

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

REGULAR MEETING OF THE BOARD OF TRUSTEES
February 6, 2023 – 6:30 p.m.

AGENDA

- I. Call to Order 6:30 p.m.
- A. Comments from the Public INFORMATION
1. Board Agenda Items: Any member of the audience may speak to any agenda item by submitting a “Presentation Card” (supply located on the table near double exit doors). Please hand the completed card to the secretary. When the item is considered by the Board, individuals submitting presentation cards will be called upon prior to Board action. Speakers must limit their comments to three (3) minutes. The Board shall limit the total time for public input on each item to 30 minutes. With Board consent, the president may increase or decrease the time allowed for public presentation, depending on the topic 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 IV.
- B. Closed Session 6:30 p.m.
1. Pupil Personnel Matters/Advice from Legal Counsel – Existing and Anticipated Litigation (Disclosure of Case Name Would Jeopardize Potential Settlement Negotiations)/Real Property/Liability Claims/Negotiations/ Public Employee Appointments – Discipline – Dismissal – Release (Government Code Section 54957)/ Employer/Employee Relations
 2. Public Employee Negotiations – Certificated School Employees Association (LJEA)/ Classified School Employees Association (CSEA); Agency Negotiator: Mr. Coombs
 3. Superintendent’s Evaluation (Pursuant to Government Code Section 54957)
- C. Regular Session Approximately
7:30 p.m.
- II. Preliminary Procedural – Board President
- A. Salute to the Flag

B. Reporting Out Action (if any) Taken in Closed Session

C. Introductions and Welcome of Guests

D. Comments from the Public

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 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 IV.

E. Acknowledgement of Correspondence to the Board

INFORMATION

F. Approval of Agenda

ACTION

G. Approval of Minutes from the January 9, 2023, Regular Board Meeting

ACTION

III. Reports

INFORMATION

A. Timely Information from Board and Superintendent – Board President

- Recognition of the John Greenleaf Whittier Chapter Daughters of the American Revolution Essay Contest Winners
- Recognition of the Southern California Middle School Honors Band Member
- Recognition of the Lowell Joint School District Learning Links Program
- Recognition of 2022 CSBA Golden Bell Award – El Portal, STEAM Innovation Lab

* * * RECESS * * * *

B. School Reports

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

IV. Topics Not on the Agenda

V. General – Jim Coombs

- A. Resolution 2022/23 No. 882, Recognizing February 6-10, 2023 as “School Counseling Week” ACTION/
(RESOLUTION)

VI. Business Services – David Bennett

- A. Approval of Agreement with Nigro & Nigro to perform Audit Services ACTION
- B. Approval of Professional Services Agreement with A-Tech Consulting for Hazardous Materials Monitoring, Sampling, and Testing, at Rancho Intermediate School. ACTION/
(RATIFICATION)
- C. Authorization of Professional Services Agreement, Koury Engineering & Testing, Materials Testing, Soil Compaction, Maybrook ES Interim Housing Phase 2 Project ACTION

VII. Human Resources – Jim Coombs

No Items Except on Consent

VIII. Education Services – Sheri McDonald

- A. Resolution 2022/23 No 883 Renewal of CSPP Contract and Authorization of Signatures ACTION/
(RESOLUTION)

IX. Administrative Services – Carl Erickson

No Items Except on Consent

X. Consent Calendar

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

A. General – Jim Coombs

1. Approval of Consultant Agreement with Brianna Velarde to Provide Graphic Design Work for District Communication of Programs and Facilities for the 2022/23 School Year ACTION/
(RATIFICATION)

2. Approval of Independent Contract with Little Ears Therapy Center for speech services for the 2022-2023 School Year ACTION/
(RATIFICATION)
 3. Approval of Independent Contract with Southern California Sensory Screening, Inc. for the 2022-2023 School Year ACTION/
(RATIFICATION)
 4. Approval of Independent Contract with Jump and Schout Therapy for speech services for the 2022-2023 School Year ACTION/
(RATIFICATION)
 5. Approval of Independent Contract with Joseph Rubio, Behavioral Emotional & Academic Mentoring, LLC for an Independent Educational Evaluation (IEE) for the 2022-2023 School Year ACTION/
(RATIFICATION)
- B. Business Services – David Bennett
1. Purchase Order Report 2022/23 #7 ACTION/
(RATIFICATION)
 2. Consolidated Check Register Listing Report 2022/23 #7 ACTION/
(RATIFICATION)
- C. Human Resources – Jim Coombs
1. Employer-Employee Relations/Personnel Report 2022/23 #7 Which Includes Hiring, Resignations, Contract Adjustments, and Retirements for Certificated, Classified, and Confidential Employees ACTION/
(RATIFICATION)
- D. Education Services – Sheri McDonald
1. Approval of Consultant Agreement with RMH PRODUCTIONS to provide Dance and Theatre Workshop Classes for Expanded Learning Opportunities Program for the 2022-23 School Year ACTION
 2. Approval of Agreement with Ronica Dixon to Provide Services during 2022-2023 School Year ACTION/
(RATIFICATION)
 3. Approval of Agreement #15076 with Inside the Outdoors, Orange County Department of Education, to Provide a Traveling Scientist Assembly for the Second Grade Students of El Portal Elementary School ACTION
 4. Approval of Agreement Healthy Smiles for Kids of Orange County, Inc. ACTION
- E. Administrative Services – Carl Erickson

Meeting of the Board of Trustees

February 6, 2023

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1. Approval of Extension of Agreement with the San Gabriel Valley Cooperative (RFP #201920-1) for the 2023/24 School Year ACTION

XI. Board Member/Superintendent Comments INFORMATION

XII. Adjournment ADJOURNMENT

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

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

The next scheduled Lowell Joint School District Board of Trustees Meeting is Monday March 6, 2023.

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

MINUTES OF THE BOARD MEETING OF THE BOARD OF TRUSTEES
January 9, 2023

Call to Order	President Salinas called the meeting to order at 6:30 p.m. at Lowell Joint School District, 11019 Valley Home Avenue, Whittier, CA 90603.
Topics Not on the Agenda	None.
Closed Meeting	President Salinas declared the meeting recessed to closed session at 6:01 p.m.
Call to Order	President Salinas reconvened the meeting to order at 7:37 p.m. The flag salute was led by Christine Berg, Board of Trustees Board Member.
	Trustees Present: Karen L. Shaw, Anastasia M. Shackelford, Anthony A. Zegarra, Christine J. Berg, Melissa A. Salinas
	Trustees Absent: None
	Staff Present: Jim Coombs, Superintendent of Schools; Sheri McDonald, Assistant Superintendent of Educational Services; David Bennett, Assistant Superintendent of Business Services; Carl Erickson, Assistant Superintendent of Administrative Services
	Staff Absent: None.
Reporting Out Action (if any) Taken in Closed Session	None.
Introduction / Welcome	President Shaw welcomed the many guests in attendance, staff members present, guests, Allison Fonti, LJEA president, Leslie Mangold, LJEA lead negotiator and CSEA President, Darleene Pullen.
Acknowledgement of Correspondence	None.
Approval of Agenda	It was moved, seconded, and carried by unanimous vote, (5-0) to approve the January 9, 2023, Board agenda.
Approval of Minutes	It was moved, seconded, and carried by unanimous vote, (5-0) to approve the minutes from the December 12, 2022, Reorganizational Board Meeting.

Timely Information from the Board and Superintendent	None.
School Reports	Each Board member shared highlights of their respective schools.
Topics Not on the Agenda	None.
Submission of Williams Litigation Settlement – Quarterly Uniform Complaint Report for Quarter October 1, 2022 – December 31, 2022	It was moved, seconded, and carried by unanimous vote (5– 0) to accept the submission of the Williams Litigation Settlement – Quarterly Uniform Complaint Report for Quarter October 1, 2022 – December 31, 2022, with zero complaints, and that the Superintendent or designee be authorized to execute the necessary documents.
Presentation of Audit Report for 2021/22	<p>Education Code 4120 requires school districts to annually obtain an independent audit report of its financial statements. The firm of Nigro & Nigro performed the 2021/22 financial audit of the District financial statements. Mr. Peter Glenn, a partner with Nigro & Nigro, presented the audit report to the Board of Trustees via Zoom. He noted that there was a finding related to the independent study agreements and a finding related to ADA reporting variances. He also stated that these findings were not unusual in the 2021/22 audit year and that there would be no financial effect, nor would there be an audit adjustment to the financial statements.</p> <p>It was moved, seconded, and carried by unanimous vote (5-0) to approve the Audit Report for 2021/22, presentation posted on the board website, and that the Superintendent or designee be authorized to execute the necessary documents.</p>
Approval of the 2021/22 School Accountability Report Cards	<p>The purpose of School Accountability Report Cards (SARC) is to provide parents and the community with important information about each public school. A SARC can be an effective way for a school to report on its progress in achieving goals. SARC’s must be updated annually and published by February 1. The 2021/22 School Accountability Report Card published during the 2022/23 school year for each school site is available at the District Office and on each school’s website.</p> <p>It was moved, seconded, and carried by unanimous vote (5-0) to approve the 2021/22 School Accountability Report Cards, for each school site, and that the Superintendent or designee be authorized to execute the necessary documents.</p>
Consent Calendar	It was moved, seconded, and carried by unanimous vote, (5 – 0), to approve/ratify the following items, under a consent procedure.
Approval of Educational Practice Teaching	Approved the Educational Practice Teaching agreement with Hope University, Fullerton, effective January 1, 2023, through June 30, 2028, at no

Agreement with Hope University, Fullerton, Effective January 1, 2023, through June 30, 2028

cost to the district, and that the Superintendent or designee be authorized to execute the necessary documents.

Approval of Agreement with Behavior and Education Inc., a Nonpublic Nonsectarian Agency, to Provide additional direct Behavioral Intervention Services for select district students for the 2022/2023 School Year

Approved the Agreement with Behavior and Education Inc., a nonpublic nonsectarian agency, to provide additional direct Behavioral Intervention Services for a select District Students for the 2022/2023 school year, at the rate of \$60.00 and \$80.00 per hour, not to exceed **\$50,000.00** and that the Superintendent or designee be authorized to execute the agreement.

Approval of Agreement with *Downey-Montebello SELPA and Montebello Unified School District* to Provide Visual Impairment Services for a district student placed at Sussman Middle School for the 2022/2023 School Year

Approved the agreement with *Downey-Montebello SELPA and Montebello Unified School District* to provide direct visual impairment services for a district student placed at Sussman Middle School for the 2022/2023 school year, at the rate of \$94.85 per hour, not to exceed \$5,000.00 and the Superintendent or designee be authorized to execute the agreement.

Approval of Agreement with *Mary Kay Gallagher, Gallagher Pediatric Therapy*, a Nonpublic Nonsectarian Agency, to provide direct physical therapy services and physical therapy evaluative services for assessments for the 2022/2023 School Year

Approved the agreement with Mary Kay Gallagher, Gallagher Pediatric Therapy, a nonpublic nonsectarian agency, to provide direct physical therapy services and physical therapy evaluative services for assessments for the 2022/2023 School Year, at the rate of \$94.85 per hour, not to exceed \$20,000.00 and that the Superintendent or designee be authorized to execute the agreement.

Purchase Order Report 2022/23 #6

Approved the Purchase Order Report 2022/23 #6, issued November 1, 2022 through November 30, 2022, as attached, and that the Superintendent or designee be authorized to execute the necessary documents.

Consolidated Check Register Listing Report 2022/23 #6

Approved the Check Register Listing Report 2022/23 #6, issued November 1, 2022 through November 30, 2022, as attached, and that the Superintendent or designee be authorized to execute the necessary documents.

Approval of Amended Professional Services Agreement to Provide Architectural/Engineering

Approved the amended agreement with Ghataode Bannon Architects (GBA) to provide Architectural/Engineering Services for Maybrook Elementary Phase II pursuant to that proposal dated September 7, 2022, in the amount of \$2,000, for the modernization project to accommodate the Rancho Starbuck

Services for Maybrook Elementary School Campus, Phase II, with Ghataode Bannon Architects (GBA) for the Rancho Starbuck Interim Housing Modernization Project

Intermediate School population and that the Superintendent or designee be authorized to execute the necessary documents.

Acceptance of Notice of Completion, Erickson-Hall Construction Company for Portable Building Replacement, HVAC, Roof Replacement, Fire Alarm, ADA, and Related Work at Jordan Elementary School

Approved the acceptance of a Notice of Completion, Erickson-Hall Construction Company, Jordan Elementary School, \$8,822,633, Measure LL Bond Fund, and that the Superintendent or designee be authorized to execute the necessary documents.

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

Ratified Employer-Employee Relations/Personnel Report 2021/22 #7, as attached, which includes hiring, resignations, contract adjustments, and retirements for certificated, classified, and confidential employees.

