Science	Grade 6 Kit	Savvas Learning	2020
Science Dimensions	Grade 7 Kit	Houghton Mifflin Harcourt	2020
Science Dimensions	Grade 8 Kit	Houghton Mifflin Harcourt	2020

LOWELL JOINT SCHOOL DISTRICT  
May 2, 2022

To: President Salinas and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Approval of the 2022 Intersession Offerings ACTION

It is proposed that the District implement 30 days of intersession opportunities for 2022 as follows:

- \* The first day of student attendance for the 2022 general summer school program is June 9, 2022. The last day of student attendance is July 7, 2022.
- \* The summer school programs will be held at Olita (Gr. TK-3) and Rancho Starbuck (Gr. 4 – 7).
- \* A 10-day Boot Camp by invitation for targeted student groups will also be offered beginning July 25, 2022 and ending August 5, 2022.

It is recommended that the proposed 2022 summer intersession offerings be approved and that the Superintendent or designee be authorized to execute the necessary documents.

---

Superintendent's Comment:

APPROVAL RECOMMENDED.

LOWELL JOINT SCHOOL DISTRICT  
May 2, 2022

To: President Salinas and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Approval of Professional Services Agreement, Hauffe  
Company Inc., (HCI) Division of State Architect  
(DSA) Inspections, Meadow Green Elementary School

ACTION

---

Background:

On June 11, 2018, the Lowell Joint School District Board of Trustees approved Resolution 2018-19 No. 724 ordering a School Bond Election. On November 6, 2018, the voters in the Lowell Joint School District passed measure LL. A part of Measure LL includes the repairs and upgrades to District facilities. This expenditure is subject to the purview of the Citizens Bond Oversight Committee.

Current Considerations:

Unlike the Public Works competitive bidding process, Professional Service providers can be selected on the basis of their qualifications, services they provide and their value to the Client.

Pursuant to Education Code 17280-17317 and more specifically article 17311 (a), “The Department of General Services shall make such inspection of the school buildings and of the work of construction or alteration as in its judgment is necessary or proper for the enforcement of this article and the protection of the safety of the pupils, the teachers, and the public. The school district, city, city and county, or the political subdivision within the jurisdiction of which any school building is constructed or altered shall provide for and require competent, adequate, and continuous inspection during construction or alteration by an inspector satisfactory to the architect or structural engineer and the Department of General Services.” The Division of State Architect (DSA) is under the jurisdiction of the Department of General Services. As construction projects receive DSA approval of plans and new construction contracts are let, there is a need to provide inspection services as mandated by Education Code 17280-17317 and more specifically, article 17311(a).

Hauffe Company Inc., (HCI) provided the District with a proposal dated March 30, 2022 for DSA inspection services for the Meadow Green Elementary School project.

---

Superintendent’s Comment:

APPROVAL RECOMMENDED.



Financial Implications:

Financial Impact: \$143,360.00  
Funding Source: Measure LL General Obligation Fund – Fund 21.0

Recommendation:

It is recommended that the Board of Trustees approve a Professional Services Agreement, Hauffe Company Inc.,(HCI), DSA Inspection Services, Meadow Green Elementary School, effective May 3, 2022, through May 1, 2022, not to exceed \$143,360 (21.0-00000-0-00000-85000-6281-0008000) Measure LL (21.0 Bond Fund), and that the Superintendent or designee be authorized to execute the necessary documents.

---

Superintendent's Comment:

APPROVAL RECOMMENDED.

Kurt Hauffe  
714 925 7876  
kurt@hauffecompany.com  
2713 Lowell Lane  
Santa Ana, California 92706  
CSLB Number  
612505 A B C10 C16 C21 C36 C54  
DSA Class I #5488

March 30, 2022

Mr. David Bennett  
Assistant Superintendent of Administrative Services  
Lowell Joint School District  
11019 Valley Home Avenue  
Wittier, California 90603

**Proposal for Meadow Green Elementary School Modernization**

Dear Mr. Bennett,

I am pleased to provide Lowell Joint School District with a proposal for DSA Inspection Services for Meadow Green Elementary School Modernization.

Inspection Services provided by Hauffe Company Inc. 32 weeks, 40 hours per week for a total of 1280 hours at \$112 per hour for a total cost of \$143,360.

The Hauffe Company Inc. Looks forward to continuing our working relationship with Lowell Joint School District.

Sincerely,



Kurt Hauffe  
President Hauffe Company Inc.



It is recommended that the Board of Trustees approve the agreement with King Office Services for Relocation Services, Jordan Elementary School, effective May 2, 2022 through May 1, 2023, not to exceed \$16,500.00, (21.0-00000-0-00000-85000-6282-0080000), Measure LL Bond Fund, and that the Superintendent or designee be authorized to execute the necessary documents.

---

Superintendent's Comment:

APPROVAL RECOMMENDED.

*The Best Move  
You'll Ever Make*

[www.kingofficeusa.com](http://www.kingofficeusa.com)



t 800.854.3679  
f 562.407.5092  
13535 Larwin Circle  
Santa Fe Springs, CA 90670



Member  
Commercial Relocation Network

April 11, 2022

Mr. David Bennett  
Lowell Joint School District  
11019 Valley Home Ave  
Whittier, CA 90603

David:

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

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

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

**King Office Services to perform:**

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

**LJSD School will:**

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

**Special Notes:**

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

**RELOCATION AGENDA / MOVE PLAN**

**WORK TO BE PERFORMED:**

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

**BEFORE MOVE DAY**

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

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

**Payment Terms**

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

## INVESTMENT INFORMATION

<b>1</b>	<b>Meadow Green – Move to Temporary Site - Maybrook</b>		<b>\$7,875.00</b>
	3 Bobtail(s) and Driver(s) @ \$60.00/Hour/Truck for 10 Hour(s)	\$1,800.00	
	14 Additional Men @ \$35.00/Hr./Man for 10 Hour(s)	\$4,900.00	
	2 Foremen @ \$40.00/Hr./Man for 10 Hour(s)	\$800.00	
	Misc Supplies / Fuel Charge	\$375.00	
<b>1</b>	<b>Meadow Green– Move Back Maybrook to Meadow Green</b>		<b>\$7,875.00</b>
	3 Bobtail(s) and Driver(s) @ \$60.00/Hour/Truck for 10 Hour(s)	\$1,800.00	
	14 Additional Men @ \$35.00/Hr./Man for 10 Hour(s)	\$4,900.00	
	2 Foremen @ \$40.00/Hr./Man for 10 Hour(s)	\$800.00	
	Misc Supplies / Fuel Charge	\$375.00	
	<i>The cost to move 1 box is approximately \$3.00/box the cost to move 1 file cabinet is approximately \$20.00. These are benchmark prices only.</i>		<b>\$15,750.00</b>
<b>Total Cost – To Temp site and Back</b>			
<b>1</b>	<b>Move Project Management</b>		<b>FREE</b>
	1 Mover Project Manager @ \$65.00/Hr./Man for 14 Hour(s)	\$910.00	
	<i>No Charge - Repeat Client Consideration</i>		
<b>2</b>	<b>Containers &amp; Supplies (Purchase)</b>		<b>\$3,075.00</b>
	1,500 Box - Standard Autofold(s) @ \$1.85/Each	\$2,775.00	
	Box Delivery/Pickup	\$300.00	
	<i>These boxes could be used for both the move out and the move back. "Renting" boxes would be more costly because of renting them twice.</i>		
<b>3</b>	<b>Crates</b>		<b>\$0.00</b>
	<i>We will offer the use of 750 crates, plus delivery and pick up for each phase at the same cost of buying the boxes. Lost equipment would need to be replaced at the current cost of the lost item. This option would need to be pre-paid in Phase one. King Office would manage all crate deliveries, Pick-ups and storage in between phases for the duration of the 6 phases. Labor charges are calculated from the time of arrival to the time of departure plus 1 total hour of travel time. Service requiring 3 hours or less is charged at a 4 hour minimum.</i>		

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

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

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

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

Exceptions to the above price are as follows:

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

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

Sincerely,  
**King Office Services**

Nick Stentz  
Project Manager

***Note: References available upon request***



## Scope of Work

Prepared For: **Meadow Green & Jordan Elementary**  
School Prepared By: **Nick Stentz**

### Worksheet: WS1-Office

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

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

LOWELL JOINT SCHOOL DISTRICT  
May 2, 2022

To: President Salinas and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Approval of Change Order for Additional Professional  
Services Agreement with RMA Group for Monitoring, Testing, and  
Inspecting at Jordan Elementary School

ACTION

---

Background:

On June 11, 2018, the Lowell Joint School District Board of Trustees approved Resolution 2018-19 No. 724 ordering a School Bond Election. On November 6, 2018, the voters in the Lowell Joint School District passed measure LL. A part of Measure LL includes the repairs and upgrades to District facilities. This expenditure is subject to the purview of the Citizens Bond Oversight Committee.

Current Considerations:

Unlike the Public Works competitive bidding process, Professional Service providers can be selected on the basis of their qualifications, services they provide and their value to the District.

In October, 2018, the District issued an RFQ for Materials testing and Geotechnical firms. Based on the results of the scoring, RMA Group was one of the firms selected by the District to provide geological inspection and testing services. In August, 2020 the Board of Trustees approved an agreement with RMA District requested a proposal from RMA Group for a geotechnical engineering investigation for the Jordan Elementary School modernization and Portables to Permanent Buildings Project. Subsequently, RMA Group provided the investigation and report.

In June of 2021, the Board of Trustees approved an agreement with the RMA Group to provide geological inspection and testing services at Jordan Elementary School. During the project, there were additional areas were monitoring, testing, and inspections were required. The increase in scope resulted in an additional fee of \$22,252. This increased the total amount of the proposal to \$115,864.

Financial Implications

Financial Impact:	\$115,864.00
Funding Source:	Measure LL General Obligation Fund – Fund 21.0

Recommendation:

It is recommended that the Board of Trustees ratify an additional Professional Services Agreement with RMA Group for Monitoring, Testing, and Inspecting at Jordan Elementary School, effective

---

Superintendent's Comment:

APPROVAL RECOMMENDED.

May 3, 2022 through May 1, 2023, not to exceed \$22,252 (21.0-00000-0-00000-85000-6282-0040000) Measure LL (21.0 Bond Fund), and that the Superintendent or designee be authorized to execute the necessary documents.

---

Superintendent's Comment:

APPROVAL RECOMMENDED.



Project No: 21-0851-0

December 6, 2021

Lowell Joint School District  
11537 Grovedale Dr  
Whittier, CA 90604

Attention: David Bennett

Subject: Change Order Proposal to complete Inspection and Testing Services  
Jordan Elementary School 03-121043  
10654 Jordan Rd  
Whittier, CA

We have prepared this change order to request a contract modification to complete our scope on the Jordan Elementary School HVAC, Roofing, Fire Alarm & (N) Modular Buildings project. Due to additional work that will exceed RMA Group's original scope of work amount, RMA Group will need to perform the following additional work that remains on the project

### SCOPE OF WORK

Our remaining scope of work will consist of the following:

- Earthwork Monitoring and Testing**
- Structural Steel Shop and Field Welding**
- Special Inspection and Testing of Post Installed Anchors**
- Special Inspection and Testing of Reinforced Concrete**
- Special Inspection and Testing of Masonry**

We propose to perform these services on an hourly or test rate basis in accordance to the unit cost contained in the current active master agreement, for an additional estimated amount of \$22,252.00. This will increase the total contract from \$93,612.00 to \$115,864.00. In witness thereof, the parties have caused this agreement to be duly executed the day and year first above written.