Approval of Agreement with Eleyo to provide services for Expanded Learning Opportunities Program during the 2022/23 School Year

Approved the Agreement with Eleyo to provide registration services during the 2022/23 school year at an amount not to exceed \$5,000.00, and that the Superintendent or designee be authorized to execute the necessary documents.

Approval of Ratified Agreement with Active Education to provide services for Expanded Learning Opportunities Program during the 2022/23 School Year

Approved the Ratified Agreement with Active Education to provide services during the 2022/23 school year at an amount not to exceed \$39,000.00, and that the Superintendent or designee be authorized to execute the necessary documents.

Approval of Renewal Agreement with Super Co-Op, A California USDA Foods Cooperative for the 2023/24 School Year

Approved the renewed agreement with Super Co-Op for the 2023-24 School Year, and that the Superintendent or designee be authorized to execute the necessary documents.

January 9, 2023

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Board Member/
Superintendent Comments

Mr. Coombs spoke of the announcement today of the 2023 Classified employee of the year and the 2024 Teacher of the year. The classified employee of the year is Mrs. Adriana Ponce, the Jordan Elementary School Office Manager. The 2024 teacher of the year is Mrs. Chrissy Ilinsky, El Portal teacher.

Adjournment

President Salinas declared the meeting adjourned at 8:14 p.m. in accordance with Government Code Section 54956.9 (a, b, c) and indicated no further public action would be taken

Date Approved:

Clerk/President/Secretary to the Board of Trustees



Orange County Department of Education
Educational Services Division

**Williams Settlement Legislation
Quarterly Report of Uniform Complaints
2022-23**

District: Lowell Joint School District

District Contact: Mary Jo Evanoff

Title: Executive Assistant to the Superintendent / Certificated Personnel

- Quarter #1 July 1 – September 30, 2022 Report due by October 31, 2022
- Quarter #2 October 1 – December 31, 2022 Report due by January 31, 2023
- Quarter #3 January 1 – March 31, 2023 Report due by April 28, 2023
- Quarter #4 April 1 – June 30, 2023 Report due by July 28, 2023

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 Misassignments	0		
Facility Conditions	0		
TOTALS	0		

Name of Superintendent: Jim Coombs

Signature of Superintendent:

Date: January 9, 2023

Please submit to:

Orange County Department of Education
P.O. Box 9050, Costa Mesa, CA 92628-9050
Attention: Alicia Gonzalez, Sr. Administrative Assistant/R101

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



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

**Williams Lawsuit Settlement
Quarterly Report on Uniform Complaints 2022-2023**

District Name: Lowell Joint School District

Date: January 9, 2023

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 2022 |
| <input checked="" type="checkbox"/> 2nd QTR | October 1 to December 31 | Due 14- Jan 2023 |
| <input type="checkbox"/> 3rd QTR | January 1 to March 31 | Due 15-Apr 2023 |
| <input type="checkbox"/> 4th QTR | April 1 to June 30 | Due 15-Jul 2022 |

Date for information to be reported publicly at governing board meeting: January 9, 2023

Please check the box that applies:

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

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

Print Name of District Superintendent Jim Coombs

Signature of District Superintendent  Date January 9, 2023

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

El Portal Elementary School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

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

DataQuest



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

California School Dashboard



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

Internet Access

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

2022-23 School Contact Information

School Name	El Portal Elementary School
Street	200 North Nada Street
City, State, Zip	La Habra, CA 90631
Phone Number	562.902.4211
Principal	Amanda Malm
Email Address	amalm@ljsd.org
School Website	elportal.ljsd.org
County-District-School (CDS) Code	30647666020127

2022-23 District Contact Information

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

District Governing Board

President	Karen L. Shaw
Vice President	Anastasia M. Shackelford
Clerk	Anthony A. Zegarra
Member	Christine J. Berg
Member	Melissa A. Salinas

District Administration

Superintendent	Mr. Jim Coombs
Assistant Superintendent of Educational Services	Dr. Sheri McDonald
Assistant Superintendent of Administrative Services	Carl Erickson
Assistant Superintendent of Business Services	David Bennett
Director of Educational Services	Rhonda Overby
Director of Technology	Alan Mao
Director of Special Education	Kaleo Igarta
Director of Fiscal Services	Chelle Price

2022-23 School Overview

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

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

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

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
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2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
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A. Conditions of Learning **State Priority: Basic**

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

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

2020-21 Teacher Preparation and Placement

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

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

2021-22 Teacher Preparation and Placement

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

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

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers		
Misassignments		
Vacant Positions		
Total Teachers Without Credentials and Misassignments		

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver		
Local Assignment Options		
Total Out-of-Field Teachers		

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)		
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)		

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All adopted core curriculum is reported in the table below.

Year and month in which the data were collected

December 2022

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

Science	2022-2023 SAVVAS Elevate, K-6, Houghton-Mifflin Science Dimensions, 7-8, Studies Weekly Science - Supplemental for online learning	Yes	0
History-Social Science	2018-19 Studies Weekly, K-5 2018-19 Discovery, 6	Yes	0
Foreign Language	1999-00 ¡En español! 7-8 Benchmark Adelante 2 TK-4	Yes	0
Health	2008-09 Princeton Health Press- LifeSkills 3-8 2007-08 Human Kinetics- Fitness For Life 2016 Rights, Respect, Responsibility 7-8	Yes	0
Visual and Performing Arts	2021-22 The Art of Education, K-8 Theatre- scripts, costumes, props Instrumental Music- band, string, and percussion instruments, musical scores Choral Music- musical scores Visual Arts- various art materials covering a variety of media, art history prints	Yes	0
Science Laboratory Equipment (grades 9-12)	Grades 9-12 only		

School Facility Conditions and Planned Improvements

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

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

Year and month of the most recent FIT report

November 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			

School Facility Conditions and Planned Improvements

Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Playground equipment is functional but outdated.

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

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

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

Options

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A		N/A		N/A	
Mathematics (grades 3-8 and 11)	N/A		N/A		N/A	

2021-22 CAASPP Test Results in ELA by Student Group

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

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

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

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

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

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

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

CAASPP Test Results in Science for All Students

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

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)						

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2021-22 Career Technical Education Programs

--

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100	100	100	100	100

C. Engagement

State Priority: Parental Involvement

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

2022-23 Opportunities for Parental Involvement

Parents at El Portal have many opportunities for involvement and are highly visible on our campus. Parents and other relatives of our students are actively recruited and seen working on our campus. They volunteer daily in our library and in our classrooms. Families at El Portal understand that it is the partnership between home and school which creates a strong and positive learning environment for our students. Parents and community members are often found volunteering on our campus.

2022-23 Opportunities for Parental Involvement

Our local junior high and high school students also volunteer time on our campus. When augmented by the expertise and caring of the teachers and staff at school, we are able to ensure a safe and industrious environment for our children, every day. On any given day, a visitor to El Portal will find numerous volunteers working in classrooms and around school to help accomplish our goals for the week, the month, and the year.

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

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate									
Graduation Rate									

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

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

2021-22 Chronic Absenteeism by Student Group

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions			
Expulsions			

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions						
Expulsions						

2021-22 Suspensions and Expulsions by Student Group

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

2022-23 School Safety Plan

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

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

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

D. Other SARC Information Information Required in the SARC

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

2019-20 Elementary Average Class Size and Class Size Distribution

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

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

2020-21 Elementary Average Class Size and Class Size Distribution

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

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

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

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

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2021-22 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	

2021-22 Student Support Services Staff

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

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

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7,771	\$989	\$6,782	\$89,288
District	N/A	N/A	\$8,098	
Percent Difference - School Site and District	N/A	N/A	-17.7	3.6
State	N/A	N/A		
Percent Difference - School Site and State	N/A	N/A	-21.8	8.3

2021-22 Types of Services Funded

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

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

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

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

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

2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	
English	
Fine and Performing Arts	
Foreign Language	
Mathematics	
Science	
Social Science	
Total AP Courses Offered Where there are student course enrollments of at least one student.	

Professional Development

Staff development opportunities are embraced as we work together as a professional learning community. El Portal's staff is constantly seeking ways to improve our programs. Our staff has received ongoing training in reading comprehension and mathematical practices for the last few years. This year our staff development continues to focus on the writing process. Several of our teachers have attended seminars in math, reading, and technology and have brought the material back to the staff and presented at an in-service to the staff. The staff has also received extensive training in working with our English Language Learners. All of our staff has been trained in Guided Language Acquisition Design (GLAD). More than 75% of our staff has been GATE certified and is beginning to use the depth and complexity icons in their teaching practices. One afternoon each week is provided by the district for the purpose of staff development. Grade-level teams meet on a regular basis to evaluate instructional strategies and to implement new methods to provide the best possible instruction. One of El Portal's many strengths is the team effort among the staff as they build a strong academic program at each grade level. As a professional learning community, we evaluate and revise our mission statement, create and update curriculum, and focus on student goals each year. Science, Technology, Engineering, Art, and Math (STEAM) is embraced by the staff as they engage in lessons and challenges with their class. Staff development is provided to focus on how to teach and integrate STEAM subject matter and how to make it relevant and engaging for our students to learn.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	20	14	16

Jordan Elementary School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

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

DataQuest



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

California School Dashboard



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

Internet Access

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

2022-23 School Contact Information

School Name	Jordan Elementary School
Street	10654 Jordan Road
City, State, Zip	Whittier, CA 90603
Phone Number	562.902.4221
Principal	Marikate Elmquist, Ed.D
Email Address	melmquist@ljsd.org
School Website	jordan.ljsd.org
County-District-School (CDS) Code	30647666020150

2022-23 District Contact Information

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

District Governing Board

President	Karen L. Shaw
Vice President	Anastasia M. Shackelford
Clerk	Anthony A. Zegarra
Member	Christine J. Berg
Member	Melissa A. Salinas

District Administration

Superintendent	Mr. Jim Coombs
Assistant Superintendent of Educational Services	Dr. Sheri McDonald
Assistant Superintendent of Administrative Services	Carl Erickson
Assistant Superintendent of Business Services	David Bennett
Director of Educational Services	Rhonda Overby
Director of Technology	Alan Mao
Director of Special Education	Kaleo Igarta
Director of Fiscal Services	Chelle Price

2022-23 School Overview

Jordan Elementary School spans the border of Los Angeles and Orange Counties in Southern California. It is located 20 miles south of Los Angeles in the tight-knit communities of northeastern Whittier and western La Habra. Jordan Elementary School is part of the Lowell Joint School District which includes five elementary schools and one intermediate school. The Lowell Joint School District is a traditional school district which maintains a strong emphasis on academics, character education, and patriotism. Jordan Elementary School has an enrollment of 479 students in grades Pre-school through 6. The school population includes 75% Hispanic, 20% Caucasian, and 5% Other. A total of 88% of the students speak English as a primary language while 12% are English language learners. Jordan Elementary School provides categorical services which include Title I and services for English Learners. Special Education includes the resource center model and provides a Speech and Language Specialist. In addition to core academic instruction, all students receive weekly choral instruction, art instruction once a month, STEAM focused curricular activities monthly, and weekly lessons targeting students social/emotional well-being. Students in grades Kindergarten through 6th have one to one Chromebook devices.

Jordan Elementary is the home campus for the Lowell Joint School District's Dual Language Academy. The program, which is in its fourth year, serves 133 students in grades TK through 4th grade. The goal of the program is to provide instruction that allows for students to become bilingual, biliterate, and multi-cultural.

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

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

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
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2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
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A. Conditions of Learning **State Priority: Basic**

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

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

2020-21 Teacher Preparation and Placement

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

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

2021-22 Teacher Preparation and Placement

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

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

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers		
Misassignments		
Vacant Positions		
Total Teachers Without Credentials and Misassignments		

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver		
Local Assignment Options		
Total Out-of-Field Teachers		

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)		
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)		

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All adopted core curriculum is reported in the table below.

Year and month in which the data were collected

December 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	2016-17 Houghton Mifflin Harcourt, Journeys K-5; Big Day TK 2016-17 McGraw-Hill, Study Sync 6-8 22-23 Benchmark Adelante (dual language classes)	Yes	0
Mathematics	2014-15 Houghton Mifflin, K-5 Go Math! 2014-15 Big Ideas 6-8th	Yes	0

Science	2022-2023 SAVVAS Elevate, K-6, Houghton-Mifflin Science Dimensions, 7-8, Studies Weekly Science - Supplemental for online learning	Yes	0
History-Social Science	2019-20 Studies Weekly K-5 2019-20 Discovery Education, Gr. 6: Ancient World History, Gr. 7: Modern History, Gr. 8: World History	Yes	0
Foreign Language	1999-00 ¡En español! 7-8 Benchmark Adelante 2 TK-4	Yes	0
Health	2008-09 Princeton Health Press- LifeSkills 3-8 2007-08 Human Kinetics- Fitness For Life 2016 Rights, Respect, Responsibility 7-8	Yes	0
Visual and Performing Arts	2021-22 The Art of Education, K-8 Theatre- scripts, costumes, props Instrumental Music- band, string, and percussion instruments, musical scores Choral Music- musical scores Visual Arts- various art materials covering a variety of media, art history prints	Yes	0
Science Laboratory Equipment (grades 9-12)	Grades 9-12 only		

School Facility Conditions and Planned Improvements

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

Year and month of the most recent FIT report	November 2022
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

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

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

Options

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A		N/A		N/A	
Mathematics (grades 3-8 and 11)	N/A		N/A		N/A	

2021-22 CAASPP Test Results in ELA by Student Group

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

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

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

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

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

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

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

CAASPP Test Results in Science for All Students

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

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)						

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2021-22 Career Technical Education Programs

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2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	98	100	98	100	100

C. Engagement

State Priority: Parental Involvement

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

2022-23 Opportunities for Parental Involvement

A very active parent group supports Jordan through their involvement in the Parent Teacher Association (PTA), School Site Council (SSC), and the English Learner Advisory Committee (ELAC). PTA offers family activities including movie nights, Stoves on Strikes fundraisers at local restaurants, family STEM challenges, and fun run. SSC and ELAC meetings are held on a regular basis throughout the year. In addition to participation in these groups, parents volunteer in classrooms, the school

2022-23 Opportunities for Parental Involvement

library, and assist with special events. Jordan Elementary school has partners with a variety of community organizations to provide the basic necessities for families in need.

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

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate									
Graduation Rate									

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

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

2021-22 Chronic Absenteeism by Student Group

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions			
Expulsions			

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions						
Expulsions						

2021-22 Suspensions and Expulsions by Student Group

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

2022-23 School Safety Plan

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

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

D. Other SARC Information Information Required in the SARC

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

2019-20 Elementary Average Class Size and Class Size Distribution

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

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

2020-21 Elementary Average Class Size and Class Size Distribution

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

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

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

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

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2021-22 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	

2021-22 Student Support Services Staff

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

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

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7,131	\$689	\$6,442	\$74,561
District	N/A	N/A	\$8,098	
Percent Difference - School Site and District	N/A	N/A	-22.8	-14.4
State	N/A	N/A		
Percent Difference - School Site and State	N/A	N/A	-26.9	2.0

2021-22 Types of Services Funded

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

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

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

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

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

2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	
English	
Fine and Performing Arts	
Foreign Language	
Mathematics	
Science	
Social Science	
Total AP Courses Offered Where there are student course enrollments of at least one student.	

Professional Development

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

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

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	20	14	16

Macy Elementary School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

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

DataQuest



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

California School Dashboard



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

Internet Access

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

2022-23 School Contact Information

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

2022-23 District Contact Information

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

District Governing Board

President	Karen L. Shaw
Vice President	Anastasia M. Shackelford
Clerk	Anthony A. Zegarra
Member	Christine J. Berg
Member	Melissa A. Salinas

District Administration

Superintendent	Mr. Jim Coombs
Assistant Superintendent of Educational Services	Dr. Sheri McDonald
Assistant Superintendent of Administrative Services	Carl Erickson
Assistant Superintendent of Business Services	David Bennett
Director of Educational Services	Rhonda Overby
Director of Technology	Alan Mao
Director of Special Education	Kaleo Igarta
Director of Fiscal Services	Chelle Price

2022-23 School Overview

MISSION STATEMENT

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

SCHOOL DESCRIPTION

Macy is a recipient of the 2020 California Pivotal Practices Award, the 2016 California Gold Ribbon School Award and the 2010 California Distinguished School Award. Macy also consistently wins Gold and Silver recognition in the Science Olympiad. Our campus is located in the city of La Habra, at the base of La Habra Heights, one mile north of Beach Blvd. Macy is one of five elementary schools in the Lowell Joint School District with an average enrollment of 450 students. Macy operates 19 self-contained classrooms spanning Transitional Kindergarten (TK) through Sixth Grade. TK and Kindergarten classes are full day.

Macy has a resource center and two district special day classes. Macy's English Learner (EL) population is considered small. All teachers at Macy are certified to meet the needs for developing English proficiency in students and have been trained and certified in teaching techniques and strategies for exceptional and gifted students through OCDE.

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

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

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
-------------	--------------------

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
---------------	-----------------------------

A. Conditions of Learning State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

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

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

2021-22 Teacher Preparation and Placement

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

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

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers		
Misassignments		
Vacant Positions		
Total Teachers Without Credentials and Misassignments		

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver		
Local Assignment Options		
Total Out-of-Field Teachers		

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)		
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)		

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All adopted core curriculum is reported in the table below.

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

The District adopted a new science program and all teachers have taken part in science implementation trainings offered by OCDE.

Year and month in which the data were collected

December 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy

Reading/Language Arts	2016-17 Houghton Mifflin Harcourt, Journeys K-5; Big Day TK 2016-17 McGraw-Hill, Study Sync 6-8	Yes	0
Mathematics	2014-15 Houghton Mifflin K-5 Go Math! 2014-15 Houghton Mifflin Big Ideas 6-8	Yes	0
Science	2022-2023 SAVVAS Elevate, K-6, Houghton-Mifflin Science Dimensions, 7-8, Studies Weekly Science - Supplemental for online learning	Yes	0
History-Social Science	2019-20 Studies Weekly K-5 2019-20 Discovery Education, Gr. 6: Ancient World History, Gr. 7: Modern History, Gr. 8: World History	Yes	0
Foreign Language	1999-00 ¡En español! 7-8 Benchmark Adelante 2 TK-4	Yes	0
Health	2008-09 Princeton Health Press - LifeSkills 3-8 2007-08 Human Kinetics- Fitness For Life 2016 Rights, Respect, Responsibility 7-8	Yes	0
Visual and Performing Arts	2021-22 The Art of Education, K-8 Theatre- scripts, costumes, props Instrumental Music- band, string, and percussion instruments, musical scores Choral Music- musical scores Visual Arts- various art materials covering a variety of media, art history prints	Yes	0
Science Laboratory Equipment (grades 9-12)	Grades 9-12 only		

School Facility Conditions and Planned Improvements

Macy School Facility Profile

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

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

The 2022 Macy FIT (Fitness Inspection Tool) reports that the facilities are in 'Good Repair.'

Year and month of the most recent FIT report

November 2022

School Facility Conditions and Planned Improvements

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	10: Sliding door track rusted 11: Sliding door track rusted 12: Sliding door track rusted 13: Sliding door track rusted 14: Sliding door track rusted 15: Sliding door track rusted 16: Sliding door track rusted 17: Sliding door track rusted 18: Sliding door track rusted 19: Sliding door track rusted 20: Sliding door track rusted 21: Sliding door track rusted 4: Sliding door track rusted 5: Sliding door track rusted 6: Sliding door track rusted 7: Sliding door track rusted 8: Sliding door track rusted 9: Sliding door track rusted

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

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

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

Options

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A		N/A		N/A	
Mathematics (grades 3-8 and 11)	N/A		N/A		N/A	

2021-22 CAASPP Test Results in ELA by Student Group

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

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

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

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

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

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

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

CAASPP Test Results in Science for All Students

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

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)						

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2021-22 Career Technical Education Programs

--

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	96	53	32	90	94

C. Engagement

State Priority: Parental Involvement

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

2022-23 Opportunities for Parental Involvement

Macy Elementary School values the home-school component of our campus life. At Macy, parents and extended relations of our students regularly help on campus. Volunteers allow Macy to sustain the programs and activities that make Macy a wonderful student-centered place to be. Families at Macy understand that it is the partnership between home and school that creates a strong and positive learning environment and when augmented by the expertise and caring of the teachers and staff

2022-23 Opportunities for Parental Involvement

at school, we are able to ensure a safe and industrious learning environment for our children.

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

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

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

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate									
Graduation Rate									

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

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

2021-22 Chronic Absenteeism by Student Group

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions			
Expulsions			

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions						
Expulsions						

2021-22 Suspensions and Expulsions by Student Group

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

2022-23 School Safety Plan

Macy School Site Council Review of Safety Plan: October 2022

Macy NIMS (National Incident Management System) Reviewed with site personnel: October 2022

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

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

D. Other SARC Information Information Required in the SARC

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

2019-20 Elementary Average Class Size and Class Size Distribution

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

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

2020-21 Elementary Average Class Size and Class Size Distribution

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

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

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

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

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2021-22 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	

2021-22 Student Support Services Staff

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

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

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8,167	\$1,715	\$6,452	\$92,387
District	N/A	N/A	\$8,098	
Percent Difference - School Site and District	N/A	N/A	-22.6	7.0
State	N/A	N/A		
Percent Difference - School Site and State	N/A	N/A	-26.7	9.3

2021-22 Types of Services Funded

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

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

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

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

2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	
English	
Fine and Performing Arts	
Foreign Language	
Mathematics	
Science	
Social Science	
Total AP Courses Offered Where there are student course enrollments of at least one student.	

Professional Development

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

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

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

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

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	20	14	16

Meadow Green Elementary

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

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

DataQuest



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

California School Dashboard



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

Internet Access

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

2022-23 School Contact Information

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

2022-23 District Contact Information

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

District Governing Board

President	Karen L. Shaw
Vice President	Anastasia M. Shackelford
Clerk	Anthony A. Zegarra
Member	Christine J. Berg
Member	Melissa A. Salinas

District Administration

Superintendent	Mr. Jim Coombs
Assistant Superintendent of Educational Services	Dr. Sheri McDonald
Assistant Superintendent of Administrative Services	Carl Erickson
Assistant Superintendent of Business Services	David Bennett
Director of Educational Services	Rhonda Overby
Director of Technology	Alan Mao
Director of Special Education	Kaleo Igarta
Director of Fiscal Services	Chelle Price

2022-23 School Overview

School Description:

Our goal in 2022/23 will be to continue the tradition of academic excellence at Meadow Green. Our students continue to rank among the highest performing elementary schools not only in the Whittier / La Habra area, but across the state of California on yearly California Smarter Balanced summative assessments in both English Language Arts and Math. Strong results on these rigorous assessments indicate that Meadow Green produces students who are college and career ready! In addition to a robust TK-6 general education program, we are also the proud home of Lowell Joint's preschool special education program, which provides early intervention for students 3-5 years of age who are eligible based on special needs assessments.

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

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

Meadow Green Mission Statement:

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

At Meadow Green Elementary School, we believe:

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

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
-------------	--------------------

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
---------------	-----------------------------

A. Conditions of Learning State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

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

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

2021-22 Teacher Preparation and Placement

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

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

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers		
Misassignments		
Vacant Positions		
Total Teachers Without Credentials and Misassignments		

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver		
Local Assignment Options		
Total Out-of-Field Teachers		

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)		
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)		

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Core textbook adoptions are listed below. In ELA and Math the core program adoptions are all within the past 6 years and are aligned to California Common Core State Standards. After an extensive pilot in 2018/19, LJSD adopted Studies Weekly (K-5) and Discovery (grade 6) and are implementing that program starting in 2019/20. Savas Science was adopted starting in the 2022/23 school year after an extensive multi-year pilot of science programs.