### CLIENT

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

Title: \_\_\_\_\_

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

### RMA Group

 \_\_\_\_\_

Prisila Neri  
Title: Project Manager

**ESTIMATE WORKSHEET**  
**Compaction Testing of Trench Backfill**

Item	Quantity	Unit	Unit Price	Total
Soils Engineering Technician	32	HR	\$94.50	\$3,024.00
<b>Subtotal:</b>				<b>\$3,024.00</b>

**ESTIMATE WORKSHEET**  
**Special Inspection and Testing of Reinforced Concrete Construction**

Item	Quantity	Unit	Unit Price	Total
Pick-up and Delivery of Test Specimens	4	HR	\$55.00	\$220.00
ID Reinforcing or Structural Steel	4	HR	\$94.50	\$378.00
Special Inspector Concrete Batch Plant	16	HR	\$94.50	\$1,512.00
ACI Concrete Technician	20	HR	\$94.50	\$1,890.00
ASTM C39 Concrete Cyl Cured or Tested	20	EA	\$40.00	\$800.00
ASTM A370 Rebar Tension up to #8	2	EA	\$60.00	\$120.00
ASTM A370 Bend Test Rebar up to #8	2	EA	\$50.00	\$100.00
<b>Subtotal:</b>				<b>\$5,020.00</b>

**ESTIMATE WORKSHEET**  
**Special Inspection and Testing of Post Installed Anchors**

Item	Quantity	Unit	Unit Price	Total
Special Inspector Post Installed Anchors	24	HR	\$94.50	\$2,268.00
Pull   Torque Testing Technician	16	HR	\$94.50	\$1,512.00
<b>Subtotal:</b>				<b>\$3,780.00</b>

**ESTIMATE WORKSHEET**  
**Structural Steel Shop and Field Welding**

Item	Quantity	Unit	Unit Price	Total
AWS Certified Welding Inspector- Field	40	HR	\$94.50	\$3,780.00
AWS Certified Welding Inspector- Shop	20	HR	\$94.50	\$1,890.00
<b>Subtotal:</b>				<b>\$5,670.00</b>

**ESTIMATE WORKSHEET**  
**Special Inspection and Testing of Reinforced Masonry Construction**

Item	Quantity	Unit	Unit Price	Total
Special Inspector Concrete Batch Plant	4	HR	\$94.50	\$378.00
Special Inspector Masonry	40	HR	\$94.50	\$3,780.00
ASTM C90 Masonry Block Conformance	1	SET	\$740.00	\$740.00
ASTM C1019 Grout Prism Compression	12	EA	\$50.00	\$600.00
ASTM C780 Mortar Cylinder Compression	12	EA	\$40.00	\$480.00
ASTM E519 Assemblage Comp Str 8" Block	2	EA	\$125.00	\$250.00
Pick-up and Delivery of Test Specimens	2	HR	\$55.00	\$110.00
<b>Subtotal:</b>				<b>\$6,338.00</b>

**ESTIMATE WORKSHEET**  
**Project Administration, Engineering Oversight, and Reporting**

Item	Quantity	Unit	Unit Price	Total
Project Manager - Office	4	HR	\$155.00	\$620.00
Project Engineer - Office	4	HR	\$170.00	\$680.00
Administrative	6	HR	\$60.00	\$360.00
Staff Engineer - Office	4	HR	\$135.00	\$540.00
<b>Subtotal:</b>				<b>\$2,200.00</b>

LOWELL JOINT SCHOOL DISTRICT  
 May 2, 2022

To: President Salinas and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Award Marquee Installation Projects at the Rancho Starbuck, Macy Elementary, El Portal Elementary, and Olita Elementary to Tricore Enterprises dba Quiel School Signs (CUPCAA Bid #202122-02) ACTION

In April, 2022, District staff members solicited bids for marquee installation projects to be conducted between May and July, 2022 at several District sites. A job-walk was conducted on April 5, 2022 and two (2) contractors participated.

Sealed bids were due on April 14, 2022 and the District received bids from both contractors as shown below:

JOB DESCRIPTION:		<u>MARQUEE INSTALLATION</u>			BID #:	<u>202122-02</u>
BID OPENING DATE:		<u>04/14/22</u>			TIME:	<u>2:00PM</u>
CONTRACTOR	RANCHO STARBUCK IS	MACY ES	EL PORTAL ES	OLITA ES	TOTAL AMOUNT	
DC INTEGRATE, INC	\$ 59,700	\$ 139,300	\$ 59,700	\$ 139,300	\$ 398,000	
TRICORE ENTERPRISES, INC.	\$ 20,682	\$ 32,857	\$ 20,682	\$ 32,857	\$ 107,078	

After review and reference checks, it was determined that Tricore Enterprises Inc., dba Quiel School Signs submitted the lowest responsive and responsible bids. The District will use Funds 14.0 Deferred Maintenance and/or 40.0 Special Reserve for Capital Outlay Projects for these expenditures.

CONTRACTOR	SITE	BID AMOUNT
Tricore Enterprises Inc., dba Quiel School Signs	Multiple Sites	\$107,078

It is recommended that the Board of Trustees approve the agreement with Tricore Enterprises Inc., dba Quiel School Signs, in an amount not to exceed \$112,432, which includes a 5% contingency, and that the Superintendent or designee be authorized to execute the necessary documents.

---

Superintendent's Comment:

APPROVAL RECOMMENDED.

LOWELL JOINT SCHOOL DISTRICT  
May 2, 2022

To: President Salinas and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Approval of OCDE to Provide Internet Access Service for the District per Agreement Number: 10001030 ACTION

OCDE shall provide Internet access for up to 10 GB and support to the District at no cost in accordance with the terms and conditions set forth in this Agreement, Agreement Number: 10001030. OCDE receives Internet access at no charge from the California K-12 High Speed Network.

It is recommended that OCDE be approved, to provide Internet Access Service for the District and that the Superintendent be authorized to execute the necessary documents.

---

Superintendent's Comment:

APPROVAL RECOMMENDED.



LOWELL JOINT SCHOOL DISTRICT  
May 2, 2022

To: President Salinas and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Approval of OCDE to Provide Network Support and Cyber Security Service for the District per Agreement Number: 10000998 ACTION

OCDE shall provide network support services for data connectivity and support along with District internet circuit handoff and Distributed Denial of Services (DDoS) protection in accordance with the terms and conditions set forth in this Agreement, Agreement Number: 10000998. OCDE agrees to provide the District access to applications and services such as Payroll Services, Financial, and Human Resources. The payment for said support and services will be paid out of the general fund.

It is recommended that OCDE be approved, to provide Internet Access Service for the District and that the Superintendent be authorized to execute the necessary documents.

---

Superintendent's Comment:

APPROVAL RECOMMENDED.

LOWELL JOINT SCHOOL DISTRICT  
May 2, 2022

To: President Salinas and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Approval of Independent Contract with Dr. Olvera  
Psychology, A Professional Corporation for an  
Independent Educational Evaluation (IEE) for the  
2021-2022 School Year

ACTION/  
(RATIFICATION)

Arrangements have been made with Dr. Olvera Psychology, A Professional Corporation, during the 2021/2022 school year, to conduct an Independent Educational Evaluation (IEE) for a district student. A District contracts with an Independent Consultant when it does not have staff available to meet the service requirements documented in a student's Individual Education Plan (IEP).

The contract would cover the period of April 4, 2022 through June 30, 2022. Services will be rendered at a total fee not to exceed Three Thousand Dollars (\$3,000.00).

It is recommended that the independent consultant agreement with Dr. Olvera Psychology, A Professional Corporation for an Independent Educational Evaluation (IEE) for the 2021-2022 School Year be approved, for an estimated cost not to exceed \$3,000.00, and that the Superintendent or designee be authorized to execute the agreement.

---

Superintendent's Comment:

APPROVAL RECOMMENDED.

LOWELL JOINT SCHOOL DISTRICT  
May 2, 2022

To: President Salinas and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Approval of Amended Agreement with Orange  
County Department of Education to Provide  
Translation Services during the 2021/2022 school  
year.

ACTION/  
(RATIFICATION)

Arrangements have been made with Orange County Department of Education to Provide Translation Services during the 2021/2022 school year. The hourly rate for oral translation is \$150.00 per hour (minimum 3 hours) and written translation is \$0.27 per word. The total cost for all translation services needs to be amended to not exceed \$10,000.00 (previously \$3,000.00).

It is recommended that the Amendment to the Agreement with Orange County Department of Education to Provide Translation Services during the 2021/2022 school year be approved and that the Superintendent or designee be authorized to execute the necessary documents.

---

Superintendent's Comment:

APPROVAL RECOMMENDED.

LOWELL JOINT SCHOOL DISTRICT  
May 2, 2022

To: President Salinas and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Purchase Order Listing and Detailed Report  
2021/2022 #10

ACTION/  
(RATIFICATION)

In accordance with the law, Purchase Order Listing/Detailed Report 2021/2022 #10 is recommended for approval. The report lists all purchased orders issued March 1, 2022, through March 31, 2022.

AR:sb

Attachment

---

Superintendent's Comment:

APPROVAL RECOMMENDED.

X-B1-1

**LOWELL JOINT SD**  
**PURCHASE ORDER DETAIL REPORT**  
 BOARD OF TRUSTEES MEETING 05/02/2022

FROM 03/01/2022 TO 03/31/2022

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>OBJECT DESCRIPTION</u>
R99B0037	SOUTHERN CALIFORNIA NEWS GROUP	1,343.00	1,343.00	2100000014 5830	Advertisement
R99B0039	A-TECH CONSULTING INC	9,730.00	9,730.00	2100000011 6282	Consultant/Contractor
R99F0113	A-1 FENCE COMPANY	43,174.00	43,174.00	1400000005 6170	Land Improvements
R99F0114	DANIELS TIRE SERVICE INC.	1,224.81	1,224.81	0100000098 5631	Repairs/Vehicles
R99F0115	PDQ EQUIPMENT RENTAL	1,901.06	1,395.00	0100000091 5610	Rentals & Leases
			267.50	0100000092 5610	Rentals & Leases
			225.00	0100000093 5610	Rentals & Leases
			13.56	0100000098 5610	Rentals & Leases
R99F0116	TURF STAR, INC.	2,124.50	2,124.50	0100000108 5630	Repairs or Maintenance
R99F0117	CANNINGS HARDWARE LA HABRA	87.29	87.29	0100000098 4300	Materials and Supplies
R99F0118	GLASBY MAINTENANCE SUPPLY	1,102.08	-357.05	0185100006 4300	Materials and Supplies
			276.48	0185100007 4300	Materials and Supplies
			439.89	0185100008 4300	Materials and Supplies
			86.00	0185100022 4300	Materials and Supplies
			656.76	1851000003 4300	Materials and Supplies
R99F0119	THE HOME DEPOT PRO INSTITUTION	7,633.48	1,592.44	0100000089 4300	Materials and Supplies
			35.49	0100000090 4300	Materials and Supplies
			9.72	0100000091 4300	Materials and Supplies
			658.99	0100000092 4300	Materials and Supplies
			88.78	0100000093 4300	Materials and Supplies
			363.24	0100000094 4300	Materials and Supplies
			627.42	0100000095 4300	Materials and Supplies
			1,886.47	0100000098 4300	Materials and Supplies
			20.02	0100000105 4300	Materials and Supplies
			336.92	0100000108 4300	Materials and Supplies
			2,013.99	1400000007 4300	Materials and Supplies
R99F0120	PLUMBING WHOLESALE OUTLET	1,391.57	1,146.35	0100000089 4300	Materials and Supplies

**LOWELL JOINT SD**  
**PURCHASE ORDER DETAIL REPORT**  
 BOARD OF TRUSTEES MEETING 05/02/2022

FROM 03/01/2022 TO 03/31/2022

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>OBJECT DESCRIPTION</u>
R99F0120	*** CONTINUED ***		100.99	0100000092 4300	Materials and Supplies
			144.23	0100000098 4300	Materials and Supplies
R99F0121	JAMES HARDWARE COMPANY	129.06	63.53	0100000089 4300	Materials and Supplies
			22.17	0100000093 4300	Materials and Supplies
			43.36	0100000098 4300	Materials and Supplies
R99M0161	AMERICAN EXPRESS	117.89	117.89	0190200005 4300	Materials and Supplies
R99M0162	AMERICAN EXPRESS	110.13	110.13	0156400019 4300	Materials and Supplies
R99M0163	AMERICAN EXPRESS	219.99	219.99	0156400010 4300	Materials and Supplies
R99M0164	AMERICAN EXPRESS	496.11	496.11	0100000071 4307	Holding Account
R99M0165	AMERICAN EXPRESS	304.06	304.06	0156400010 4300	Materials and Supplies
R99M0166	AMERICAN EXPRESS	319.40	319.40	0156400010 4300	Materials and Supplies
R99M0167	AMERICAN EXPRESS	969.96	969.96	0100890005 4300	Materials and Supplies
R99M0168	AMERICAN EXPRESS	93.53	93.53	0156400011 4300	Materials and Supplies
R99M0169	AMERICAN EXPRESS	4.98	4.98	0156400010 5810	Licenses/Technology
R99M0170	AMERICAN EXPRESS	583.01	583.01	0156400011 4300	Materials and Supplies
R99M0171	AMERICAN EXPRESS	32.04	32.04	0156400013 4300	Materials and Supplies
R99M0173	AMERICAN EXPRESS	376.08	376.08	0100000071 4307	Holding Account
R99M0174	AMERICAN EXPRESS	187.38	187.38	0156400019 4300	Materials and Supplies
R99M0175	AMERICAN EXPRESS	20.00	20.00	0100000009 4300	Materials and Supplies
R99M0176	AMERICAN EXPRESS	230.24	230.24	0156400029 4300	Materials and Supplies
R99M0177	AMERICAN EXPRESS	278.73	278.73	0156400030 4300	Materials and Supplies
R99M0178	AMERICAN EXPRESS	12.01	12.01	0156400022 4300	Materials and Supplies
R99M0179	AMERICAN EXPRESS	725.00	725.00	0105110049 5300	Dues and Memberships

**LOWELL JOINT SD**  
**PURCHASE ORDER DETAIL REPORT**  
 BOARD OF TRUSTEES MEETING 05/02/2022

FROM 03/01/2022 TO 03/31/2022

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>OBJECT DESCRIPTION</u>
R99M0180	AMERICAN EXPRESS	28.60	28.60	0105110043 4300	Materials and Supplies
R99M0181	AMERICAN EXPRESS	226.47	226.47	0156400007 4300	Materials and Supplies
R99M0182	AMERICAN EXPRESS	5.00	5.00	0156400016 5810	Licenses/Technology
R99M0183	AMERICAN EXPRESS	114.58	114.58	0156400016 4300	Materials and Supplies
R99M0184	AMERICAN EXPRESS	26.86	26.86	0156400010 4300	Materials and Supplies
R99M0185	AMERICAN EXPRESS	122.29	122.29	0156400020 4300	Materials and Supplies
R99M0186	AMERICAN EXPRESS	443.62	443.62	0156400011 4300	Materials and Supplies
R99M0187	AMERICAN EXPRESS	274.77	274.77	0109110014 4300	Materials and Supplies
R99M0188	AMERICAN EXPRESS	35.84	35.84	0109110014 4300	Materials and Supplies
R99M0189	AMERICAN EXPRESS	88.09	88.09	0156400020 4300	Materials and Supplies
R99M0190	AMERICAN EXPRESS	55.11	55.11	0156400020 4300	Materials and Supplies
R99M0191	AMERICAN EXPRESS	26.00	26.00	0156400011 4300	Materials and Supplies
R99M0192	AMERICAN EXPRESS	169.00	169.00	0156400005 5200	Travel and Conferences
R99M0193	AMERICAN EXPRESS	234.56	234.56	0156400033 4300	Materials and Supplies
R99M0194	AMERICAN EXPRESS	338.00	338.00	0156400005 5200	Travel and Conferences
R99M0195	AMERICAN EXPRESS	121.01	60.02	0156400011 4300	Materials and Supplies
			60.99	0156400013 4300	Materials and Supplies
R99M0196	AMERICAN EXPRESS	122.15	122.15	0156400011 4300	Materials and Supplies
R99M0197	AMERICAN EXPRESS	222.16	222.16	0156400011 4300	Materials and Supplies
R99M0198	AMERICAN EXPRESS	285.41	285.41	0156400011 4300	Materials and Supplies
R99M0199	AMERICAN EXPRESS	61.74	61.74	0156400018 4300	Materials and Supplies
R99M0200	AMERICAN EXPRESS	362.72	362.72	0156400012 4300	Materials and Supplies
R99M0201	AMERICAN EXPRESS	2,615.00	2,615.00	0105110036 4300	Materials and Supplies

**LOWELL JOINT SD**  
**PURCHASE ORDER DETAIL REPORT**  
 BOARD OF TRUSTEES MEETING 05/02/2022

FROM 03/01/2022 TO 03/31/2022

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>OBJECT DESCRIPTION</u>
R99M0202	AMERICAN EXPRESS	106.66	106.66	0100000075 4300	Materials and Supplies
R99M0203	AMERICAN EXPRESS	13,225.00	2,645.00 2,645.00 2,645.00 2,645.00 2,645.00	0132130005 4400 0132130006 4400 0132130007 4400 0132130008 4400 0132130009 4400	Non Capitalized Equipment Non Capitalized Equipment Non Capitalized Equipment Non Capitalized Equipment Non Capitalized Equipment
R99M0204	AMERICAN EXPRESS	97.61	97.61	0156400009 4300	Materials and Supplies
R99M0205	AMERICAN EXPRESS	135.32	135.32	0156400012 4300	Materials and Supplies
R99M0206	AMERICAN EXPRESS	19.11	19.11	0156400009 4300	Materials and Supplies
R99M0207	THERAPY SHOPPE	24.79	24.79	0156400012 4300	Materials and Supplies
R99M0208	AMERICAN EXPRESS	49.60	49.60	0109110014 4300	Materials and Supplies
R99M0209	AMERICAN EXPRESS	132.85	132.85	0156400012 4300	Materials and Supplies
R99M0210	AMERICAN EXPRESS	72.54	72.54	0156400012 4300	Materials and Supplies
R99M0211	AMERICAN EXPRESS	396.80	170.83 225.97	0105110042 4300 0105110043 4300	Materials and Supplies Materials and Supplies
R99M0213	AMERICAN EXPRESS	100.55	100.55	0100540008 4300	Materials and Supplies
R99M0214	AMERICAN EXPRESS	72.72	72.72	0100540008 4300	Materials and Supplies
R99R0331	SCSBOA-SOUTHERN CALIFORNIA SCH	200.00	200.00	0105110041 4300	Materials and Supplies
R99R0332	FLAGHOUSE	1,041.56	1,041.56	0165010003 4300	Materials and Supplies
R99R0333	SUPER DUPER PUBLICATIONS	502.74	502.74	0165000029 4300	Materials and Supplies
R99R0334	DATA IMPRESSIONS	1,677.08	1,211.49 465.59	0108400007 4300 0108880034 4300	Materials and Supplies Materials and Supplies
R99R0335	J.W.PEPPER & SON INC.	55.29	55.29	0105110036 4300	Materials and Supplies
R99R0336	IMPERIAL BAND INSTRUMENTS	3,832.50	3,832.50	0105110036 4300	Materials and Supplies



**LOWELL JOINT SD**  
**PURCHASE ORDER DETAIL REPORT**  
 BOARD OF TRUSTEES MEETING 05/02/2022

FROM 03/01/2022 TO 03/31/2022

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>OBJECT DESCRIPTION</u>
R99R0337	LASER PLUS IMAGING	567.75	567.75	0100000098 4300	Materials and Supplies
R99R0338	DASH MEDICAL GLOVES	578.48	578.48	0156400033 4300	Materials and Supplies
R99R0339	TRINIDAD, GINA	1,744.34	1,744.34	0105110043 4300	Materials and Supplies
R99R0340	TRINIDAD, GINA	891.33	891.33	0105110043 4300	Materials and Supplies
R99R0341	IMPERIAL BAND INSTRUMENTS	143.34	143.34	0105110036 4300	Materials and Supplies
R99R0342	BREAKOUT INC.	99.00	99.00	0100590006 5810	Licenses/Technology
R99R0343	BEARCOM	270.00	270.00	0100590006 4300	Materials and Supplies
R99R0345	PAUL LUNA / LUNA INK	6,000.00	6,000.00	0100000065 5800	Prof/ConsultingServ&Oper Exp
R99R0346	ORANGE COUNTY SANITATION DEPAR	955.88	955.88	0100000286 5530	Water
R99R0347	GARDENA VALLEY PRINTING	327.00	327.00	0109110014 4300	Materials and Supplies
R99R0348	PRO-ED	116.87	116.87	0165000029 4300	Materials and Supplies
R99R0349	NIGRO & NIGRO	7,500.00	7,500.00	4000000016 5821	Audit
R99R0350	IPRINT TECHNOLOGIES	76.07	76.07	0156400008 4300	Materials and Supplies
R99R0351	DOORBLOK.COM	67.59	67.59	0100590006 4300	Materials and Supplies
R99R0352	IPRINT TECHNOLOGIES	105.84	105.84	0156400009 4300	Materials and Supplies
R99R0353	LA HABRA COUNCIL PTA	35.00	35.00	0100000065 5200	Travel and Conferences
R99R0354	ACSA REGION 17	40.00	40.00	0100000068 5200	Travel and Conferences
R99R0355	IMPERIAL BAND INSTRUMENTS	54.24	14.24	0105110041 4300	Materials and Supplies
R99R0356	LA HABRA ROTARY CLUB	295.00	40.00	0105110041 5630	Repairs or Maintenance
R99R0357	ORANGE COUNTY SCHOOL BOARD ASS	55.00	220.00	0100000065 5200	Travel and Conferences
R99R0358	AMERICAN EXPRESS	778.77	75.00	0100000317 5200	Travel and Conferences
			55.00	0100000065 5200	Travel and Conferences
			778.77	0100810003 4300	Materials and Supplies

**LOWELL JOINT SD**  
**PURCHASE ORDER DETAIL REPORT**  
 BOARD OF TRUSTEES MEETING 05/02/2022

FROM 03/01/2022 TO 03/31/2022

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>OBJECT DESCRIPTION</u>
R99R0359	WESTONE AUDIO	109.70	109.70	0165010004 4300	Materials and Supplies
R99R0360	ACTIVE EDUCATION	7,250.00	7,250.00	0130100031 5810	Licenses/Technology
R99R0361	DATA IMPRESSIONS	15,347.77	15,347.77	0130100044 4300	Materials and Supplies
R99R0362	EMERGENCYKITS.COM	3,567.03	3,567.03	0100510007 4300	Materials and Supplies
R99R0363	GOVCONNECTION INC.	2,435.76	2,435.76	0100810003 4300	Materials and Supplies
R99R0366	GOVCONNECTION INC.	225.11	225.11	0100810003 4300	Materials and Supplies
R99R0367	IPRINT TECHNOLOGIES	70.56	70.56	0156400031 4300	Materials and Supplies
R99R0368	NATIONAL SCHOOL BOARDS ASSOCIA	350.00	350.00	0100000065 5200	Travel and Conferences
R99R0369	OZO EDU INC.	19,778.88			
			3,296.48	0132130002 4400	Non Capitalized Equipment
			3,296.48	0132130005 4400	Non Capitalized Equipment
			3,296.48	0132130006 4400	Non Capitalized Equipment
			3,296.48	0132130007 4400	Non Capitalized Equipment
			3,296.48	0132130008 4400	Non Capitalized Equipment
			3,296.48	0132130009 4400	Non Capitalized Equipment
R99R0370	SCHOLASTIC MAGAZINES	125.55	125.55	0156400012 4300	Materials and Supplies
R99R0371	GARDENA VALLEY PRINTING	349.55	349.55	0105110044 4300	Materials and Supplies
R99R0372	ENVELOPES TOMORROW	181.91	181.91	0105110044 4300	Materials and Supplies
R99R0373	MONOPRICE INC.	30.15	30.15	010086 4300	Materials and Supplies
R99R0374	SCHOOL SERVICES OF CALIFORNIA	260.00	260.00	1353100052 5200	Travel and Conferences
R99R0375	LOS ANGELES COUNTY REGISTRAR/R	75.00	75.00	2100000011 6252	Other Soft Costs
R99R0376	RMH DANCE & PRODUCTIONS	7,070.00	7,070.00	0100510007 4300	Materials and Supplies
R99R0378	WESTONE AUDIO	109.70	109.70	0165010004 4300	Materials and Supplies
R99R0379	SANCHEZ, EFRAIN	250.00	250.00	0100540008 5800	Prof/ConsultingServ&Oper Exp
R99S0008	ADMINISTRATIVE SERV. CO-OP	8,135.00	8,135.00	0100000316 5811	Transportation/Spec Ed

**LOWELL JOINT SD  
PURCHASE ORDER DETAIL REPORT**

FROM 03/01/2022 TO 03/31/2022

BOARD OF TRUSTEES MEETING 05/02/2022

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>OBJECT DESCRIPTION</u>
R99T0052	VIG SOLUTIONS	4,581.28	4,581.28	0158700001 4300	Materials and Supplies
R99T0053	APPLE INC.	362.72	362.72	0100890005 4300	Materials and Supplies
R99T0054	CDW GOVERNMENT INC.	267.88	267.88	0100580003 4300	Materials and Supplies
R99T0055	GOVCONNECTION INC.	239.46	119.73	0100880004 4300	Materials and Supplies
			119.73	0130100044 5810	Licenses/Technology
R99T0056	DELL MARKETING L.P.	273,383.13	241,313.13	0108120010 4300	Materials and Supplies
			32,070.00	0108120010 5810	Licenses/Technology
R99T0057	LACOE	6,510.00	6,510.00	0100000384 5840	Technology Related Service
R99T0058	DELL MARKETING L.P.	1,417.66	1,417.66	0108880020 4400	Non Capitalized Equipment
R99T0059	CALIFORNIA IT IN EDUCATION	120.00	120.00	0108880020 5300	Dues and Memberships
R99T0060	AMERICAN EXPRESS	12.31	12.31	0156400012 4300	Materials and Supplies
R99X0022	J.W.PEPPER & SON INC.	1,500.00	1,000.00	0105110036 4300	Materials and Supplies
			500.00	0105110045 4300	Materials and Supplies
R99Z0010	BROTHERS AUTOMOTIVE INC	5,000.00	5,000.00	0100000098 5631	Repairs/Vehicles
	<b>Fund 01 Total:</b>	<b>417,707.95</b>			
	<b>Fund 13 Total:</b>	<b>260.00</b>			
	<b>Fund 14 Total:</b>	<b>45,187.99</b>			
	<b>Fund 18 Total:</b>	<b>656.76</b>			
	<b>Fund 21 Total:</b>	<b>11,148.00</b>			
	<b>Fund 40 Total:</b>	<b>7,500.00</b>			
	<b>Total Amount of Purchase Orders:</b>	<b>482,460.70</b>			

LOWELL JOINT SCHOOL DISTRICT  
May 2, 2022

To: President Salinas and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Consolidated Check Register Listing Report  
2021/22 #9

ACTION/  
(RATIFICATION)

The Consolidated Check Register Listing Report 2021/22 #9 is recommended for approval. The consolidated check register lists all warrants issued March 1, 2022, through March 31, 2022.