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

Year and month in which the data were collected

December 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy

Reading/Language Arts	2016-17 Houghton Mifflin Harcourt, Journeys K-5; Big Day TK 2016-17 McGraw-Hill, Study Sync 6-8	Yes	0
Mathematics	2014-15 Houghton Mifflin K-5, Go Math! 2014-15 Houghton Mifflin, Big Ideas 6-8	Yes	0
Science	2022-2023 SAVVAS Elevate, K-6, Houghton-Mifflin Science Dimensions, 7-8, Studies Weekly Science - Supplemental for online learning	Yes	0
History-Social Science	2019-20 Studies Weekly K-5 2019-20 Discovery Education, Gr. 6: Ancient World History, Gr. 7: Modern History, Gr. 8: World History	Yes	0
Foreign Language	1999-00 ¡En español! 7-8 Benchmark Adelante 2 TK-4	Yes	0
Health	2008-09 Princeton Health Press- LifeSkills 3-8 2007-08 Human Kinetics- Fitness For Life	Yes	0
Visual and Performing Arts	2021-22 The Art of Education, K-8 Theatre- scripts, costumes, props Instrumental Music- band, string, and percussion instruments, musical scores Choral Music- musical scores Visual Arts- various art materials covering a variety of media, art history prints	Yes	0
Science Laboratory Equipment (grades 9-12)	Grades 9-12 only		

School Facility Conditions and Planned Improvements

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

Year and month of the most recent FIT report

November 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			20: Roof Leak - To be addressed during upcoming Measure LL re-roofing project/Pooling water outside classroom
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			

School Facility Conditions and Planned Improvements

Safety: Fire Safety, Hazardous Materials	X		
Structural: Structural Damage, Roofs			X 10: Roof Leak - To be addressed during upcoming Measure LL re-roofing project 11: Roof Leak - To be addressed during upcoming Measure LL re-roofing project 12: Roof Leak - To be addressed during upcoming Measure LL re-roofing project 13: Roof Leak - To be addressed during upcoming Measure LL re-roofing project 14: Roof Leak - To be addressed during upcoming Measure LL re-roofing project 15: Roof Leak - To be addressed during upcoming Measure LL re-roofing project 16: Roof Leak - To be addressed during upcoming Measure LL re-roofing project 17: Roof Leak - To be addressed during upcoming Measure LL re-roofing project 18: Roof Leak - To be addressed during upcoming Measure LL re-roofing project 19: Roof Leak - To be addressed during upcoming Measure LL re-roofing project 20: Roof Leak - To be addressed during upcoming Measure LL re-roofing project project/Pooling water outside classroom 21: Roof Leak - To be addressed during upcoming Measure LL re-roofing project 4: Roof Leak - To be addressed during upcoming Measure LL re-roofing project 5: Roof Leak - To be addressed during upcoming Measure LL re-roofing project 6: Roof Leak - To be addressed during upcoming Measure LL re-roofing project 7: Roof Leak - To be addressed during upcoming Measure LL re-roofing project 8: Roof Leak - To be addressed during upcoming Measure LL re-roofing project Administration: Roof Leak - To be addressed during upcoming Measure LL re-roofing project K1: Roof Leak - To be addressed during upcoming Measure LL re-roofing project
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

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

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

Options

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A		N/A		N/A	
Mathematics (grades 3-8 and 11)	N/A		N/A		N/A	

2021-22 CAASPP Test Results in ELA by Student Group

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

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

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

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

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

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

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

CAASPP Test Results in Science for All Students

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

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)						

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2021-22 Career Technical Education Programs

--

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	94	97	97	96	99

C. Engagement

State Priority: Parental Involvement

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

2022-23 Opportunities for Parental Involvement

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

2022-23 Opportunities for Parental Involvement

raising funds that provide for school field trips and assemblies.

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

As volunteers, parents regularly assist in supporting classroom teachers and the educational program by assisting in the classroom. Those wishing to volunteer in the classroom directly contact the teacher. The PTA provides a forum for parents to participate regularly in school activities and functions such as student-centered activities and fund raisers. Parents are invited to attend monthly awards assemblies that honor students for citizenship and achievement. They accompany classes on field trips and assist with special projects and presentations at school. Meadow Green holds an annual Holiday Program, Fall Evening Event, 1st Grade Reading Night, and a Volunteer Tea, all aimed at inviting and encouraging parental involvement. Both Back-to-School Night and Open House are excellent opportunities for parents to participate in school functions and become an active part in the school and their child's education. There are also family engagement opportunities during Red Ribbon Week and Read Across America Week.

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

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

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate									
Graduation Rate									

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

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

2021-22 Chronic Absenteeism by Student Group

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions			
Expulsions			

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions						
Expulsions						

2021-22 Suspensions and Expulsions by Student Group

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

2022-23 School Safety Plan

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

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

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

The School Safety Plan is reviewed annually with staff. It was reviewed and updated and approved by SSC on September 22, 2022, which includes representation from certificated staff, classified staff, and parents / guardians.

D. Other SARC Information Information Required in the SARC

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

2019-20 Elementary Average Class Size and Class Size Distribution

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

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

2020-21 Elementary Average Class Size and Class Size Distribution

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

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

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

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

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2021-22 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	

2021-22 Student Support Services Staff

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

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

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8,006	\$773	\$7,233	\$88,916
District	N/A	N/A	\$8,098	
Percent Difference - School Site and District	N/A	N/A	-11.3	3.2
State	N/A	N/A		
Percent Difference - School Site and State	N/A	N/A	-15.4	8.2

2021-22 Types of Services Funded

Title I funds provide economic assistance to supplement the regular instructional program for educationally disadvantaged students. Expenditures include: Salaries and benefits for small group intervention during and outside of the school day, supplemental materials, supplemental supplies, technology, professional development/conferences, consultants, professional development for data analysis, curriculum development, and professional development, postage, non-capital equipment, and student field trips. Title I is utilized to support students in need of interventions at Meadow Green as a means to supplement and not supplant our CORE program. Meadow Green operates the Title I program as a school-wide Title I program, targeting achievement school-wide. Meadow Green transitioned from a targeted assistance to a school-wide program during the 2018/19 school year, as the number of students from socioeconomically disadvantaged backgrounds increased above 40% of the total school population.

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

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

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

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

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/csl/>.

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

2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	
English	
Fine and Performing Arts	
Foreign Language	
Mathematics	
Science	
Social Science	
Total AP Courses Offered Where there are student course enrollments of at least one student.	

Professional Development

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

August 15, 2022- Thinking Maps & Write from the Beginning- Setting the stage for narrative writing
 August 27, 2022- Thinking Maps & Write from the Beginning- Opinion / Argument writing
 November 1, 2022- Setting the Stage for Opinion / Argumentative Writing with Thinking Maps
 April 7 2023- Using Thinking Maps to support writing

There were several early release Mondays that are also utilized for Site Professional Learning Community (PLC) meetings. At PLC meetings, staff focus on one or more of the four essential PLC areas (What do we want students to learn? How will we know students have learned? What will we do for students who have not learned? What will we do for students that have learned?). Site PLC focus areas are aligned with site goals and programs as developed by the School Site Council based on student achievement measures and are developed by the Principal in collaboration with staff. Topics for 2022/23 include:

September 12, 2022- Utilizing Reflex Math to support numeracy and fluency in math (grades 2-6) and iReady Data- grades K-2
 September 26, 2021-Site PLC- iReady Data Training- Using data to drive instruction / academic growth
 October 24,, 2022- Using Catapult EMS refresher
 October 31, 2022- NGSS w/ OCDE Science trainers
 December 19, 2022- Data analysis / planning / setting the stage for iReady T2 benchmarking
 January 30, 2023- iReady- Using data from benchmark 2 to drive academic growth
 March 13, 2023- Planning for setting up classroom space to support learning upon returning to Meadow Green in June 2023
 April 3, 2023- Implementation of 2023 CAASPP assessments in ELA, Math, and Science
 May 1, 2023- End of year analysis / planning

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

Staff also receive other PD opportunities throughout the year to attend conferences and receive other trainings.

Areas include, but are not limited to data conferences with administration, STEAM conference, CUE conference, PALs, Restorative Practices, EDI, GLAD, Thinking Maps, and collaboration for data analysis and curriculum development.

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

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	20	14	16

Olita Elementary School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

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

DataQuest



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

California School Dashboard



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

Internet Access

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

2022-23 School Contact Information

School Name	Olita Elementary School
Street	950 South Briercliff Drive
City, State, Zip	La Habra, CA 90631
Phone Number	562.902.4251
Principal	Krista Van Hoogmoed
Email Address	kvanhoogmoed@ljsd.org
School Website	olita.ljsd.org
County-District-School (CDS) Code	30647666020200

2022-23 District Contact Information

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

District Governing Board

President	Karen L. Shaw
Vice President	Anastasia M. Shackelford
Clerk	Anthony A. Zegarra
Member	Christine J. Berg
Member	Melissa A. Salinas

District Administration

Superintendent	Mr. Jim Coombs
Assistant Superintendent of Educational Services	Dr. Sheri McDonald
Assistant Superintendent of Administrative Services	Carl Erickson
Assistant Superintendent of Business Services	David Bennett
Director of Educational Services	Rhonda Overby
Director of Technology	Alan Mao
Director of Special Education	Kaleo Igarta
Director of Fiscal Services	Chelle Price

2022-23 School Overview

SCHOOL PROFILE

Olita Elementary School is located on 950 S. Briercliff Drive in La Habra, California and is one of five elementary schools and one junior high school in the Lowell Joint School District. Our school serves students from Preschool through Sixth Grade with an enrollment of approximately 450 students. There are three special education classes on campus: one mild/moderate class for grades K-3, a mild/moderate for grades 4-6, and one moderate/severe class for medically fragile students grades K-6. Grades one through three have an average of 24 students, while grades four through six average 33 students per class. There are 19 teachers, 17 instructional aides, and 18 support staff.

Sixteen percent of the parent community have graduate degrees, while 59% percent have some college background or college degree. Ten percent of parents only hold a high school diploma.

The ethnic distribution of enrollment finds 66% of students Hispanic, 19% of students in the not Hispanic or Latino group, with 15% of our students in other ethnic groups. Eight percent of students are English Language Learners.

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

The school's vision is for students to have enthusiasm for learning coupled with strong character traits that will carry them through the years as lifelong learners. This vision is the shared responsibility of students, staff, parents, and community. Staff stresses personal integrity, social responsibility, and our national heritage. Character building is a strong component of everyday instruction. We have a sequential, spiraled character education program that starts in Kindergarten and follows through to sixth grade. Monthly qualities are taught, rewarded, communicated to parents, and displayed on our marquee and monthly office bulletin board.

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

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

MISSION STATEMENT

Our mission is to encourage each child to develop individual excellence and a desire for lifelong learning so that they can be contributing members of society. To accomplish this, we provide a positive, engaging, and challenging learning environment where all students are given equal access to the core curriculum. We believe that each child is a unique learner and that children thrive with personal recognition for academic progress and effort. With parents as partners, we have established a nurturing and supportive learning community, where staff work collaboratively and cohesively and share in the responsibility of assisting Olita students in demonstrating positive character traits, tolerance, social skills, effective communication, critical and creative thinking, problem solving, and decision making. Olita's learning environment supports and empowers each child to become a responsible and productive citizen.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
-------------	--------------------

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
---------------	-----------------------------

A. Conditions of Learning **State Priority: Basic**

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

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

2020-21 Teacher Preparation and Placement

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

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

2021-22 Teacher Preparation and Placement

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

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

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers		
Misassignments		
Vacant Positions		
Total Teachers Without Credentials and Misassignments		

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver		
Local Assignment Options		
Total Out-of-Field Teachers		

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)		
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)		

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All adopted core curriculum is reported in the table below.

Year and month in which the data were collected December 2021

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

Science	2022-2023 SAVVAS Elevate, K-6, Houghton-Mifflin Science Dimensions, 7-8, Studies Weekly Science - Supplemental for online learning	Yes	0
History-Social Science	2019-20 Studies Weekly K-5 2019-20 Discovery Education, Gr. 6: Ancient World History, Gr. 7: Modern History, Gr. 8: World History	Yes	0
Foreign Language	1999-00 ¡En español! 7-8 Benchmark Adelante 2 TK-4	Yes	0
Health	2008-09 Princeton Health Press- LifeSkills 3-8 2007-08 Human Kinetics- Fitness For Life	Yes	0
Visual and Performing Arts	2021-22 The Art of Education, K-8 Theatre- scripts, costumes, props Instrumental Music- band, string, and percussion instruments, musical scores Choral Music- musical scores Visual Arts- various art materials covering a variety of media, art history prints	Yes	0
Science Laboratory Equipment (grades 9-12)	Grades 9-12 only		

School Facility Conditions and Planned Improvements

Olita School consists of seven major buildings with five bungalows. There are two wings for the primary classrooms and an additional two wings for the upper-grade classrooms. Kindergarten is separated from the rest of the campus by an enclosed play yard. In addition to the classrooms there is a library, computer lab, speech room, and a school psychologist's room. The central office houses the office manager's station, attendance clerk's office, nurse's office, principal's office, school psychologist's office, lounge, workroom, ELD instructor, with another building for the multi-use and kitchen. Olita underwent major renovations in 2020 for new roofing and HVAC systems as part of Measure LL.