AR:sb

Attachment

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Superintendent's Comment:

APPROVAL RECOMMENDED.

X-B2-1

**LOWELL JOINT SD**  
**Consolidated Check Register**  
 from 3/1/2022 to 3/31/2022

Check	Payee ID	Payee Name	Reference	Subs	Check Date	Cancel Date	Type	Status	Check Amount
99	00001064	GREENFIELD LEARNING INC.	10844	OH	03/01/2022		MW	IS	7,280.00
99	00001065	MCI A VERIZON COMPANY	409072030	OH	03/01/2022		MW	IS	12.38
99	00001066	VERIZON WIRELESS-LA	9899711208	OH	03/01/2022		MW	IS	607.79
99	00001067	WALTERS WHOLESale ELECTRIC	119412986.01	OH	03/01/2022		MW	IS	5,980.66
99	00001068	HOWARD TECHNOLOGY SOLUTION	20%	OH	03/01/2022		MW	IS	3,857.65
99	00001069	EMS LINQ INC	C-7914	OH	03/02/2022		MW	IS	1,175.00
99	00001070	FORM PLASTICS COMPANY	118849,8862,9247	OH	03/02/2022		MW	IS	3,189.21
99	00001071	GOLD STAR FOODS	JAN2022	OH	03/02/2022		MW	IS	32,602.73
99	00001072	DIANA GONZALEZ	MILEAGE2/22-2/25	OH	03/03/2022		MW	IS	30.42
99	00001073	LEES, DEBRA	027	OH	03/03/2022		MW	IS	1,400.00
99	00001074	VOID.CONTIVoid - Continued Stub	CONTINUE	OH	03/04/2022		VM	VD	0.00
99	00001075	VOID.CONTIVoid - Continued Stub	CONTINUE	OH	03/04/2022		VM	VD	0.00
99	00001076	VOID.CONTIVoid - Continued Stub	CONTINUE	OH	03/04/2022		VM	VD	0.00
99	00001077	VOID.CONTIVoid - Continued Stub	CONTINUE	OH	03/04/2022		VM	VD	0.00
99	00001078	VOID.CONTIVoid - Continued Stub	CONTINUE	OH	03/04/2022		VM	VD	0.00
99	00001079	VOID.CONTIVoid - Continued Stub	CONTINUE	OH	03/04/2022		VM	VD	0.00
99	00001080	CALIFORNIA DEPARTMENT OF TAX A	SP-5925	OH	03/04/2022		MW	IS	1,808.87
99	00001081	ADMINISTRATIVE SERV. CO-OP	13335	OH	03/07/2022		MW	IS	9,984.22
99	00001082	ARAMARK	24302841	OH	03/07/2022		MW	IS	73.82
99	00001083	BARBARA AGUILAR	SUPPLIES-FLEX	OH	03/07/2022		MW	IS	71.14
99	00001084	BLICK ART MATERIALS	8117514	OH	03/07/2022		MW	IS	664.83
99	00001085	BULKBOOK STORE	105124	OH	03/07/2022		MW	IS	635.97
99	00001086	CITY OF LA HABRA WATER DEPARTM	0102020122	OH	03/07/2022		MW	IS	1,736.21
99	00001087	CONSTANT CONTACT INC.	O5SOWEBB6122	OH	03/07/2022		MW	IS	378.00
99	00001088	CRISTIAN BOGDAN	MILEAGE-FEB	OH	03/07/2022		MW	IS	53.25
99	00001089	DELTA DENTAL OF CALIFORNIA	BE004835718	OH	03/07/2022		MW	IS	1,780.89
99	00001090	GARDENA VALLEY PRINTING	30565	OH	03/07/2022		MW	IS	327.00
99	00001091	IMPERIAL BAND INSTRUMENTS	66633	OH	03/07/2022		MW	IS	3,832.50
99	00001092	IMPERIAL BAND INSTRUMENTS	66752	OH	03/07/2022		MW	IS	143.34
99	00001093	INTERQUEST DETECTION	145-0222	OH	03/07/2022		MW	IS	215.00
99	00001094	iPRINT TECHNOLOGIES	869827	OH	03/07/2022		MW	IS	115.84
99	00001095	iPRINT TECHNOLOGIES	867317	OH	03/07/2022		MW	IS	175.33
99	00001096	J.W.PEPPER & SON INC.	364085592	OH	03/07/2022		MW	IS	159.32
99	00001097	JIM COOMBS	OCDE-HR 2/27/22	OH	03/07/2022		MW	IS	110.28

**LOWELL JOINT SD**  
**Consolidated Check Register**  
 from 3/1/2022 to 3/31/2022

Check	Payee ID	Payee Name	Reference	Subs	Check Date	Cancel Date	Type	Status	Check Amount
99 00001098	E9900087	JOHN ZAPPULLA	MILEAGE-FEB	OH	03/07/2022		MW	IS	53.32
99 00001099	V9900103	LAKESHORE LEARNING MATERIALS	637600021722	OH	03/07/2022		MW	IS	141.50
99 00001100	V9903218	Laser Plus Imaging	138998	OH	03/07/2022		MW	IS	567.75
99 00001101	V9900105	LEARNING A-Z	4816077	OH	03/07/2022		MW	IS	615.60
99 00001102	V9903279	LOPEZ, ALEJANDRO	RS-FEB 2022	OH	03/07/2022		MW	IS	357.14
99 00001103	V9900114	LRP PUBLICATIONS	4534011	OH	03/07/2022		MW	IS	843.50
99 00001104	I9900010	MIJARES, EDWARD	RS-FEB2022	OH	03/07/2022		MW	IS	857.14
99 00001105	V9903339	MOBILE DEFENDERS LLC	11158	OH	03/07/2022		MW	IS	1,192.35
99 00001106	V9900129	NCS PEARSON INC.	16317860	OH	03/07/2022		MW	IS	380.00
99 00001107	V9900129	NCS PEARSON INC.	17647460	OH	03/07/2022		MW	IS	671.42
99 00001108	V9900129	NCS PEARSON INC.	17519784	OH	03/07/2022		MW	IS	486.99
99 00001109	V9900134	OCDE	94R13116	OH	03/07/2022		MW	IS	581.85
99 00001110	V9900136	ORANGE COUNTY SANITATION DEPAR	60128	OH	03/07/2022		MW	IS	955.88
99 00001111	E9900189	SHERYL MCDONALD	PIKTOCHART SUBOH	OH	03/07/2022		MW	IS	199.95
99 00001112	S9990005	SONOVA USA INC.	5135577665	OH	03/07/2022		MW	IS	5,516.11
99 00001113	U9900004	SOUTHERN CALIFORNIA EDISON	0820012122	OH	03/07/2022		MW	IS	4,214.52
99 00001114	U9900005	SOUTHERN CALIFORNIA GAS CO	0124022322	OH	03/07/2022		MW	IS	583.60
99 00001115	U9900006	SUBURBAN WATER SYSTEMS	181003129091	OH	03/07/2022		MW	IS	6,956.45
99 00001116	U9900008	T-MOBILE	0121022022	OH	03/07/2022		MW	IS	119.40
99 00001117	I9900011	TRINIDAD, GINA	R99R0301-022822	OH	03/07/2022		MW	IS	3,007.97
99 00001118	V9900203	VEX ROBOTICS	556150	OH	03/07/2022		MW	IS	90.33
99 00001119	V9900008	ADMINISTRATIVE SERV. CO-OP	13336	OH	03/07/2022		MW	IS	5,000.00
99 00001120	B9903229	HAULAWAY STORAGE CONTAINERS	2043883	OH	03/07/2022		MW	IS	539.96
99 00001121	F9900031	F.M. THOMAS AIR CONDITIONING	43464	OH	03/08/2022		MW	IS	2,968.15
99 00001122	E9900073	HEATHER PFAFF	REIMB-012622	OH	03/08/2022		MW	IS	56.39
99 00001123	V9900133	NO EXCUSES UNIVERSITY	208129488153	OH	03/08/2022		MW	IS	1,574.58
99 00001124	I9900016	PAUL LUNA / LUNA INK	0742/0743	OH	03/08/2022		MW	IS	6,000.00
99 00001125	V9900169	SCHOOL DATEBOOKS	S21-0216180	OH	03/08/2022		MW	IS	380.17
99 00001126	V9900172	SCHOOL SERVICES OF CALIFORNIA	W120018-IN	OH	03/08/2022		MW	IS	600.00
99 00001127	V9903299	SCHOOL SPECIALTY	208129488153	OH	03/08/2022		MW	IS	80.08
99 00001128	V9900179	SOUTHWEST SCHOOL SUPPLY	R99R0018-1/31/22	OH	03/08/2022		MW	IS	547.44
99 00001129	V9903270	SPHERO	106236	OH	03/08/2022		MW	IS	14,824.32
99 00001130	V9900195	THINKING MAPS	INV0062377	OH	03/08/2022		MW	IS	650.00
99 00001131	I9900011	TRINIDAD, GINA	R99R0301	OH	03/08/2022		MW	IS	3,449.25

**LOWELL JOINT SD**  
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Check	Payee ID	Payee Name	Reference	Subs	Check Date	Cancel Date	Type	Status	Check Amount
99 00001132	V9900209	WILLIAM V. MACGILL & CO.	IN0785609	OH	03/08/2022		MW	IS	1,814.07
99 00001133	V9900212	WPS	WPS-425911	OH	03/08/2022		MW	IS	848.97
99 00001134	E9900218	YUMI YAMAMOTO	JAN2022LIBR	OH	03/08/2022		MW	IS	39.22
99 00001135	V9903259	A-TECH CONSULTING INC	220265	OH	03/08/2022		MW	IS	1,052.00
99 00001136	B9990004	APPLIED BEST PRACTICES	26819	OH	03/08/2022		MW	RV	2,498.00
99 00001137	B9990010	ERICKSON-HALL CONSTRUCTION	PAY APP #10	OH	03/08/2022		MW	IS	285,781.13
99 00001138	B9990013	HAUFFE COMPANY	426	OH	03/08/2022		MW	IS	14,112.00
99 00001139	V9900178	SOUTHERN CALIFORNIA NEWS GROUP	N9286577	OH	03/08/2022		MW	IS	1,343.00
99 00001140	B9990012	HANCOCK PARK & DELONG INC	5768	OH	03/08/2022		MW	IS	175.00
99 00001141	V9900008	ADMINISTRATIVE SERV. CO-OP	10561	OH	03/09/2022		MW	IS	8,133.40
99 00001142	V9900104	LEADER SERVICES	CDS5785	OH	03/09/2022		MW	IS	687.95
99 00001143	U9900004	SOUTHERN CALIFORNIA EDISON	0201022822	OH	03/09/2022		MW	IS	4,015.48
99 00001144	V9900190	THE LIBRARY STORE INC.	558751	OH	03/09/2022		MW	IS	106.12
99 00001145	F9900001	A-1 FENCE COMPANY	20421	OH	03/09/2022		MW	IS	43,174.00
99 00001146	V9900160	RMÁ GROUP	78741	OH	03/09/2022		MW	IS	2,490.00
99 00001147	V9903264	DIANA GONZALEZ	MILEAGE2/28-3/4	OH	03/10/2022		MW	IS	22.82
99 00001148	U9900002	FRONTIER	0302040122	OH	03/10/2022		MW	IS	71.36
99 00001149	U9900004	SOUTHERN CALIFORNIA EDISON	0131030222	OH	03/10/2022		MW	IS	3,928.41
99 00001150	U9900006	SUBURBAN WATER SYSTEMS	180031996460	OH	03/10/2022		MW	IS	2,167.87
99 00001151	F9900014	BUC FLIP	FEB2022	OH	03/10/2022		MW	IS	180.00
99 00001152	N9900015	Continental Sales	FEB2022	OH	03/10/2022		MW	IS	3,550.13
99 00001153	N9900004	DRIFTWOOD DAIRY	FEB2022	OH	03/10/2022		MW	IS	12,023.78
99 00001154	N9900006	FORM PLASTICS COMPANY	IV-119235	OH	03/10/2022		MW	IS	440.40
99 00001155	N9900007	GOLD STAR FOODS	FEB2022	OH	03/10/2022		MW	IS	27,253.32
99 00001156	F9900045	LADY BUGS ENVIRONMENTAL TERMIT	145791	OH	03/10/2022		MW	IS	55.00
99 00001157	N9900009	P & R PAPER SUPPLY COMPANY	FEB2022	OH	03/10/2022		MW	IS	5,457.08
99 00001158	V9900005	ACSA REGION 17	EVERY STUDENT	OH	03/11/2022		MW	IS	40.00
99 00001159	VOID.CONTI	VOID.CONTI Voic - Continued Stub	CONTINUE	OH	03/11/2022		VM	VD	0.00
99 00001160	V9900013	AMERICAN EXPRESS	ZOOM-FEB	OH	03/11/2022		MW	IS	4,828.34
99 00001161	V9900031	CALIFORNIA DEPT. OF TAX & FEE	014-062107 B	OH	03/11/2022		MW	IS	16.74
99 00001162	V9900031	CALIFORNIA DEPT. OF TAX & FEE	014-062107 REINS	OH	03/11/2022		MW	IS	100.00
99 00001163	V9900031	CALIFORNIA DEPT. OF TAX & FEE	014-062107 A	OH	03/11/2022		MW	IS	16.90
99 00001164	V9900031	CALIFORNIA DEPT. OF TAX & FEE	014-062107 B	OH	03/11/2022		MW	IS	167.40
99 00001165	V9900149	QUADIENT LEASING USA INC.	627.67	OH	03/11/2022		MW	IS	627.67

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99 00001166	V9903345	SCSBOA-SOUTHERN CALIFORNIA SCH	9066-R99R0331	OH	03/11/2022		MW	IS	800.00
99 00001167	V9900183	STUDIES WEEKLY	431609	OH	03/11/2022		MW	IS	118.19
99 00001168	V9900102	LA HABRA ROTARY FOUNDATION	031022	OH	03/14/2022		MW	RV	35.00
99 00001169	S9990002	GALLAGHER PEDIATRIC THERAP	9597	OH	03/15/2022		MW	IS	1,294.06
99 00001170	V9900088	IMPERIAL BAND INSTRUMENTS	66830	OH	03/15/2022		MW	IS	54.24
99 00001171	V9900093	INTRADO INTERACTIVE SERVICE	250787	OH	03/15/2022		MW	IS	2,729.65
99 00001172	V9903303	iPRINT TECHNOLOGIES	872825	OH	03/15/2022		MW	IS	181.93
99 00001173	V9900101	LA HABRA ROTARY CLUB	2376	OH	03/15/2022		MW	IS	295.00
99 00001174	V9900129	NCS PEARSON INC.	17672508	OH	03/15/2022		MW	IS	452.97
99 00001175	V9900134	OCDE	94RI3218	OH	03/15/2022		MW	IS	53.60
99 00001176	V9900137	ORANGE COUNTY SCHOOL BOARD ASS	031122	OH	03/15/2022		MW	IS	55.00
99 00001177	V9903353	PEREZ, JOSE	POS4099223	OH	03/15/2022		MW	IS	89.71
99 00001178	N9900013	SOUTHERN CALIFORNIA PIZZA	FEB2022	OH	03/15/2022		MW	IS	15,046.60
99 00001179	V9900010	ALLIANCE OF SCHOOLS FOR COOPER	6115WC	OH	03/16/2022		MW	IS	82,031.00
99 00001180	U9900005	SOUTHERN CALIFORNIA GAS CO	0131030222	OH	03/16/2022		MW	IS	854.81
99 00001181	F9900004	ADVANCED CHEMICAL TRANSPORT	379938	OH	03/17/2022		MW	IS	3,204.93
99 00001182	V9900009	AERIES SOFTWARE	CONF-21878	OH	03/17/2022		MW	IS	199.00
99 00001183	E9900022	ARIANA CAZARES	AARDVARK-ART	OH	03/17/2022		MW	IS	368.39
99 00001184	V9900024	BEARCOM	5342783	OH	03/17/2022		MW	IS	267.86
99 00001185	V9900025	BLICK ART MATERIALS	8144769	OH	03/17/2022		MW	IS	96.43
99 00001186	V9903347	BREAKOUT INC.	37647	OH	03/17/2022		MW	IS	99.00
99 00001187	V9903290	BUREAU OF EDUCATION & RESEARCH	5076603	OH	03/17/2022		MW	IS	279.00
99 00001188	V9900036	CDW/ GOVERNMENT INC.	S398430	OH	03/17/2022		MW	IS	107.30
99 00001189	F9900023	DANIELS TIRE SERVICE INC.	140104026	OH	03/17/2022		MW	IS	1,224.81
99 00001190	V9900052	DASH MEDICAL GLOVES	INV1257620	OH	03/17/2022		MW	IS	578.48
99 00001191	V9903264	DIANA GONZALEZ	MILEAGE3/7-3/11	OH	03/17/2022		MW	RV	15.21
99 00001192	E9900063	DIXIE LORD	IREADY SUPPLIESOH	OH	03/17/2022		MW	IS	168.04
99 00001193	F9900028	EMCOR SERVICES	910012707	OH	03/17/2022		MW	IS	467.00
99 00001194	V9903349	FLAGHOUSE	V024662300019	OH	03/17/2022		MW	IS	1,041.56
99 00001195	V9903332	GROUND CONTROL SYSTEMS	INV14424	OH	03/17/2022		MW	IS	2,309.58
99 00001196	E9900074	HOLLY BRANDER	CONF 2/25-2/26	OH	03/17/2022		MW	IS	152.12
99 00001197	E9900084	JIM COOMBS	VOICE	OH	03/17/2022		MW	IS	224.18
99 00001198	F9900052	PDC EQUIPMENT RENTAL	F84852	OH	03/17/2022		MW	IS	1,901.06
99 00001199	E9900179	SANDRA JAN	CERT MAIL-2/25	OH	03/17/2022		MW	IS	22.14



**LOWELL JOINT SD**  
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99 00001200	E9900189	SHERYL MCDONALD	OFFICE SUPPLIES	OH	03/17/2022		MW	IS	130.73
99 00001201	U9900010	WARE DISPOSAL	936554	OH	03/17/2022		MW	IS	2,266.90
99 00001202	E9900214	WHITNEY TAKACS	STAFF MEETING	OH	03/17/2022		MW	IS	34.78
99 00001203	B9990013	HAUFFE COMPANY	427	OH	03/17/2022		MW	IS	12,768.00
99 00001204	V9900020	ATKINSON ANDELSON LOYA RUUD & LOGMEIN COMMUNICATIONS INC.	645577	OH	03/18/2022		MW	IS	15,155.00
99 00001205	V9900112	T-MOBILE	IN7101018342	OH	03/18/2022		MW	IS	13,377.36
99 00001206	U9900008	UNUM LIFE INSURANCE COMPANY	0204030322	OH	03/18/2022		MW	IS	750.00
99 00001207	V9900200	ALLIANCE OF SCHOOLS FOR COOPER	BL0160188-APRJU	OH	03/18/2022		MW	IS	542.73
99 00001208	V9900010	NIGRO & NIGRO	030122VSR	OH	03/22/2022		MW	IS	39,582.46
99 00001209	V9900131	AMY MCTEGGART	15959	OH	03/22/2022		MW	IS	500.00
99 00001210	E9900012	JEANETTE TREVINO	2/26 CONF REIMB	OH	03/23/2022		MW	IS	81.70
99 00001211	V9903291	LOPEZ, ALEJANDRO	030322 REIMB	OH	03/23/2022		MW	IS	27.10
99 00001212	V9903279	QUADIANT FINANCE USA, INC.	MARCH 2022	OH	03/23/2022		MW	IS	357.14
99 00001213	V9900148	RACHEL GUERRERO	7900011001393175	OH	03/23/2022		MW	IS	2,001.06
99 00001214	E9900162	SCHOOL SERVICES OF CALIFORNIA	CONF REIMB-2/26	OH	03/23/2022		MW	IS	148.79
99 00001215	V9900172	BYRON FERGUSON DBA ALL AMERICA	0132964-IN	OH	03/23/2022		MW	IS	340.00
99 00001216	I9900002	F.M. THOMAS AIR CONDITIONING	RS-MARCH 2022	OH	03/25/2022		MW	IS	825.00
99 00001217	F9900031	SPARKLETTTS	43545	OH	03/25/2022		MW	IS	4,284.00
99 00001218	V9900180	APPLIED BEST PRACTICES	15734879031322	OH	03/25/2022		MW	IS	217.67
99 00001219	B9990004	STEPHANIE BARBER	26819- A	OH	03/25/2022		MW	IS	1,498.00
99 00001220	E9900192	BRENT ALLSMAN	WKSHP-REYNO	OH	03/28/2022		MW	IS	293.13
99 00001221	R9900001	CAROLYN KANE	MEDICAL-APRIL	OH	03/30/2022		MW	IS	557.02
99 00001222	R9903247	CLAUDIA SCHALCHLIN	MEDICAL-APRIL	OH	03/30/2022		MW	IS	1,290.56
99 00001223	R9900003	DAWN AANDAH	MEDICAL-APRIL	OH	03/30/2022		MW	IS	570.78
99 00001224	R9900004	DIANA GONZALEZ	MEDICAL-APRIL	OH	03/30/2022		MW	IS	570.78
99 00001225	V9903264	EDDY VEGA	MILEAGE3/15,3/17	OH	03/30/2022		MW	IS	35.92
99 00001226	R9900014	EMILY WAKEFIELD	MEDICAL-APRIL	OH	03/30/2022		MW	IS	557.02
99 00001227	R9900006	GAYLE ROGERS	MEDICAL-APRIL	OH	03/30/2022		MW	IS	570.78
99 00001228	R9900007	JULIE ROTH	MEDICAL-APRIL	OH	03/30/2022		MW	IS	232.94
99 00001229	R9903248	MARGARET DUMADAG	MEDICAL-APRIL	OH	03/30/2022		MW	IS	570.78
99 00001230	R9900013	NANCY WHITE	MEDICAL-APRIL	OH	03/30/2022		MW	IS	570.78
99 00001231	R9900009	NATIONAL SCHOOL BOARDS ASSOCIA	MEDICAL-APRIL	OH	03/30/2022		MW	IS	1,290.56
99 00001232	V9903361	PENNY MAYERCHECK	MAGNA-JIM	OH	03/30/2022		MW	IS	350.00
99 00001233	R9900010		MEDICAL-APRIL	OH	03/30/2022		MW	IS	1,290.56

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99 00001234	R9900011	RONALD RANDOLPH	MEDICAL-APRIL	OH 03/30/2022		MW	IS	614.88
99 00001235	R9900012	SHELLEY MARKER	MEDICAL-APRIL	OH 03/30/2022		MW	IS	570.78
99 00001236	R9900002	BRUCE PATTILLO	MEDICAL-APRIL	OH 03/30/2022		MW	IS	557.02
99 00001237	V9903264	DIANA GONZALEZ	MILEAGE 3/7,3/11	OH 03/31/2022		MW	IS	15.21

**Issued:** 790,349.88  
**Reversed:** 2,548.21  
**99 Bank Total:** 792,898.09

**Grand Total:** 792,898.09

LOWELL JOINT SCHOOL DISTRICT  
May 2, 2022

To: President Salinas and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Approval of Agreement with Magic Jump Rentals, Inc. to Provide Inflatables for Rancho Starbuck Intermediate School, for the Grand Slam Field Day fundraiser and 8<sup>th</sup> grade party for the 2021-2022 school year.

ACTION

The District has a need to contract with Magic Jump Rentals, Inc. in order to provide inflatables to be used at the Grand Slam Field Day fundraiser and 8<sup>th</sup> grade party held annually at Rancho Starbuck Intermediate School to be paid by the Rancho Starbuck donation account.

It is recommended that the agreement with Magic Jump Rentals, Inc. for inflatables for Rancho Starbuck Intermediate School for the Grand Slam Field Day fundraiser and 8<sup>th</sup> grade party, not to exceed \$10,000 for both events, to be paid by the Rancho Starbuck donation account be approved, and that the Superintendent or designee be authorized to execute the necessary documents.

AR/sb

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Superintendent's Comment:

APPROVAL RECOMMENDED.

LOWELL JOINT SCHOOL DISTRICT  
May 2, 2022

To: President Salinas and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Employer-Employee Relations/Personnel Report 2021-22 #10 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 #10, 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 #10, 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.

X-C1-1

LOWELL JOINT SCHOOL DISTRICT  
EMPLOYER-EMPLOYEE RELATIONS/PERSONNEL REPORT 2021-2022 #10

May 2, 2022

I. CERTIFICATED EMPLOYEES

A. CERTIFICATED SALARIES

NAME	EFFECTIVE DATE	END DATE	SITE	COMMENT
Kaitlyn Campbell	08/12/2019	05/29/2020	EP	Class 5 / Step 10 Correction of EER 2019-2020 #2 (.50 FTE)
Kaitlyn Campbell	08/16/2021	06/30/2022	EP	Class 5 / Step 11 Correction of EER 2020-2021 #11 (.50 FTE)

B. CHANGE OF STATUS

NAME	EFFECTIVE DATE	END DATE	SITE	COMMENT
Morrison	03/01/2022	04/29/2022	MG	FMLA (AB375) Medical Leave Correction of EER 2021-2022 #8
Praefke, Amie	04/29/2022	06/03/2022	MG	FMLA (AB375) Medical Leave

C. EXTRA DUTY PAY/STIPENDS

NAME	<u>EFFECTIVE DATE</u>	<u>END DATE</u>	SITE	COMMENTS
Coleman, Rachel	06/06/2022	07/01/2022	OL	Extended School Year Lead Teacher- at a rate of \$282.03 per day for 20 days. Mondays – Friday.
Bolanos, Jocelyn	06/20/2022	07/01/2022	OL	Extended School Year Teacher - at a rate of \$282.03 per day for 20 days. Mondays – Friday.
Galang, Bianca	06/06/2022	07/01/2022	OL	Extended School Year Teacher - at a rate of \$282.03 per day for 20 days. Mondays – Friday.
Russell, Annie	06/06/2022	07/01/2022	OL	Extended School Year Teacher - at a rate of \$282.03 per day for 20 days. Mondays – Friday.
Arreguin, Barbara	06/06/2022	07/01/2022	OL	Extended School Year Substitute Teacher - at a rate of \$282.03 per day for 20 days. Mondays – Friday.
Jan, Sarah	06/06/2022	07/01/2022	OL	Extended School Year Teacher - at a rate of \$282.03 per day for 20 days. Mondays – Friday.
CdeBaca, Denise	06/06/2022	07/01/2022	OL	Extended School Year Teacher - at a rate of \$282.03 per day for 20 days. Mondays – Friday.
Haworth, Gracia	06/09/2022	07/07/2022	OL	Summer School Teacher at a rate of \$282.03per day for 20 days - Mondays – Friday.
Rivera, Yovanna	06/09/2022	07/07/2022	OL	Summer School Teacher at a rate of \$282.03per day for 20 days - Mondays – Friday.
Davila, Alexandria	06/09/2022	07/07/2022	OL	Summer School Teacher at a rate of \$282.03per day for 20 days - Mondays – Friday.
Valdez, Michelle	06/09/2022	07/07/2022	OL	Summer School Teacher at a rate of \$282.03per day for 20 days - Mondays – Friday.
Rodriguez, Mayra	06/09/2022	07/07/2022	OL	Summer School Teacher at a rate of \$282.03per day for 20 days - Mondays – Friday.