Year and month of the most recent FIT report

November 2022

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

School Facility Conditions and Planned Improvements

Playground/School Grounds, Windows/ Doors/Gates/Fences				
---	--	--	--	--

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

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

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

Options

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A		N/A		N/A	
Mathematics (grades 3-8 and 11)	N/A		N/A		N/A	

2021-22 CAASPP Test Results in ELA by Student Group

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

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

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

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

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

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

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

CAASPP Test Results in Science for All Students

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

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)						

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2021-22 Career Technical Education Programs

--

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	98	97	100	100	100

C. Engagement

State Priority: Parental Involvement

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

2022-23 Opportunities for Parental Involvement

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

2022-23 Opportunities for Parental Involvement

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

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

Parents are further involved in Student Study Team (SST) meetings, School Site Council (SSC), two parent conferences each year, as tutors in the classroom, assistants to the teacher, signing of assignment books, working as noon duty aides, plus intramural and physical education helpers. Many of our parents also volunteer at school helping students practice math facts, reading skills, and fun holiday activities. Parent involvement is very high on the Olita campus.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate									
Graduation Rate									

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

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

2021-22 Chronic Absenteeism by Student Group

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions			
Expulsions			

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions						
Expulsions						

2021-22 Suspensions and Expulsions by Student Group

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

2022-23 School Safety Plan

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

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

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

A comprehensive School Safety Plan has been developed where in case of disaster, all stakeholders know procedures and safety protocol expectations as explained in our National Incident Management System protocols. Drills for fire and earthquake evacuation procedures are practiced monthly. Each classroom has a backpack filled with essential items needed in an emergency, such as attendance forms, accountability sheets, band-aids, and basic first aid items. A supply of water is on campus, and each student brings a bag of nonperishable food items to have in case of emergency. These are stored in each classroom. Staff has been assigned to teams of search and rescue, student release, first aid, and student supervision. We practice a full walk-through drill each year where the school simulates disaster procedures. This plan will be reviewed at our next School Site Council meeting in March, 2023.

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

D. Other SARC Information Information Required in the SARC

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

2019-20 Elementary Average Class Size and Class Size Distribution

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

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

2020-21 Elementary Average Class Size and Class Size Distribution

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

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

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

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

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2021-22 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	

2021-22 Student Support Services Staff

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

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

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8,463	\$2,397	\$6,066	\$90,596
District	N/A	N/A	\$8,098	
Percent Difference - School Site and District	N/A	N/A	-28.7	5.1
State	N/A	N/A		
Percent Difference - School Site and State	N/A	N/A	-32.8	6.8

2021-22 Types of Services Funded

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

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

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

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

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

2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	
English	
Fine and Performing Arts	
Foreign Language	
Mathematics	
Science	
Social Science	
Total AP Courses Offered Where there are student course enrollments of at least one student.	

Professional Development

Our teaching staff is continually seeking ways to improve their skills and the instructional program. Teacher training priorities are identified each year, and teachers and administrators participate in District and school-level in-service programs. All elementary schools are provided one shortened day per week for site-based in-services related to specific school goals. All schools participate in annual August in-services, after-school in-services, and various conferences throughout the year. Most teachers have been GLAD trained, Thinking Map and Write from the Beginning trained and are using strategies in their classrooms throughout the year. In 2021-2022, our district adopted new Science curriculum. For grades Kindergarten through sixth, we adopted Savvas. In 2019-20 Studies Weekly was adopted along with Discovery for 6th grade in the area of Social Studies. With each adoption there is professional development provided connected to the implementation of the program to address state standards. Textbooks and supplements are being used, along with the pacing guides designed by the publisher and Assistant Superintendent of Curriculum and Instruction. Presently, our teachers are being trained in Thinking Maps as well as Write From the Beginning. Most teachers have been trained in Explicit Direct Instruction (EDI) through DataWorks. iReady is our program this year that we are using as a diagnostic and for learning support in both math and reading. Students take the diagnostic at the beginning of the school year and work toward improving their skills by spending at least 45 minutes each week in each subject. When students earn 70% or higher for passing rates, their proficiency levels increase. The program is individually designed to help students with skills at their levels. The students then take benchmarks throughout the year to monitor progress.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	20	14	16

Rancho-Starbuck Intermediate School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

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

DataQuest



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

California School Dashboard



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

Internet Access

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

2022-23 School Contact Information

School Name	Rancho-Starbuck Intermediate School
Street	16430 Woodbrier Drive
City, State, Zip	Whittier, CA 90604
Phone Number	562.902.4261
Principal	Jennifer Jackson Ed.D.
Email Address	jjackson@ljsd.org
School Website	ranchostarbucks.ljsd.org
County-District-School (CDS) Code	30647666020218

2022-23 District Contact Information

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

District Governing Board

President	Karen L. Shaw
Vice President	Anastasia M. Shackelford
Clerk	Anthony A. Zegarra
Member	Christine J. Berg
Member	Melissa A. Salinas

District Administration

Superintendent	Mr. Jim Coombs
Assistant Superintendent of Educational Services	Dr. Sheri McDonald
Assistant Superintendent of Administrative Services	Carl Erickson
Assistant Superintendent of Business Services	David Bennett
Director of Educational Services	Rhonda Overby
Director of Technology	Alan Mao
Director of Special Education	Kaleo Igarta
Director of Fiscal Services	Chelle Price

2022-23 School Overview

Rancho-Starbuck Intermediate School is located in the unincorporated area of southeast Los Angeles County. We are part of the Lowell Joint School District and serve over 775 students in 7th and 8th grade. Rancho-Starbuck was constructed in 1958 and has enjoyed continuous upgrades and maintenance over the years. Our school offers a well stocked, upgraded library and 1:1 chromebooks for every student using the Google platform. Our Science, Technology, Engineering, and Mathematics (STEM) lab is complete with 30 computer work stations and professional engineering software. Our STEM lab and Art Department use a 3D printer for instructional purposes. All classrooms are fitted with projectors and TV screens or View Sonic boards. Our technology is regularly updated including document cameras in every classroom. Aeries, a parent/student portal, keeps students and parents regularly updated regarding student progress.

The staff at Rancho-Starbuck School currently has 30 fully-credentialed teachers teaching in their subject area and one part-time educator. Our school team consists of two SAI teacher specialists, one mild/moderate Special Day Class SAI classroom, a school psychologist, a part time English Language Development (ELD) teacher, a speech and language specialist, a part time choral music teacher and an instrumental music teacher. There are two administrators: a principal and assistant principal. A full time academic counselor is on staff. Additional support is provided by an office manager, school clerk, attendance clerk, a part-time health clerk, full-time librarian, instructional aides, three custodians, five noon duty aides and multiple days of counseling and school psychologist intern support.

Rancho-Starbuck Intermediate is known for its safe and orderly learning environment. The record of suspensions/expulsions is low and the school institutes a comprehensive school safety program. The staff places a high priority on developing responsible citizens through our Character Education and Responsibility * Effort * Attitude * Character * Honor (REACH) programs. Through this program, we emphasize the importance of each of these themes and we recognize students for their achievement. In addition to Rancho-Starbuck's strong academic program, we continue to provide outstanding programs in technology, music, art, drama, and a variety of elective offerings. Our instrumental music program is an award winning program receiving the Golden Bell award in the 2019-2020 school year and the CSBA Magna National Award in 2021. Rancho-Starbuck offers a STEM program complete with a technology lab and offers classes in Robotics, Advanced Computer Science and Music Production. Rancho-Starbuck also offers Design and Construction, a course where students actually design and build, getting a glimpse of future careers in construction. Rancho-Starbuck is proud to that our Advanced Computer Science course prepares students to take the AP Computer Science test at the end of the year. Each year we have junior high students pass the high school AP test, receiving college credit.

Our school offers a variety of leadership opportunities for students through our active ASB program. After school curriculum enrichment activities help to keep students involved and encourages each student to develop skills and interests including Jazz Band, Drumline, and Robotics. Additional after school opportunities include Science Olympiad, Junior Achievement, Competitive Drum Line, and Yearbook. A mentoring program called REACH Circle offers students an opportunity to enjoy a mentor relationship with school staff and an opportunity to offer community outreach opportunities. After school sports offers our students another way to get involved on campus. A variety of after school sports are offered during three sport seasons. Rancho-Starbuck believes in fostering a school wide college atmosphere.

All students have an opportunity for success at Rancho-Starbuck. Flex, an award winning program, provides students the opportunity to have additional instruction during the school day. Students are also offered additional enrichment classes once standards are mastered. iReady diagnostic scores and teacher-assigned lessons in English/Language arts and math help monitor student progress on state standards. Before school tutoring through Power Start and after school tutoring through Power Finish is offered to all students. Intervention classes during the school day are offered in Math, ELD support for our Language Learners and a reading intervention class using Read 180 curriculum. Pathway classes during the school day also offer targeted academic support as well as motivation and executive functioning support for struggling students. Literacy is promoted across the campus through Write From the Beginning and Beyond professional learning, and there is a school wide focus on California State Standards and 21st century learning. The mission statement promotes the development of character, passion and academic excellence in all students. These characteristics are promoted in all areas on the Rancho-Starbuck campus. In addition, Honors students are offered an opportunity to be part of The Conservatory through an extension of study that results in an 8th grade Capstone Project where their imagination and creativity can help them soar to new heights.

Rancho-Starbuck is proud to be a California Distinguished School, Gold Ribbon School and a four time recipient of the California Business for Education Award of Excellence. Rancho-Starbuck is a 2017 National School to Watch and a 2019 and 2020 Golden Bell recipient. Rancho-Starbuck has also been re-designated a national School to Watch in 2019-2020. Our staff is dedicated and nurturing; Rancho-Starbuck is a wonderful school!

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
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2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
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A. Conditions of Learning **State Priority: Basic**

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

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

2020-21 Teacher Preparation and Placement

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

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

2021-22 Teacher Preparation and Placement

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

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

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers		
Misassignments		
Vacant Positions		
Total Teachers Without Credentials and Misassignments		

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver		
Local Assignment Options		
Total Out-of-Field Teachers		

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)		
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)		

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All adopted core curriculum is reported in the table below.

Year and month in which the data were collected December 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	2016-2017 McGraw Hill Study Sync 6-8	Yes	0
Mathematics	2012-2013 Big Ideas Math 6-8	Yes	0

Science	2022-2023 SAVVAS Elevate, K-6, Houghton-Mifflin Science Dimensions, 7-8, Studies Weekly Science - Supplemental for online learning	Yes	0
History-Social Science	2019-20 Studies Weekly K-5 2019-20 Discovery Education, Gr. 6: Ancient World History, Gr. 7: Modern History, Gr. 8: World History	Yes	0
Foreign Language	1999-00 ¡En español! 7-8 Benchmark Adelante 2 TK-4	Yes	0
Health	2008-09 Princeton Health Press- LifeSkills 3-8 2007-08 Human Kinetics- Fitness For Life 2016 Rights, Respect, and Responsibility 7-8	Yes	0
Visual and Performing Arts	2021-22 The Art of Education, K-8 Theatre- scripts, costumes, props Instrumental Music- band, string, and percussion instruments, musical scores Choral Music- musical scores Visual Arts- various art materials covering a variety of media, art history prints	Yes	0
Science Laboratory Equipment (grades 9-12)	Grades 9-12 only		

School Facility Conditions and Planned Improvements

Rancho-Starbuck Intermediate School was built in 1958, and there are 44 classrooms on campus. We believe a safe and clean school is a fundamental necessity of a successful academic environment. Our Maintenance Department is proud to impart solutions and services integral to providing a safe environment conducive to learning. Safety inspections are held annually to ensure the maintenance of an optimal learning environment. The campus is well-manicured and lockers are refurbished yearly. Murals inside and outside of the campus add spirit and beauty to the campus. Front landscaping provides a welcoming appeal. Campus beautification is ongoing because we believe the appearance of our campus is important!

Year and month of the most recent FIT report

November 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs			X	The majority of issues are related to dry rot in the fascia which will be addressed in the upcoming re-roofing project as part of Measure LL.

School Facility Conditions and Planned Improvements

External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X	Obstacle course modernization is being planned.
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Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

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

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

Options

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A		N/A		N/A	
Mathematics (grades 3-8 and 11)	N/A		N/A		N/A	

2021-22 CAASPP Test Results in ELA by Student Group

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

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

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

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

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

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

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

CAASPP Test Results in Science for All Students

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

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)						

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2021-22 Career Technical Education Programs

--

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	93	98	96	98	96

C. Engagement

State Priority: Parental Involvement

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

2022-23 Opportunities for Parental Involvement

Our parents work closely with Rancho-Starbuck Intermediate School to promote a positive environment and assist with the activities that make Rancho-Starbuck an exciting place to be. Our parent portal keeps parents regularly updated on individual student progress and school wide activities. We believe in the importance of strong parent partnerships on campus, and we are proud of our excellent Parent Teacher Association (PTA). We welcome our families through School Site Council (SSC), PTA,

2022-23 Opportunities for Parental Involvement

REACH, after school sports, and a variety of other parent involvement opportunities including Junior Achievement and Science Olympiad. Parent University, our 4 parent nights presented on campus each year, helps parents with cyber safety and social media, drugs and vaping education, college entrance, suicide prevention and social-emotional health and general academic and school success. With various constraints impacting the ability for parents to be on campus regularly, many opportunities have been presented using the platform of Zoom to keep parents involved and engagement in their child's education.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate									
Graduation Rate									

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

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

2021-22 Chronic Absenteeism by Student Group

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions			
Expulsions			

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions						
Expulsions						

2021-22 Suspensions and Expulsions by Student Group

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

2022-23 School Safety Plan

Rancho-Starbuck believes that there must be a safe and orderly school environment for optimum learning to take place. School rules are clearly communicated to both students and parents. There is a school-wide discipline plan and school rules are fairly and consistently enforced.

The campus is fully fenced to give protection from intruders. All visitors are asked to wear a visitor badge and sign in and out of the school through the use of the Raptor system. Rancho-Starbuck has monthly fire drills, quarterly earthquake drills, lock down drills, and the staff is trained in emergency procedures. We take a proactive approach to safety and include canine drug prevention visits to campus. Catapult is an online platform used internally for an emergency response.

The School Safety Plan is annually reviewed and updated (most recently October 2022) at school site council meetings. The plan is then sent to the Board of Education for approval in March annually. The following implementations endorse the plan: campus emotional, moral and practical assistance such as guidelines for discipline, a strictly enforced dress code, and counseling support for social and emotional wellness. Through a myriad of support services including social/emotional lessons using the Olweus Bullying program (Kindness Campaign), students are given a voice on campus and the opportunity to problem solve and provide suggestions for improvement. Rancho-Starbuck also uses the CoVitality Universal Screener to take a proactive approach to student social-emotional wellness. This, along with an all staff effort to support students and an active parent support system, helps Rancho-Starbuck meet the needs of all students regarding safety and emotional health and wellness.

D. Other SARC Information Information Required in the SARC

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

2019-20 Elementary Average Class Size and Class Size Distribution

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

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

2020-21 Elementary Average Class Size and Class Size Distribution

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

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

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

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

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2021-22 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	

2021-22 Student Support Services Staff

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

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

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6,463	\$780	\$5,682	\$81,422
District	N/A	N/A	\$8,098	
Percent Difference - School Site and District	N/A	N/A	-35.1	-5.6
State	N/A	N/A		
Percent Difference - School Site and State	N/A	N/A	-39.1	5.7

2021-22 Types of Services Funded

Title II funds are designated to improve teacher quality and increase the number of highly qualified teachers. The program focuses on research based strategies to prepare and train highly qualified teachers. Title III funds are designated to ensure that students attain English proficiency and meet the same challenging academic achievement standards required of all students. Funds are used for translation, support services, instructional aides, supplemental books, and conferences. Supplemental dollars also traditionally fund before and after school tutoring/homework help, an Intervention Coordinator to monitor and support struggling students through the FLEX program, the school Counselor, additional intervention courses in English Language Arts, Mathematics, and English Language Development as well as support for STEAM and AP Computer Science.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

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

2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	
English	
Fine and Performing Arts	
Foreign Language	
Mathematics	
Science	
Social Science	
Total AP Courses Offered Where there are student course enrollments of at least one student.	

Professional Development

All staff members participate in district-level staff development throughout the year. GATE training, iReady Training and Thinking Maps Training are an area of focus for the teachers with an emphasis on writing. Professional development on California State Standards and implementation strategies are also on-going. Extensive training on Next Generation Science Standards has resulted in implementation of those standards in an integrated approach. School departments meet regularly to focus on the standards and provide differentiated instruction to our students. Staff members attend various professional development opportunities in their subject area and on overall student motivation at the junior high level. Truama informed teaching education has also been provided for teachers. Rancho-Starbuck is a professional learning community that believes in the importance of staff collaboration. Weekly PLC staff collaboration helps create opportunities for staff to focus on student needs. The focus of staff development is always centered on student success at Rancho-Starbuck.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	20	14	16

LOWELL JOINT SD

PURCHASE ORDER DETAIL REPORT
BOARD OF TRUSTEES MEETING 01/09/2023

FROM 11/01/2022 TO 11/30/2022

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>OBJECT DESCRIPTION</u>
S99A0004	MUCKENTHALER CULTURAL CENTER F	135,850.00	27,170.00	0167620003 5800	Prof/ConsultingServ&Oper Exp
			27,170.00	0167620004 5800	Prof/ConsultingServ&Oper Exp
			27,170.00	0167620005 5800	Prof/ConsultingServ&Oper Exp
			27,170.00	0167620006 5800	Prof/ConsultingServ&Oper Exp
			27,170.00	0167620007 5800	Prof/ConsultingServ&Oper Exp
S99A0005	DR.ROBIN MORRIS DBA RBY5 PSYCH	5,500.00	5,500.00	0165000012 4300	Materials and Supplies
S99B0016	U.S. BANK	250.00	250.00	0100000133 5800	Prof/ConsultingServ&Oper Exp
S99B0017	ECONO FENCO INC	1,890.00	1,890.00	2100000015 6230	Construction
S99B0018	KING OFFICE SERVICES	8,625.00	8,625.00	2100000011 6282	Consultant/Contractor
S99B0019	A-TECH CONSULTING INC	14,487.00	14,487.00	2100000011 6282	Consultant/Contractor
S99B0020	HAULWAY STORAGE CONTAINERS	2,280.85	2,280.85	2100000009 5620	Lease/Portables
S99F0043	PEST OPTION INC.	59.65	59.65	0100000138 5570	Pest Control
S99F0044	F.M. THOMAS AIR CONDITIONING	510.00	510.00	0100000093 5630	Repairs or Maintenance
S99F0045	ENCORP	1,130.00	1,130.00	1400000009 5800	Prof/ConsultingServ&Oper Exp
S99F0046	BEST LAWNMOWER INC.	920.93	678.81	0100000100 4300	Materials and Supplies
			242.12	0100000108 5633	Repairs/Tools
S99F0047	BEST LAWNMOWER INC.	1,611.89	635.71	0100000101 4300	Materials and Supplies
			976.18	0100000108 4300	Materials and Supplies
S99F0048	THE HOME DEPOT PRO INSTITUTION	8,454.50	1,308.67	0100000089 4300	Materials and Supplies
			793.98	0100000090 4300	Materials and Supplies
			793.98	0100000091 4300	Materials and Supplies
			793.98	0100000092 4300	Materials and Supplies
			793.98	0100000093 4300	Materials and Supplies
			793.98	0100000094 4300	Materials and Supplies
			793.98	0100000095 4300	Materials and Supplies
			793.98	0100000096 4300	Materials and Supplies

LOWELL JOINT SD

PURCHASE ORDER DETAIL REPORT

BOARD OF TRUSTEES MEETING 01/09/2023

FROM 11/01/2022 TO 11/30/2022

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>OBJECT DESCRIPTION</u>
S99F0048	*** CONTINUED ***		1,587.97	0100000098 4300	Materials and Supplies
S99F0049	F.M. THOMAS AIR CONDITIONING	4,466.65	4,466.65	0100000094 5630	Repairs or Maintenance
S99F0050	BUG FLIP	85.00	85.00	0100000141 5570	Pest Control
S99F0051	SUNBELT CONTROLS INC	910.00	910.00	0100000093 5630	Repairs or Maintenance
S99F0052	PEST OPTION INC.	127.22	127.22	0100000105 5570	Pest Control
S99F0053	ICS SERVICE COMPANY	1,440.00	240.00	0100000089 5630	Repairs or Maintenance
			240.00	0100000090 5630	Repairs or Maintenance
			240.00	0100000091 5630	Repairs or Maintenance
			240.00	0100000093 5630	Repairs or Maintenance
			480.00	0100000096 5630	Repairs or Maintenance
S99F0054	ICS SERVICE COMPANY	350.99	350.99	0100000089 5630	Repairs or Maintenance
S99M0129	AMERICAN EXPRESS	35.27	35.27	0165000011 4300	Materials and Supplies
S99M0130	AMERICAN EXPRESS	67.18	67.18	0165000006 4300	Materials and Supplies
S99M0131	AMERICAN EXPRESS	519.21	61.73	0100000055 4300	Materials and Supplies
			61.73	0100000056 4300	Materials and Supplies
			61.73	0100000057 4300	Materials and Supplies
			148.83	0100000058 4300	Materials and Supplies
			61.73	0100000277 4300	Materials and Supplies
			61.73	0100000278 4300	Materials and Supplies
			61.73	0100000279 4300	Materials and Supplies
S99M0132	AMERICAN EXPRESS	38.58	38.58	0190200006 4300	Materials and Supplies
S99M0133	AMERICAN EXPRESS	50.27	50.27	0109110014 4300	Materials and Supplies
S99M0134	AMERICAN EXPRESS	165.10	165.10	0109110014 4300	Materials and Supplies
S99M0135	AMERICAN EXPRESS	938.00	938.00	0105110052 4300	Materials and Supplies

LOWELL JOINT SD

PURCHASE ORDER DETAIL REPORT
BOARD OF TRUSTEES MEETING: 01/09/2023

FROM 11/01/2022 TO 11/30/2022

PO NUMBER	VENDOR	PO TOTAL		ACCOUNT AMOUNT		ACCOUNT NUMBER	OBJECT DESCRIPTION
		TOTAL	AMOUNT	AMOUNT	NUMBER		
S99M0136	AMERICAN EXPRESS	52.46	52.46	0100590006	4300	Materials and Supplies	
S99M0137	AMERICAN EXPRESS	213.78	213.78	0108880039	4300	Materials and Supplies	
S99M0138	AMERICAN EXPRESS	69.40	69.40	0100000058	4300	Materials and Supplies	
S99M0139	AMERICAN EXPRESS	28.65	28.65	0165000012	4300	Materials and Supplies	
S99M0140	AMERICAN EXPRESS	548.91	548.91	0100000317	4300	Materials and Supplies	
S99M0141	AMERICAN EXPRESS	359.67	349.25	0105110044	4300	Materials and Supplies	
			10.42	0109110014	4300	Materials and Supplies	
S99M0142	AMERICAN EXPRESS	636.00	636.00	0140350029	5200	Travel and Conferences	
S99M0143	AMERICAN EXPRESS	245.80	245.80	0109110014	4300	Materials and Supplies	
S99M0144	AMERICAN EXPRESS	233.79	233.79	0165000012	4300	Materials and Supplies	
S99M0145	AMERICAN EXPRESS	661.98	661.98	0100000317	5200	Travel and Conferences	
S99M0146	AMERICAN EXPRESS	800.00	800.00	0100000317	5200	Travel and Conferences	
S99M0147	AMERICAN EXPRESS	76.28	76.28	0167620008	4300	Materials and Supplies	
S99M0148	AMERICAN EXPRESS	833.72	833.72	0165000008	4300	Materials and Supplies	
S99M0149	AMERICAN EXPRESS	266.90	266.90	0165000012	4300	Materials and Supplies	
S99M0150	AMERICAN EXPRESS	51.40	51.40	0156400046	5200	Travel and Conferences	
S99M0151	AMERICAN EXPRESS	1,237.01	1,237.01	0130100007	5200	Travel and Conferences	
S99M0152	AMERICAN EXPRESS	41.88	41.88	0100540008	4300	Materials and Supplies	
S99M0153	AMERICAN EXPRESS	726.96	363.48	0108880020	5810	Licenses/Technology	
			363.48	0108880039	5810	Licenses/Technology	
S99M0154	AMERICAN EXPRESS	5,385.00	5,385.00	0140350029	5200	Travel and Conferences	
S99N0017	COUNTY OF LOS ANGELES -ENVIRON	788.00	394.00	1353100043	4300	Materials and Supplies	
			394.00	1353100045	4300	Materials and Supplies	

LOWELL JOINT SD

PURCHASE ORDER DETAIL REPORT
BOARD OF TRUSTEES MEETING 01/09/2023

FROM 11/01/2022 TO 11/30/2022

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>OBJECT DESCRIPTION</u>
S99R0203	KAPLAN EARLY LEARNING CO	32.05	32.05	0100540008 4300	Materials and Supplies
S99R0204	OCDE	1,806.00	1,806.00	0140350029 5200	Travel and Conferences
S99R0205	LA HABRA ROTARY FOUNDATION	300.00	300.00	0100000317 5200	Travel and Conferences
S99R0206	TEXTHELP	150.00	150.00	0156400013 5810	Licenses/Technology
S99R0207	SCHOLASTIC MAGAZINES	32.73	32.73	0100590006 4300	Materials and Supplies
S99R0208	JONES SCHOOL SUPPLY COMPANY	847.24	847.24	0100580006 4300	Materials and Supplies
S99R0209	FED EX	157.00	157.00	0108880020 5900	Communications Services
S99R0210	BILINGUISTICS INC.	15.00	15.00	0156400005 5200	Travel and Conferences
S99R0211	SENTRY SIGNS & PRINTING	700.61	568.31	0100000089 4300	Materials and Supplies
			132.30	0100000098 4300	Materials and Supplies
S99R0212	SPORTS JACKETS UNLIMITED	540.23	540.23	0100000317 4300	Materials and Supplies
S99R0213	MARBLESOFT-KEYGUARD AT	109.84	109.84	0165000011 4300	Materials and Supplies
S99R0214	ACTIVE EDUCATION	33,075.00	33,075.00	1226000008 5800	Prof/ConsultingServ&Oper Exp
S99R0215	YMCA OF GREATER WHITTIER	120,000.00	120,000.00	1226000002 5800	Prof/ConsultingServ&Oper Exp
S99R0216	YMCA OF ORANGE COUNTY	180,000.00	180,000.00	1226000002 5800	Prof/ConsultingServ&Oper Exp
S99R0217	JAMPANA ENTERPRISES LLC DBA CO	60,000.00	60,000.00	1226000008 5800	Prof/ConsultingServ&Oper Exp
S99R0218	US BANK AS CUST FOR TOWER DBW	9,025.84	9,025.84	01 8048	Pnls & Intnst from Dlgnt Tax
S99R0219	OCDE	289.40	289.40	0165000012 5800	Prof/ConsultingServ&Oper Exp
S99R0220	OCDE	31.98	31.98	0165000012 5800	Prof/ConsultingServ&Oper Exp
S99R0221	TURF STAR INC.	1,272.00	1,272.00	0100000108 5630	Repairs or Maintenance
S99R0222	LAKESHORE LEARNING MATERIALS	1,653.69	1,653.69	0156400011 4400	Non Capitalized Equipment
S99R0223	ACTION TROPHY	20.00	20.00	0100000317 4300	Materials and Supplies
S99R0224	LA HABRA COUNCIL PTA	600.00	600.00	0100000317 4300	Materials and Supplies