Bernhard, Carol	06/09/2022	07/07/2022	OL	Summer School Teacher at a rate of \$282.03per day for 20 days - Mondays – Friday.
Morrison, Deanna	06/09/2022	07/07/2022	OL	Summer School Teacher at a rate of \$282.03per day for 20 days - Mondays – Friday.
Gabhour, Kylee	06/09/2022	07/07/2022	OL	Summer School Teacher at a rate of \$282.03per day for 20 days - Mondays – Friday.
Van der Lee, Michelle	06/09/2022	07/07/2022	OL	Summer School Teacher at a rate of \$282.03per day for 20 days - Mondays – Friday.
Fonti, Allison	06/09/2022	07/07/2022	OL	Summer School Teacher at a rate of \$282.03per day for 20 days - Mondays – Friday.
Mangold, Christian	06/09/2022	07/07/2022	OL	Summer School Teacher at a rate of \$282.03per day for 20 days - Mondays – Friday.
Mangold, Leslie	06/09/2022	07/07/2022	OL	Summer School Teacher at a rate of \$282.03per day for 20 days - Mondays – Friday.
Lee, Sylvia	06/09/2022	07/07/2022	OL	Summer School Teacher at a rate of \$282.03per day for 20 days - Mondays – Friday.
Montoya, Maya	06/09/2022	07/07/2022	OL	Summer School Teacher at a rate of \$282.03per day for 20 days - Mondays – Friday.
Peloquin, Kerri	06/09/2022	07/07/2022	OL	Summer School Teacher at a rate of \$282.03per day for 20 days - Mondays – Friday.
Diaz, Yolanda	06/09/2022	07/07/2022	OL	Summer School Teacher at a rate of \$282.03per day for 20 days - Mondays – Friday.
Oke, Melissa	06/09/2022	07/07/2022	RS	Summer School Teacher at a rate of \$282.03per day for 20 days - Mondays – Friday.
Aguilar, Barbara	06/09/2022	07/07/2022	RS	Summer School Teacher at a rate of \$282.03per day for 20 days - Mondays – Friday.
Miller, Cameron	06/09/2022	07/07/2022	RS	Summer School Teacher at a rate of \$282.03per day for 20 days - Mondays – Friday.
Ospital, Jeff	06/09/2022	07/07/2022	RS	Summer School Teacher at a rate of \$282.03per day for 20 days - Mondays – Friday.
Anderson, Ryan	06/09/2022	07/07/2022	RS	Summer School Teacher at a rate of \$282.03per day for 20 days - Mondays – Friday.
Van Diest, Scott	06/09/2022	07/07/2022	RS	Summer School Teacher at a rate of \$282.03per day for 20 days - Mondays – Friday.
Ryan, Tara	06/09/2022	07/07/2022	RS	Summer School Teacher at a rate of \$282.03per day for 20 days - Mondays – Friday.
Langer, Garrick	06/09/2022	07/07/2022	RS	Summer School Teacher at a rate of \$282.03per day for 20 days - Mondays – Friday.
Solis, Ashley	06/09/2022	07/07/2022	RS	Summer School Teacher at a rate of \$282.03per day for 20 days - Mondays – Friday.
Garduno, Adam	06/09/2022	07/07/2022	RS	Summer School Teacher at a rate of \$282.03per day for 20 days - Mondays – Friday.
Brooks, Edward	06/09/2022	07/07/2022	RS	Summer School Teacher at a rate of \$282.03per day for 20 days - Mondays – Friday.
Lopez, Alejandro	06/09/2022	07/07/2022	RS	Summer School Teacher at a rate of \$282.03per day for 20 days - Mondays – Friday.
McNeff, Michelle	06/09/2022	07/07/2022	RS	Substitute Teacher - Summer School Teacher at a rate of \$282.03 per day.

D. RETIREMENT

NAME	EFFECTIVE DATE	SITE	COMMENT
Nichols, Jean	06/04/2022	EP	Retirement Option Medical TBD
Crabtree, Gayle	06/04/2022	MG	Retirement Option Medical TBD
Allsman, Kathryn	06/04/2022	OL	Retirement Option Medical TBD

E. RESIGNATION

NAME	EFFECTIVE DATE	SITE	COMMENT
Mendoza, Jasmine	05/10/2022	RS	School Psychologist. Resignation

\* 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.

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.

F. SUBSTITUTE CHANGE OF PAY

NAME	EFFECTIVE DATE	END DATE	SITE	COMMENT
Haworth, Acacia	06/09/2022	07/07/2022	DO	Substitute Teacher Summer School to be paid at a daily rate of \$200
Montemayor Kathleen	06/09/2022	07/07/2022	DO	Substitute Teacher Summer School to be paid at a daily rate of \$200
Fiscus, Riley	06/09/2022	07/07/2022	DO	Substitute Teacher Summer School to be paid at a daily rate of \$200
Larsen, Danica	06/09/2022	07/07/2022	DO	Substitute Teacher Summer School to be paid at a daily rate of \$200
Vega, Sandra	06/06/2022	07/01/2022	DO	Substitute Teacher ESY to be paid at a daily rate of \$200
Gonzalez, Leslie	06/06/2022	07/01/2022	DO	Substitute Teacher ESY to be paid at a daily rate of \$200
Bulter, Nicole	04/29/2022	06/03/2022	DO	To be paid at a daily rate of \$200 for Virtual Academy teacher
Jacobsen, Brennan	03/01/2022	04/29/2022	DO	To be paid at a daily rate of \$200 for 6 <sup>th</sup> grade Meadow Green Teacher Correction of EER 2021-2022 #8

G. CERTIFICATED JOB DESCRIPTIONS

Addition:

- TEACHER ON SPECIAL ASSIGNMENT: Multi-Tiered System of Support (MTSS)

II. CLASSIFIED EMPLOYEES May 2, 2022

H. MONTHLY – GENERAL FUND

I. 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>
Arcega, Aida	08/09/2022		R23/S5	MA	Step Increase-Office Manager
Ayers, Becca	08/13/2022		R14/S4	OL	Step Increase-Instructional Aide
Becerril, Nancy	04/01/2022		R16/S1	DO	Clerk/Substitute
Becerril, Nancy	04/01/2022		R14/S1	DO	Instructional Aid/Substitute
Brown, Matt	04/11/2022		R21/S5	JO	Day Custodian transfer from EP to JO
Bullard, April	04/16/2022		R16/S5	RS	Clerk/FMLA
9900000161	03/16/2022		R18/S5	RS	Night Custodian/Leave
Chinarian, Jeri	04/28/2022		R05/S8	DO	Consultant for Fiscal
Del-Cano, Chrystal	04/11/2022		R21/S6	EP	Day Custodian transfer from JO to EP
Duran, Julie	04/20/2022		R16/S1	DO	Clerk/Substitute
Duran, Julie	04/20/2022		NDA/01/01	DO	Noon Duty Aid/Substitute
Maria Gonzalez	05/01/2022		R14/S3	OL	Return from LOA-Bilingual Aide
Goodenow, Arlene	05/01/2022		R7/S5	NS	Step Increase-Cafeteria Worker
Kaopuiki, Ginger	04/11/2022		NDA/01/01	JO	Noon Duty Aide/FMLA Cancelled
Kennedy, Joelle	08/15/2022		R16/S5	OL	Step Increase-Instructional Aide
Laporte, Mallory	06/03/2022		NDA/01/01	EP	Resignation-Noon Duty Aide
Lopez, Maricela	04/22/2022		R23/S1	DO	Fiscal Clerk/Substitute
Lugo, Paul	04/19/2022		R18/S6	JO	Step Increase-Night Custodian
Montanez, Laurie	05/01/2022		R15/S4	OL	Step Increase-Instructional Aide
Rickenbacker, Kim	04/16/2022		R16/S5	EP	Step Increase-Clerk Typist
Swishhelm, Lisa	05/01/2022		R7/S5	NS	Step Increase-Cafeteria Worker
Talley Ludd, Angela	06/03/2022		R14/S5	NS	Resignation-Cafeteria Worker
Vazquez, Maricela	08/12/2022		R14/S6	OL	Step Increase-Instructional Aide

A. CLASSIFIED JOB DESCRIPTIONS

Addition:

- Preschool Instructional Assistant
- Preschool Teacher
- Early Learning Instructional Aide
- Fiscal Clerk-Special Programs
- Office Manager-Special Programs



## **LOWELL JOINT SCHOOL DISTRICT**

### **TEACHER ON SPECIAL ASSIGNMENT: Multi-Tiered System of Support (MTSS)**

#### **Definition**

Under the direction of the Assistant Superintendent of Educational Services, the Teacher on Special Assignment – MTSS will assist in the implementation of District wide initiatives and programs, including: 21<sup>st</sup> Century teaching skills, curriculum development, the integration of STEAM Education, and analyzing district needs based on data to develop supports for teachers in the classroom. The role of the MTSS TOSA is a support position designed to increase the capacity of teachers to incorporate instructional strategies from districtwide initiatives. This includes developing curriculum, coaching teachers in the classroom, and performing other related duties as assigned.

#### **Essential Functions**

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

1. Design, implement, and support learning opportunities for teachers intended to build capacity and expertise in the use of 21<sup>st</sup> century such as, STEAM in the classroom.
2. Design, implement, and support learning opportunities for ALL subgroups including English Learners and at-risk students.
3. Design, organize, schedule, and present professional development programs, curriculum, and instruction projects and assistance for Transitional Kindergarten through eighth grade teachers in the use of strategies to support ALL subgroups including English Learners and at-risk students.
4. Conduct demonstration lessons and assist with curriculum design.
5. Assist teachers through peer coaching, classroom observations, peer feedback, data analysis, lesson design, and co-planning lessons in various areas: STEAM, GATE/Horizons, and subject specific content (ELA, Math, Writing).
6. Help provide coordination and support for the Horizons /GATE/High Achiever Program.
7. Provide assistance in the design, function, and implementation of STEAM Innovation Labs at each school.
8. Attend professional development workshops to align practice with the District vision for 21<sup>st</sup> Century learning.
9. Assist students and staff with the application of technology and 21<sup>st</sup> Century learning skills.
10. Analyzes and uses data to identify program needs and to evaluate, improve, and report on program effectiveness.
11. Work with other staff in coordinating various program offerings connected to the ELOP and Early Learning opportunities.

## **QUALIFICATION GUIDELINES**

### **Knowledge of:**

Instructional technology as it relates to 21<sup>st</sup> Century learning skills and objectives; principles, theories, methods, techniques, and strategies pertaining to teaching and instruction of students and adults; educational curriculum, instructional goals and objectives, and educational trends and research findings pertaining to educational technology and best practices in the classroom; and the use of data analysis to facilitate in accelerating the achievement of ALL students and subgroups.

### **Ability to:**

Assist District leadership in planning and organizing the implementation of various programs: STEAM Activities and Coding; support and assist with the coordination of the Horizons (GATE/High Achiever Program), communicate effectively, both orally and in writing; use the Google Platform to prepare supplemental materials, establish and maintain effective working relationships; help analyze problems and issues and develop appropriate solutions; understand and carry out directions with minimal supervision; manage multiple tasks; and utilize technology as a means for various types of communication and record keeping.

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

1. Minimum of five (5) years of successful classroom teaching experience in an elementary and/or intermediate/junior high school setting required.
2. Minimum of a Bachelor's degree required. Master's degree or other advanced degree preferred.
3. Training/experience in the various districtwide initiatives (Project GLAD, STEAM, Thinking Maps, Write from the Beginning, EDI, etc.), and the use of instructional technology as it relates to the classroom setting.
4. Experience in a school or community leadership role which required public speaking and presentations, organization of tasks/projects, and involvement in curriculum planning.