LOWELL JOINT SD

PURCHASE ORDER DETAIL REPORT
BOARD OF TRUSTEES MEETING 01/09/2023

FROM 11/01/2022 TO 11/30/2022

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>OBJECT DESCRIPTION</u>
S99R0225	SOUTHERN CALIFORNIA SCIENCE OL	325.00	325.00	0105110044 4300	Materials and Supplies
S99R0226	SCHOOL NURSE SUPPLY INC.	563.25	563.25	0100000058 4300	Materials and Supplies
S99R0227	SCHOOL DATEBOOKS	942.84	942.84	0100560007 4300	Materials and Supplies
S99R0228	APEX FUN RUN	1,500.00	1,500.00	0100560002 4300	Materials and Supplies
S99R0229	PTM DOCUMENT SYSTEMS	44.01	44.01	0100000071 4300	Materials and Supplies
S99R0231	SCHOOL FIX	209.14	209.14	0101005400 4300	Materials and Supplies
S99T0047	AMERICAN EXPRESS	110.25	110.25	1226000008 4300	Materials and Supplies
S99T0048	AMERICAN EXPRESS	44.59	44.59	0100890005 4300	Materials and Supplies
S99T0049	GIGAKOM	98,635.89	12,701.90	0108880014 6400	Equipment
			12,701.90	0108880015 6400	Equipment
			6,350.95	0108880016 6400	Equipment
			12,701.88	0108880017 6400	Equipment
			6,350.95	0108880018 6400	Equipment
			47,828.31	0108880019 6400	Equipment
S99T0050	DELL MARKETING L.P.	1,098.69	369.64	010086 4300	Materials and Supplies
			729.05	010086 4400	Non Capitalized Equipment
S99T0051	GOVCONNECTION INC.	655.92	655.92	0100890005 4300	Materials and Supplies
S99T0052	CALIFORNIA IT IN EDUCATION	550.00	550.00	0108880020 5200	Travel and Conferences
S99X0029	INTERQUEST DETECTION	2,000.00	2,000.00	0105110044 4300	Materials and Supplies
S99Y0005	FRONTIER	1,000.00	1,000.00	0108880051 5910	Communications
		Fund 01 Total:	299,972.97		
		Fund 12 Total:	393,185.25		
		Fund 13 Total:	788.00		
		Fund 14 Total:	1,130.00		
		Fund 21 Total:	27,282.85		

LOWELL JOINT SD

PURCHASE ORDER DETAIL REPORT

BOARD OF TRUSTEES MEETING-01/09/2023

FROM 11/01/2022 TO 11/30/2022

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>OBJECT DESCRIPTION</u>
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Total Amount of Purchase Orders: 722,359.07

LOWELL JOINT SD
Consolidated Check Register
 from 11/1/2022 to 11/30/2022

Check	Payee ID	Payee Name	Reference	Subs	Check Date	Cancel Date	Type	Status	Check Amount
99	00002330	R9900001	BRENT ALLSMAN	MEDICAL-NOV	OH	11/01/2022	MMW	IS	557.02
99	00002331	R9903247	CAROLYN KANE	MEDICAL-NOV	OH	11/01/2022	MMW	IS	1,290.56
99	00002332	R9900014	EDDY VEGA	MEDICAL-NOV	OH	11/01/2022	MMW	IS	557.02
99	00002333	R9900006	EMILY WAKEFIELD	MEDICAL-NOV	OH	11/01/2022	MMW	IS	570.78
99	00002334	R9900007	GAYLE ROGERS	MEDICAL-NOV	OH	11/01/2022	MMW	IS	232.94
99	00002335	R9903248	JULIE ROTH	MEDICAL-NOV	OH	11/01/2022	MMW	IS	570.78
99	00002336	R9900015	KATHRYN ALLSMAN	MEDICAL-NOV	OH	11/01/2022	MMW	IS	557.02
99	00002337	V9903512	KATIE MY LADY BOUTIQUE	1	OH	11/01/2022	MMW	IS	48.00
99	00002338	R9900013	MARGARET DUMADAG	MEDICAL-NOV	OH	11/01/2022	MMW	IS	557.02
99	00002339	R9900009	NANCY WHITE	MEDICAL-NOV	OH	11/01/2022	MMW	IS	1,290.56
99	00002340	R9900010	PENNY MAYERCHECK	MEDICAL-NOV	OH	11/01/2022	MMW	IS	1,290.56
99	00002341	F9900053	PEST OPTION INC.	410383	OH	11/01/2022	MMW	IS	143.38
99	00002342	R9900011	RONALD RANDOLPH	MEDICAL-NOV	OH	11/01/2022	MMW	IS	614.88
99	00002343	R9900012	SHELLEY MARKER	MEDICAL-NOV	OH	11/01/2022	MMW	IS	570.78
99	00002344	V9903459	US AIR CONDITIONING DISTRIBUTO	5732060	OH	11/01/2022	MMW	IS	400.01
99	00002345	F9900053	PEST OPTION INC.	410380	OH	11/01/2022	MMW	IS	484.01
99	00002346	R9900002	BRUCE PATILLO	MEDICAL-NOV	OH	11/01/2022	MMW	IS	557.02
99	00002347	V9903362	DELL MARKETING L.P.	10620800130	OH	11/02/2022	MMW	IS	273,383.02
99	00002348	U9900004	SOUTHERN CALIFORNIA EDISON	0921102022	OH	11/02/2022	MMW	IS	2,810.76
99	00002349	U9900006	SUBURBAN WATER SYSTEMS	181003366810	OH	11/02/2022	MMW	IS	6,040.08
99	00002350	V9903348	BROTHERS AUTOMOTIVE INC	949	OH	11/03/2022	MMW	IS	2,262.39
99	00002351	F9900018	CINTAS FIRE PROTECTION	OF19645562	OH	11/03/2022	MMW	IS	4,036.25
99	00002352	V9900086	ILLUMINATE EDUCATION, INC.	INV0000066826	OH	11/03/2022	MMW	IS	22,407.16
99	00002353	F9900053	PEST OPTION INC.	412174	OH	11/03/2022	MMW	IS	59.65
99	00002354	V9903362	DELL MARKETING L.P.	10611978710	OH	11/04/2022	MMW	IS	129,210.92
99	00002355	V9903303	iPRINT TECHNOLOGIES	939509	OH	11/04/2022	MMW	IS	100.34
99	00002356	V9900095	JONES SCHOOL SUPPLY COMPANY	1909190	OH	11/04/2022	MMW	IS	847.23
99	00002357	E9900115	KRISTA VAN HOOGMOED	10182022	OH	11/04/2022	MMW	IS	130.39
99	00002358	V9900102	LA HABRA ROTARY FOUNDATION	438	OH	11/04/2022	MMW	IS	300.00
99	00002359	V9900126	N2Y	INV-1059248	OH	11/04/2022	MMW	IS	3,053.95
99	00002360	U9900004	SOUTHERN CALIFORNIA EDISON	1221012122A	OH	11/04/2022	MMW	IS	21,803.55
99	00002361	U9900006	SUBURBAN WATER SYSTEMS	180022435718	OH	11/04/2022	MMW	IS	6,217.74
99	00002362	U9900008	T-MOBILE	0921102022	OH	11/04/2022	MMW	IS	148.40
99	00002363	U9900010	WARE DISPOSAL	1074469	OH	11/04/2022	MMW	IS	914.29

LOWELL JOINT SD
Consolidated Check Register
 from 11/1/2022 to 11/30/2022

Check	Payee ID	Payee Name	Reference	Subs	Check Date	Cancel Date	Type	Status	Check Amount
99	00002364	V9903523 HO, LISA	POST112151	OH	11/04/2022		MW	IS	35.75
99	00002365	V9900010 ALLIANCE OF SCHOOLS FOR COOPER	OCT22DDR	OH	11/07/2022		MW	IS	29,569.73
99	00002366	V9900020 ATKINSON ANDELSON LOYA RUUD &	662756	OH	11/07/2022		MW	IS	1,574.09
99	00002367	V9903505 BRIGHT IDEAS MEDIA LLC	1065	OH	11/07/2022		MW	IS	594.00
99	00002368	V9900028 BUENA PARK PLAQUE & TROPHY	21505	OH	11/07/2022		MW	IS	516.12
99	00002369	V9903475 CA ASSOC OF SCHOOL PSYCHOLOGIS	523	OH	11/07/2022		MW	IS	259.00
99	00002370	V9900045 COYOTE FFA ALUMNI & SUPPORTERS	10202022	OH	11/07/2022		MW	IS	140.00
99	00002371	E9903244 CRISTIAN BOGDAN	MILEAGE JUL2022	OH	11/07/2022		MW	IS	91.76
99	00002372	V9900057 Demco Inc	7198706	OH	11/07/2022		MW	IS	79.21
99	00002373	F9900031 F.M. THOMAS AIR CONDITIONING	44349	OH	11/07/2022		MW	IS	510.00
99	00002374	V9900071 FED EX	9263030755	OH	11/07/2022		MW	IS	157.00
99	00002375	V9900077 FULLERTON SCHOOL DISTRICT	22SI0338	OH	11/07/2022		MW	IS	80.00
99	00002376	E9900084 JIM COOMBS	MISC11012022	OH	11/07/2022		MW	IS	847.62
99	00002377	E9900087 JOHN ZAPPULLA	MILEAGE OCT	OH	11/07/2022		MW	IS	64.31
99	00002378	E9900139 MARY BRIMMAGE	SUPPLIES 110122	OH	11/07/2022		MW	IS	175.01
99	00002379	E9900222 MARY JANE VILLALOVOS	SUPPLIES-102222	OH	11/07/2022		MW	IS	132.82
99	00002380	E9900140 MARY JO EVANOFF	SUPPLIES11012022	OH	11/07/2022		MW	IS	66.86
99	00002381	E9900163 RANDI VASQUEZ	MILEAGE OCT	OH	11/07/2022		MW	IS	43.50
99	00002382	E9900189 SHERYL MCDONALD	EXPENSES-101922	OH	11/07/2022		MW	IS	31.90
99	00002383	E9900214 WHITNEY TAKACS	MEETING9232022	OH	11/07/2022		MW	IS	38.17
99	00002384	V9900010 ALLIANCE OF SCHOOLS FOR COOPER	OCT22DDR	OH	11/07/2022		MW	IS	65.22
99	00002385	F9900029 ENCORP	P21408.L15	OH	11/07/2022		MW	IS	1,130.00
99	00002386	B9990010 ERICKSON-HALL CONSTRUCTION	PAY APP#6 MG	OH	11/07/2022		MW	IS	1,119,125.88
99	00002387	V9900024 BEARCOM	545818	OH	11/07/2022		MW	IS	6,284.16
99	00002388	V9900053 DATA IMPRESSIONS	20497-IN	OH	11/09/2022		MW	IS	17,944.64
99	00002389	V9900078 GIGAKOM	H1340MB-1	OH	11/09/2022		MW	IS	28,626.41
99	00002390	B9990011 GHATAODE BANNON ARCHITECTS	5066	OH	11/09/2022		MW	IS	3,600.00
99	00002391	F9900002 AAA ELECTRIC MOTOR SALES & SER	ASI-66458	OH	11/14/2022		MW	IS	1,038.75
99	00002392	VOID.CONTIVoid - Continued Stub	CONTINUE	OH	11/14/2022		VM	VD	0.00
99	00002393	V9900013 AMERICAN EXPRESS	ZOOM OCT2022	OH	11/14/2022		MW	IS	14,700.44
99	00002394	F9900011 BEST LAWNMOWER INC.	107388	OH	11/14/2022		MW	IS	3,050.82
99	00002395	V9900026 BRAINPOP LLC	US358155	OH	11/14/2022		MW	IS	3,515.00
99	00002396	V9903430 DANGELO COMPANY	S1490132.001	OH	11/14/2022		MW	IS	264.05
99	00002397	V9900073 FITNESS FINDERS INC.	INV10637	OH	11/14/2022		MW	IS	309.97