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

1. Valid California Teaching credential with English Learner authorization or equivalent. Administrative Services credential desirable.
2. Compliance with No Child Left Behind (NCLB).
3. Appearance, grooming, and personality which establish a desirable example for parents, staff, and students.

**Salary Range:** Appropriate placement on the Certificated Salary Schedule.

## **PHYSICAL AND MENTAL DEMANDS**

The physical and mental demands described below are representative of those that must be met by employees to successfully perform the essential functions of this position. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

### **Physical Demands**

While performing the duties of this position, the employee is regularly required to sit, stand, walk, and talk or hear. The employee frequently is required to use hands and fingers to handle and operate objects, tools, or controls and reach with hands and arms. The employee is occasionally required to climb or balance; and stoop, kneel, or crouch. The employee must occasionally lift, push, pull, carry and/or move objects typically weighing up to 25 pounds. Specific vision abilities required by this position include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

### **Mental Demands**

While performing the duties of this position, the employee may be regularly be required to use written and oral communication skills, read and interpret data, information and documents; analyze and solve problems; observe and interpret situations; learn and apply new information or skills; use math and mathematical reasoning; perform highly detailed work; work on multiple and concurrent tasks; work with frequent interruptions; work under intensive deadline; and interact with District and program personnel, school administrators, managers, staff, vendors, the public, and others encountered in the course of work.

## **WORK ENVIORNMENT**

The employee will work under typical office conditions and the noise level is usually quiet or moderately quiet. The employee may work in the classroom environment where noise may be moderately higher. The employee frequently drives to District sites, professional development workshops, and other locations as needed.

Board Approved: \_\_\_\_\_



## LOWELL JOINT SCHOOL DISTRICT

### INSTRUCTIONAL ASSISTANT - PRESCHOOL

Classified Salary Schedule  
Range 15

#### **JOB SUMMARY:**

Under supervision, assists in the care, supervision and learning activities in the classroom and on the playground of preschool-aged students, and performs related duties as assigned.

#### **DISTINGUISHING CHARACTERISTICS:**

This classification is distinguished from other Instructional Assistant classifications in that the primary responsibility is working with students in State preschool program.

#### **ESSENTIAL FUNCTIONS:**

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

- Assist teachers in a learning environment designed to develop the physical, cognitive, emotional, creative and social skills of preschool-aged students.
- Assist in the preparation of a variety of instructional materials and learning aids designed for learning of Preschool students.
- Supervise small groups or individual students under the directions of the Preschool Teacher; monitor students on the playground.
- Demonstrate standards of behavior and utilize a positive approach while working with children.
- Assist with snacks and other meals as appropriate; set up plates and meals; clean serving area after meals; assist students with cleanliness, brushing teeth and toileting as needed.
- Maintain and assure a clean, safe, attractive and positive learning environment; perform light housekeeping duties, including cleaning the classroom after students leave and preparing for the next day.
- May set up and operate simple audio-visual equipment, assisting students to learn through the use of computers and other teaching aids.
- Assist in administering routine first aid to students as needed; assist in toileting, administering medication and medical procedures in accordance with specific medical instructions as assigned
- Participate in meetings and in-service training programs as assigned.
- Assist teacher with classroom preparation and materials, maintaining a clean and safe learning environment.
- Routinely squat, crouch, sit on small chairs, and hard surfaces with students.
- Perform other related duties as assigned.

#### **QUALIFICATION GUIDELINES:**

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

- Basic concepts used in Early Childhood Education.
- Basic child psychology and development,
- Program policies, practices and procedures.
- Safe classroom and playground practices.
- Health and safety precautions and procedures
- Basic first aid procedures and health and safety regulations.
- Interpersonal relations skills using tact, patience and courtesy.

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

- Appropriately manage student behavior and guide students toward acceptable social behavior.
- Implement learning activities for children while maintaining a healthy and safe environment.

- Monitor and assist students.
- Squat, crouch or sit on small chairs low to the ground or hard floors.
- Demonstrate understanding, patient and receptive attitude toward students and staff.
- Work confidentially with discretion and independently with little supervision.
- Communicate clearly and concisely, both orally and in writing.
- Establish and maintain cooperative and effective working relationships with others.
- Perform routine clerical duties.
- Lift and move items weighing up to 50 pounds.

**Education/Training/Licenses/Experience:**

Graduation from high school or its equivalent. Must meet one of the following qualifications as defined by the NCLB Act (SB1405): (1) AA degree or higher; (2) completion of at least 48 units of course work at an institution of higher education; (3) successfully pass the District's local assessment test.

**PHYSICAL STANDARDS AND WORKING CONDITIONS:**

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

**Physical Demands:**

Physical demands of this position include sitting and standing for extended periods of time. The employee may frequently move or lift children weighing up to 50 pounds unassisted. Occasional bending at the waist is required, as is kneeling, crouching, squatting, pushing and pulling. Employees may reach overhead as well as above the shoulders and horizontally.

**Mental Demands:**

Employee must be able to comprehend and follow written and oral instructions; interpret policies and procedures; and interact cooperatively with District staff, parents, and the general public.

**Work Environment:**

While performing the duties of this job, the employee works in several environments including classroom, indoor and outdoor environments and on or near student playground equipment.

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

**WORK PERIOD:**

10 months per year, 5 days per week, up to 3.75 hours/day



## LOWELL JOINT SCHOOL DISTRICT

### PRESCHOOL TEACHER

#### JOB SUMMARY:

Under the direction of an assigned supervisor, participate with teachers and other staff in the development, implementation, evaluation and maintenance of a quality State Preschool Program; provide a safe and nurturing environment for the growth and development of children cared for in the Preschool; involve parents and families in student activities.

#### DISTINGUISHING CHARACTERISTICS:

This classification is distinguished from other teaching classifications in that the primary responsibility is working with students in the State preschool program.

#### ESSENTIAL FUNCTIONS:

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

- Participate with teachers and other staff in the development, implementation, evaluation and maintenance of a quality State Preschool Program; evaluate program goals, objectives and curriculum; provide a safe and nurturing environment for the growth and development of children cared for in the Preschool.
- Develop and submit lesson plans in accordance with established policies and format; plan and provide instruction and activities to children indoors and outdoors; lead and supervise various activities; take attendance.
- Provide an environment to develop maximum physical, emotional and cognitive development of children; test and evaluate children's progress.
- Involve parents and families in student activities; participate in parent conferences as assigned; provide information and referral services as needed; explain policies, procedures, rules and regulations as needed.
- Provide work direction and guidance to assistants, volunteers and others as required; notify staff of information pertinent to the needs of individual students.
- Model standards of behavior and use a positive approach while working with children, staff and parents; model family-style meals with students.
- Maintain and assure a clean, safe, attractive and positive learning environment; perform light housekeeping duties; consider the use of materials and equipment appropriate for preschool-aged children.
- Maintain and prepare a variety of records and reports; update and organize cum folders and records; conduct and record complex student observations and skill assessments.
- Prepare calendar of events; prepare related schedules and materials for parents.
- Administer routine first aid to students as needed; administer medication and medical procedures in accordance with specific medical instructions.
- Operate a variety of audio-visual, office and instructional equipment; operate kitchen equipment and utensils.
- Perform duties required by Preschool Exemplary Program performance standards and assure compliance with current regulations, licensing and requirements.
- Assist with setting up and cleaning up breakfast, snack and lunch materials; assist students with cleanliness, brushing teeth and toileting as needed.
- Routinely squat, crouch, sit on small chairs, and hard surfaces/floors with students.
- Participate in in-services and training sessions as assigned; attend staff and other meetings as assigned.
- Perform related duties as assigned.

#### QUALIFICATION GUIDELINES:

##### Knowledge of:

- Current concepts used in Early Childhood Education.
- Program policies, practices and philosophy.
- Parent involvement techniques.

- Basic child psychology and development. Lesson planning formats and policies.
- Health, safety and nutrition requirements of children. Appropriate safety precautions and procedures.
- Methods of observing, evaluating and recording child behavior. Oral and written communication skills.
- Interpersonal skills using tact, patience and courtesy.

**Ability to:**

- Plan, develop and implement educational experiences for children cared for in the State Preschool program.
- Develop and maintain effective relationships with children.
- Maintain records and prepare reports.
- Interact with children and adults in an effective manner.
- Implement learning activities for children.
- Maintain a healthy and safe environment.
- Plan and organize work.
- Meet schedules and time lines.
- Establish and maintain cooperative and effective working relationships with others.
- Squat, crouch or sit on small chairs low to the ground or hard floors.
- Train and provide work direction and guidance to others.
- Communicate effectively both orally and in writing.
- Establish and maintain cooperative and effective working
- Lift and move items weighing up to 50 pounds.

**Education/Training/Licenses/Experience:**

A permit issued by the Commission on Teacher Credentialing authorizing service in the care, development and instruction of children in a child care and development program. This can be either of the following permits:

- Regular Children’s Center Instructional Permit
- Limited Children’s Center Instructional Permit
- Emergency Children’s Center Instructional Permit
- Child Development Master Teacher Permit
- Child Development Teacher Permit
- Child Development Associate Teacher Permit

OR

A current credential issued by the Commission on Teacher Credentialing authorizing teaching service in elementary school or a single subject credential in home economics, and 12 units in ECE and/or CD or two years of experience in early childhood education or a child care and development program.

One year working with children in an instructional capacity. First Aid and CPR certificates.

**PHYSICAL STANDARDS AND WORKING CONDITIONS:**

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

**Physical Demands:**

Physical demands of this position include sitting and standing for extended periods of time. The employee may frequently move or lift children weighing up to 50 pounds unassisted. Occasional bending at the waist is required, as is kneeling, crouching, squatting, pushing and pulling. Employees may reach overhead as well as above the shoulders and horizontally.

**Mental Demands:**

Employee must be able to comprehend and follow written and oral instructions; interpret policies and procedures; and interact cooperatively with District staff, parents, and the general public.

**Work Environment:**

While performing the duties of this job, the employee works in several environments including classroom, indoor and outdoor environments and on or near student playground equipment.

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

DRAFT





## LOWELL JOINT SCHOOL DISTRICT

### INSTRUCTIONAL ASSISTANT EARLY LEARNING

Classified Salary Schedule  
Range 14

#### **JOB SUMMARY:**

Under direction of the classroom teacher, and the supervision of school principal or designee, serves as an assistant in the provision of instructional and paraprofessional support for students including intensified learning experiences, ingress and egress on campus, and performs other related routine clerical and non-instructional duties as required.

#### **ESSENTIAL FUNCTIONS:**

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

- Assists in providing intensified learning experiences for individual students in identified academic areas.
- Performs support to teachers with the presentation of learning materials through tutoring individual or small groups of students in a classroom environment.
- Assists the teacher in a virtual or in person setting by monitoring student activity online and redirecting wayward students, providing small group instruction as directed by the teacher.
- Attends in-service training as directed.
- Supervises students on school grounds.
- Organizes materials and supplies for student activities.
- Maintains open communication, monitors progress, collects student data and reports to principal and classroom teachers.
- Observes student behavior and interaction with the learning process for reporting to the teacher.
- Provides positive feedback and tips to reinforce student learning.
- Ensures that student safety rules are obeyed.
- Reports unauthorized activities and unauthorized persons on school grounds and unsafe conditions to the appropriate site administrator.
- Assists in supervision of students, both at play and during ingress and egress at the school campus.
- Functions as an appropriate role model for students, providing proper examples, emotional support and a friendly attitude and general guidance.
- Routinely squat, crouch, sit on small chairs, and hard surfaces with students.
- Adhere to the appropriate code of ethics and student confidentiality.
- Outdoor supervision during recess and lunch.
- Performs other related duties as assigned.

#### **QUALIFICATION GUIDELINES:**

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

- Basic methods of instruction, including arithmetic, grammar, spelling, language and reading.
- General classroom procedures, rules of conduct and appropriate student guidance; safe practices in classroom and playground activities.
- Instructional principles of administering, scoring and interpreting examinations.
- Operation of standard office and classroom equipment.
- Interpersonal skills, using tact, patience, and courtesy.
- Effective written and oral communication skills.

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

- Provide instruction, supervise and discipline students according to approved policies and procedures.
- Communicate clearly and concisely, both orally and in writing.
- Work confidentially with discretion and independently with little supervision.
- Operate a variety of standard office and classroom equipment.

**Ability to (continued):**

- Participate in student activities.
- Squat, crouch or sit on small chairs low to the ground or hard floors.
- Maintain confidentiality of records and information.
- Implement and give oral direction and deal with problems firmly and fairly as soon as they arise.
- Perform clerical duties; establish and maintain effective record keeping procedures.
- Establish and maintain cooperative and effective working relationships with students, staff and parents.
- Lift and move items weighing up to 50 pounds.

**Education/Training/Experience:**

Completion of high school or General Education Diploma (GED). Must meet one of the following qualifications as defined by the NCLB Act (SB1405): (1) AA degree or higher; (2) completion of at least 48 units of course work at an institution of higher education; (3) successfully pass the District's local assessment test. Volunteer or paid experience working with children is preferred.

**PHYSICAL STANDARDS AND WORKING CONDITIONS:**

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

**Physical Demands:**

Physical demands of this position include walking, walking briskly, sitting and/or standing for extended periods of time. Frequent to occasional bending at the waist is required. Employees may reach overhead as well as above the shoulders and horizontally. Ability to squat, sit on hard floors, crouch and sit in small chairs with students for a prolonged length of time.

**Mental Demands:**

Employee must be able to comprehend and follow written and oral instructions; interpret policies and procedures; and interact cooperatively with District staff, students, and parents.

**Work Environment:**

While performing the duties of this job, the employee works in several environments including classroom, indoor and outdoor environments and on or near student playground equipment. There is frequent contact with staff. The noise level is moderate.

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

**WORK PERIOD:**

10 months per year, 5 days per week, up to 3.75 hours/day

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Instructional Assistant-Early Learning

Board Approved: November 2, 2020  
Revised: May 2, 2022



## LOWELL JOINT SCHOOL DISTRICT

### FISCAL CLERK- SPECIAL PROGRAMS

Classified Salary Schedule  
Range 23

#### **JOB SUMMARY:**

Under general supervision of the Early Learning Coordinator and Expanded Learning Coordinator, performs complex accounting clerical work in keeping and reviewing District programs, financial, statistical, and payroll records.

#### **ESSENTIAL FUNCTIONS:**

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

- Performs the accounting department functions of payroll, accounts payable and receivable and purchasing for special programs.
- Compiles and prepares monthly, quarterly, and/or annual reports using various software programs. Monitors exception reports, makes necessary corrections and submits updates to appropriate personnel or departments.
- Distributes monthly budget printouts to administrators, responds to and resolves questions and problems regarding content.
- Maintains general ledger for special program funds; monitors accounts receivable, issues invoices and receipts as necessary and records payments; inputs budget revisions in financial system if needed.
- Maintains journals and ledgers of income, expenditures and encumbrances for various special programs funds; posts and balances ledgers, maintains records and prepares reports of cash receipts/disbursements.
- Screens financial/payroll documents for accuracy and adherence to legal/procedural requirements, and reconciles errors; prepares transmittal documents for warrant payments; prepares and submits various financial/payroll reports as required.
- Compiles data from vendor invoices and supporting documents to verify accuracy of bill data and to insure receipt of items ordered.
- Maintains records of department funds purchases, issues checks and reconciles bank statements for the department.
- Enters, balances, and deposits monies received by the District. Issues checks to deposit monies in county treasury, if not initially directly deposited.  
Reconciles incoming bank statements against monies deposited and checks issued.
- Compiles payroll data from timesheets and other records; prepares necessary documents to make payroll status changes; compiles and transcribes to work sheets data such as hours worked, rate of pay, various payroll taxes and miscellaneous deductions; posts and maintains all pertinent payroll/benefit records; inputs employee revisions in Human Resources System.
- Coordinates payroll function with the County Department of Education; works closely with personnel department to coordinate proper employee compensation and receives directions as the interpretation of various regulations, policies and laws related to the payment of employee wages/benefits.
- Maintain student records in computer tracking systems (e.g. attendance and tuition contracts, tuition payments, late notices, county/state data, etc.) for the purpose of accurate record keeping to ensure compliance with regulatory mandates and district policies and practices.

- Tracks tuition accounts for all families - including sending out monthly billing statement, collecting monthly tuition, and following up on unpaid, late and past due accounts.
- Completes monthly attendance and fiscal reporting forms required for local, state and federal programs.
- Work with third party subsidy programs, such as CHS and OCDE, to ensure monthly paperwork is submitted and monthly tuition is received for qualified families.
- Work with third party vendors who provide district with before and/or after school programs regarding contracts, insurance, payment for services, etc.
- Ability to read and understand local, state, and federal program guidelines and implement them.
- Performs other related duties as assigned.

## **QUALIFICATION GUIDELINES:**

### **Knowledge of:**

- Financial recordkeeping procedures; good fiscal practices and procedures.
- Interpreting data and processing reports.
- General knowledge of modern office equipment and computer programs such as excel.
- Oral and written communication skills and interpersonal skills using tact, patience and courtesy.

### **Ability to:**

- Perform a variety of clerical and record keeping work of above average difficulty requiring the exercise of judgment and knowledge of subject matter.
- Operate standard office machines including a computer using word processing, spreadsheet, and database software applications.
- Lift and carry objects weighing up to 50 pounds.
- Communicate clearly and effectively, both orally and in writing, with administrators, employees, parents, and the public.
- Maintain confidentiality.
- Work independently with minimal supervision, meeting schedules and timelines.
- Establish and maintain cooperative and effective working relationships with others.

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

High school diploma or its equivalent. Three years of advanced financial recordkeeping, accounting or budgeting experience is required. Successful completion of upper level courses in accounting or related subjects is desirable; knowledge of financial record keeping, accounting principles, and computer based budgeting systems. Bilingual in Spanish is preferred.

## **PHYSICAL STANDARDS AND WORKING CONDITIONS:**

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

**Physical Demands:**

Ability to sit for extended periods of time. Walking, standing, bending, and reaching at below and above shoulder level. Lifting, pulling or pushing objects generally not exceeding twenty pounds may also be required. Repetitive use of fingers and hands to operate a keyboard and other office equipment is necessary. Talk or hear, in person and by telephone. Specific vision abilities including close vision, depth perception and the ability to focus are required. Lifting, pushing, pulling or carrying objects typically weighing up to 50 pounds may be required.

**Mental Demands:**

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

**Work Environment:**

While performing the duties of this position, employees are subject to constant interruption and are in direct contact with parents, the public, and employees. Negative interactions resulting from these contacts can result in stressful situations. These positions may work without direct and/or constant supervision. Employees work under typical office conditions and the noise level is usually quiet or moderately quiet.

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

**WORK PERIOD:**

12 months per year, 5 days per week, 8 hours per day

**Fiscal Services Clerk- Special Programs**

Board Approved: January 12, 1981, November 3, 2014  
Revised: February 1988, October 2007, October 2014  
Reviewed: August 1984; September 1993  
Revised: May 4, 2022



## LOWELL JOINT SCHOOL DISTRICT

### UPDATED LENGTH OF WORK YEAR: SCHOOL OFFICE MANAGER- SPECIAL PROGRAMS

Classified Salary Schedule  
Range 23

#### **JOB SUMMARY:**

Under general supervision of the Early Learning Coordinator and Expanded Learning Coordinator, serving as secretary and support for special programs, including onsite support during summer programs; performs a variety of clerical and secretarial functions; assists staff; and performs related duties as required.

#### **ESSENTIAL FUNCTIONS:**

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

- Serves as secretary to Coordinators and provides the secretarial/clerical work of special programs.
- Receives visitors, answers the telephone and responds accordingly; explains policies, rules, laws, and regulations to students, staff, and parents.
- Makes appointments, organizes group meetings and transmits confidential information. Composes and types reports, letters, memorandums, schedules and other materials.
- Establishes and maintains confidential and complex files (i.e. guidance, cumulative records, correspondence, etc.).
- Maintains records of supplies, materials, repairs, etc.
- Provides information regarding program matters in person, through email, and by telephone.
- Administers first aid and contacts appropriate emergency assistance as necessary and administers medication according to physician's instructions, district training, and in accordance with the Education Code when on site.
- Enrolls and unenrolls students from special programs.
- Maintains schedule(s) for use of school facilities; and extracurricular activities.
- Receives, sorts, and routes mail.
- Maintains student records as needed.
- Maintains classified and certificated attendance records.
- Supervises student help.
- Compiles attendance data.
- Supports the completion and filing of necessary reports for state and federal programs.
- Implements direction of Coordinators for child safety and security.
- Oversees the registration, enrollment, and eligibility process for Early Learning and Expanded Learning programs including ensuring participants have met required state and federal regulations.
- Maintains current and accurate records of children enrolled in the program(s) including immunizations, income (if applicable), emergency and medical records and other information.
- Maintains student records in computer tracking systems (e.g. attendance and tuition contracts, tuition payments, late notices, county/state data, etc.) for the purpose of accurate record keeping to ensure compliance with regulatory mandates and district practices or policies.
- Responds to a variety of inquiries from parents and staff (for example, enrollment status, messages, correspondences) for the purpose of providing information to ensure inquiries are addressed or directed appropriately.
- Prepares and maintains a variety of records and reports related to department and reporting requirements.
- Assists Coordinators with state and federal reporting requirements.
- Assists in organizing trainings, meetings, and parent workshops by scheduling locations and ensuring materials and documents are available.

- Refers families to available community resources.
- Organizes staffing, coverage, and absence reporting and substitutes.
- Performs other related duties as assigned.

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## **QUALIFICATION GUIDELINES:**

### Knowledge of:

- Office administration of practices and procedures, including filing systems, telephone techniques and etiquette.
- First aid practices and health and safety regulations.
- Record keeping and methods of collecting and organizing data and information.
- Principles of business letter and report writing including correct English usage, grammar, spelling, and proofreading.
- Oral and written communication skills and interpersonal skills using tact, patience and courtesy.
- General knowledge of modern office equipment and computer programs.
- Bilingual in such languages as Spanish/Korean are preferred.

### Ability to:

- Pass a typing test at 50 words per minute.
- Operate standard office machines including a computer using presentation, word processing, spreadsheet, and database software applications.
- Compose correspondence accurately and independently.
- Understand, interpret, explain, and apply federal, state, and local laws as well as school and District policies and procedures.
- Communicates clearly and effectively, both orally and in writing, with administrators, employees, parents and the public.
- Administer basic first aid to ill or injured students.
- Maintain confidentiality.
- Work independently with minimal supervision, meeting schedules and timelines.
- Establish and maintain cooperative and effective working relationships with others.

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

- High school diploma or its equivalent supplemented by course work in clerical and secretarial practices; minimum of two years clerical and secretarial experience involving meeting the public. Computer experience required including use of word processing, spreadsheet, and database management programs. Ability to type 50 words per minute required.
- Possession of a valid Red Cross First Aid Certificate preferred.

## **PHYSICAL STANDARDS AND WORKING CONDITIONS:**

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

### Physical Demands:

Ability to sit for extended periods of time. Walking, standing, bending, and reaching at below and above shoulder level. Lifting, pulling or pushing objects generally not exceeding twenty pounds may also be required. Repetitive use of fingers and hands to operate a keyboard and other office equipment is necessary. Talk or hear, in person and by telephone. The ability to learn and administer first aid is required at the school site.

### Mental Demands:

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

### Work Environment:

While performing the duties of this position, employees are subject to constant interruptions and are in direct contact with the public, students and employees. Negative interactions resulting from these contacts can result in stressful situations. Employees work under typical office conditions and the noise level is usually quiet or moderately quiet, however, a school site office may be somewhat louder. Possible exposure to blood-borne pathogens, body fluids and communicable disease.

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



**UPDATED WORK PERIOD:**

**10.5-12 months per year, depending upon interest, experience, and needs of the district.**

5 days per week, 8 hours per day

**School Office Manager- Special Programs**

Board Approved: April 1969; October 6, 2014

Revised: August 2014

Reviewed: September 1993; August 2014

Revised: May 4, 2022

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LOWELL JOINT SCHOOL DISTRICT  
May 2, 2022

To: President Salinas and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Approval of Ratification of Agreement #12769 with Thinking Maps Inc. to Provide Professional Development During the 2021-22 School Year      ACTION/  
(RATIFICATION)

Thinking Maps Inc. provided a full day of on-site Professional Development on April 15, 2022 per Agreement #12769 with four trainers: Monica Villagra, Leanna Brown, Misook Kimura, and Katie Knecht. This Agreement was Board approved on January 10, 2022 however the cost for the professional development has increased from \$1,800 each for virtual training to \$2,200 for in person training for a total of \$8,800. This is an increase of \$1600. Funding for this expenditure will be covered by Title II funds.

It is recommended that the agreement with Thinking Maps Inc. to provide on-site Professional Development during the 2021-22 school year at a cost of \$8,800 for Agreement #12769 be ratified and approved and that the Superintendent or designee be authorized to execute the necessary documents.

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Superintendent's Comment:

APPROVAL RECOMMENDED.

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LOWELL JOINT SCHOOL DISTRICT  
May 2, 2022

To: President Salinas and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Approval of Agreement #13060 with Thinking Maps Inc. to Provide an Additional Training Session on April 15, 2022

ACTION/  
(RATIFICATION)

Arrangements have been made with Thinking Maps Inc. to provide one additional training session on April 15, 2022 per Agreement #13060. Funding for this expenditure will be covered by Title II funds.

It is recommended that the agreement with Thinking Maps Inc. to provide one additional on-site training session on April 15, 2022 per Agreement #13060 be ratified and approved and that the Superintendent or designee be authorized to execute the necessary documents.

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Superintendent's Comment:

APPROVAL RECOMMENDED.

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