LOWELL JOINT SD
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Check	Payee ID	Payee Name	Reference	Subs	Check Date	Cancel Date	Type	Status	Check Amount
99	00002398	FRONTIER	1010110922B	OH	11/14/2022		MTW	IS	55.96
99	00002399	GLASBY MAINTENANCE SUPPLY	328721A	OH	11/14/2022		MTW	IS	8,580.60
99	00002400	GoTo Communications Inc.	IN7101548450	OH	11/14/2022		MTW	IS	4,604.44
99	00002401	IMAGINE LEARNING LLC	891950	OH	11/14/2022		MTW	IS	16,381.25
99	00002402	iPRINT TECHNOLOGIES	941492	OH	11/14/2022		MTW	IS	140.03
99	00002403	MCI A VERIZON COMPANY	409087873	OH	11/14/2022		MTW	IS	8.07
99	00002404	MUCKENTHALER CULTURAL CENTER F	1691A	OH	11/14/2022		MTW	IS	6,800.00
99	00002405	PEST OPTION INC.	408638	OH	11/14/2022		MTW	IS	510.00
99	00002406	PLUMBING WHOLESALE OUTLET	S100624324.001	OH	11/14/2022		MTW	IS	1,895.95
99	00002407	SELAH BAUTISTA	MILEAGE92710182	OH	11/14/2022		MTW	IS	93.00
99	00002408	SOUTHERN CALIFORNIA EDISON	1005110322	OH	11/14/2022		MTW	IS	10,233.07
99	00002409	SOUTHERN CALIFORNIA GAS CO	0928102722	OH	11/14/2022		MTW	IS	120.03
99	00002410	SUBURBAN WATER SYSTEMS	180071413541	OH	11/14/2022		MTW	IS	8,171.85
99	00002411	THE HOME DEPOT PRO INSTITUTION	714533510	OH	11/14/2022		MTW	IS	9,269.84
99	00002412	THE SHERWIN-WILLIAMS CO.	0722-9	OH	11/14/2022		MTW	IS	666.74
99	00002413	UNITED REFRIGERATION INC.	87261615-00	OH	11/14/2022		MTW	IS	227.74
99	00002414	WARE DISPOSAL	1094756	OH	11/14/2022		MTW	IS	4,140.34
99	00002415	AMERICAN EXPRESS	114431772889466	OH	11/14/2022		MTW	IS	211.05
99	00002416	ACTION SALES	7145079	OH	11/14/2022		MTW	IS	7,512.25
99	00002417	BUG FLIP	OCT2022	OH	11/14/2022		MTW	IS	235.00
99	00002418	Continental Sales	OCT2022	OH	11/14/2022		MTW	IS	7,637.03
99	00002419	DRIFTWOOD DAIRY	OCT2022	OH	11/14/2022		MTW	IS	14,019.41
99	00002420	GOLD STAR FOODS	OCT2022	OH	11/14/2022		MTW	IS	35,473.91
99	00002421	LADY BUGS ENVIRONMENTAL TERMIT	148031	OH	11/14/2022		MTW	IS	55.00
99	00002422	LOVE TO SNACK LLC	36708	OH	11/14/2022		MTW	IS	408.24
99	00002423	P & R PAPER SUPPLY COMPANY	OCT2022	OH	11/14/2022		MTW	IS	6,954.81
99	00002424	SOUTHERN CALIFORNIA PIZZA	OCT2022	OH	11/14/2022		MTW	IS	14,883.60
99	00002425	KAREY ABBOND	EMPMILEAGEREI	OH	11/15/2022		MTW	IS	35.57
99	00002426	CANNINGS HARDWARE LA HABRA	494270	OH	11/16/2022		MTW	IS	91.26
99	00002427	HOME DEPOT CREDIT SERVICES	5946757	OH	11/16/2022		MTW	IS	302.88
99	00002428	SOUTHWEST SCHOOL SUPPLY	S99X0017OCT22	OH	11/16/2022		MTW	IS	37,232.73
99	00002429	THE HOME DEPOT PRO INSTITUTION	713117307	OH	11/16/2022		MTW	IS	8,454.54
99	00002430	J.W.PEPPER & SON INC.	364743168	OH	11/17/2022		MTW	IS	12.58
99	00002431	LAKE SHORE LEARNING MATERIALS	385156102722	OH	11/17/2022		MTW	IS	671.55

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Check	Payee ID	Payee Name	Reference	Subs	Check Date	Cancel Date	Type	Status	Check Amount
99	00002432	V9900105 LEARNING A-Z	5986019	OH	11/17/2022		MTW	IS	768.00
99	00002433	E9900046 LEONARD CHAIDEZ TREE SERVICE	32245	OH	11/17/2022		MTW	IS	700.00
99	00002434	V9900129 NCS PEARSON INC.	20084266	OH	11/17/2022		MTW	IS	128.55
99	00002435	V9900134 OCDE	94SI0729	OH	11/17/2022		MTW	IS	289.40
99	00002436	V9900134 OCDE	94SI0704	OH	11/17/2022		MTW	IS	272.77
99	00002437	V9903510 PAUL EISENBERG	09202022	OH	11/17/2022		MTW	IS	750.00
99	00002438	V9900179 SOUTHWEST SCHOOL SUPPLY	S99X0015OCT22	OH	11/17/2022		MTW	IS	6,031.34
99	00002439	V9903520 JAMPANA ENTERPRISES LLC DBA CO	LJSD001	OH	11/17/2022		MTW	IS	2,380.00
99	00002440	V9900179 SOUTHWEST SCHOOL SUPPLY	S99X0018 OCT22	OH	11/17/2022		MTW	IS	1,170.67
99	00002441	V9903214 806 TECHNOLOGIES INC.	18324	OH	11/18/2022		MTW	IS	3,850.00
99	00002442	V9900007 ACTION TROPHY	92075	OH	11/18/2022		MTW	IS	20.00
99	00002443	E9900003 ADRIANA PONCE	100722REIMB	OH	11/18/2022		MTW	IS	110.18
99	00002444	E9900004 ALAN MAO	SHEL VES	OH	11/18/2022		MTW	IS	292.21
99	00002445	V9900010 ALLIANCE OF SCHOOLS FOR COOPER	OCT22VLFBU	OH	11/18/2022		MTW	IS	2,595.34
99	00002446	V9900014 AMPLIFIED IT	50691	OH	11/18/2022		MTW	IS	7,680.00
99	00002447	F9900007 AUTOZONE	5499131577	OH	11/18/2022		MTW	IS	7.40
99	00002448	V9900024 BEARCOM	5453407	OH	11/18/2022		MTW	IS	16.24
99	00002449	V9900024 BEARCOM	5453407	OH	11/18/2022		MTW	IS	108.14
99	00002450	V9903524 BILINGUISTICS INC.	72797	OH	11/18/2022		MTW	IS	15.00
99	00002451	V9900025 BLICK ART MATERIALS	9454621	OH	11/18/2022		MTW	IS	783.17
99	00002452	F9900014 BUG FLIP	64031	OH	11/18/2022		MTW	IS	85.00
99	00002453	I9900002 BYRON FERGUSON DBA ALL AMERICA	1004	OH	11/18/2022		MTW	IS	360.00
99	00002454	V9903400 CHARTER COMMUNICATIONS	12181110922	OH	11/18/2022		MTW	IS	86.03
99	00002455	E9900044 CHRISTIAN MANGOLD	MILEAGE-9/23/22	OH	11/18/2022		MTW	IS	102.75
99	00002456	I9900004 COLLEEN PATTERSON	OCT 2022 SPEC PR	OH	11/18/2022		MTW	IS	625.00
99	00002457	E9903244 CRISTIAN BOGDAN	MILEAGE-OCT	OH	11/18/2022		MTW	IS	9.74
99	00002458	V9900052 DASH MEDICAL GLOVES	INV1273753	OH	11/18/2022		MTW	IS	752.08
99	00002459	V9903531 DAVIS, SUMMER	001-OCT2022	OH	11/18/2022		MTW	IS	1,512.00
99	00002460	V9903362 DELL MARKETNG L.P.	10627824020	OH	11/18/2022		MTW	IS	3,422.66
99	00002461	V9903362 DELL MARKETNG L.P.	10614097562	OH	11/18/2022		MTW	IS	3,237.16
99	00002462	V9903362 DELL MARKETNG L.P.	10627824020	OH	11/18/2022		MTW	IS	729.05
99	00002463	V9900056 DELTA DENTAL OF CALIFORNIA	BE005213237	OH	11/18/2022		MTW	IS	2,148.70
99	00002464	V9903282 GOVCONNECTON INC.	73393110	OH	11/18/2022		MTW	IS	1,314.92
99	00002465	V9903420 Granite Telecommunications LLC	5800115150	OH	11/18/2022		MTW	IS	1,674.82

LOWELL JOINT SD
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Check	Payee ID	Payee Name	Reference	Subs	Check Date	Cancel Date	Type	Status	Check Amount
99	00002466	V9900088	IMPERIAL BAND INSTRUMENTS	74154	OH	11/18/2022	MMW	IS	5,286.41
99	00002467	V9900092	INTERQUEST DETECTION	145-1022	OH	11/18/2022	MMW	IS	215.00
99	00002468	E9900084	JIM COOMBS	MISC 1182022	OH	11/18/2022	MMW	IS	175.91
99	00002469	V9903281	LA HABRA COUNCIL PTA	12072022	OH	11/18/2022	MMW	IS	600.00
99	00002470	V9903279	LOPEZ, ALEJANDRO	OCT 2022 SVCS	OH	11/18/2022	MMW	IS	416.66
99	00002471	V9903518	Marblesoft-Keyguard AT	1421	OH	11/18/2022	MMW	IS	85.83
99	00002472	E9900138	MARIKATE ELMQUIST	103122REIMB	OH	11/18/2022	MMW	IS	51.96
99	00002473	E9900222	MARY JANE VILLALOVOS	FEDEX 11082022	OH	11/18/2022	MMW	IS	22.16
99	00002474	V9900134	OCDE	94P14504	OH	11/18/2022	MMW	IS	31.98
99	00002475	V9900161	RMH DANCE & PRODUCTIONS	102622/102722	OH	11/18/2022	MMW	IS	4,625.00
99	00002476	V9900172	SCHOOL SERVICES OF CALIFORNIA	0135193-JN	OH	11/18/2022	MMW	IS	355.00
99	00002477	U9900004	SOUTHERN CALIFORNIA EDISON	1011110822	OH	11/18/2022	MMW	IS	3,567.45
99	00002478	U9900005	SOUTHERN CALIFORNIA GAS CO	1010110822	OH	11/18/2022	MMW	IS	380.31
99	00002479	V9903432	SOUTHERN CALIFORNIA SCIENCE OL	2006535	OH	11/18/2022	MMW	IS	325.00
99	00002480	V9900180	SPARKLETTTS	15734879102322	OH	11/18/2022	MMW	IS	176.77
99	00002481	V9903425	SPORTS JACKETS UNLIMITED	2052	OH	11/18/2022	MMW	IS	540.23
99	00002482	V9903485	TAKAGS, LINDA	OCT2022	OH	11/18/2022	MMW	IS	3,500.00
99	00002483	F9900064	TURF STAR INC.	3316055-00	OH	11/18/2022	MMW	IS	2,610.80
99	00002484	V9903315	US BANK AS CUST FOR TOWER DBW	2014-2020CONSOLI	OH	11/18/2022	MMW	IS	9,025.84
99	00002485	E9900209	VALERIE CARRILLO	10/13/22 REIMB	OH	11/18/2022	MMW	IS	53.00
99	00002486	V9903352	ACTIVE EDUCATION	2247	OH	11/18/2022	MMW	IS	3,660.62
99	00002487	V9900024	BEARCOM	5449148	OH	11/18/2022	MMW	IS	55.13
99	00002488	V9900024	BEARCOM	5449148	OH	11/18/2022	MMW	IS	3,197.14
99	00002489	S99212	ADMINISTRATIVE SERVICES	11270	OH	11/18/2022	MMW	IS	7,350.00
99	00002490	V9903461	C-BELOW	28610	OH	11/18/2022	MMW	IS	750.00
99	00002491	B9990013	HAUFPE COMPANY	455	OH	11/18/2022	MMW	IS	18,816.00
99	00002492	B9903229	HAULWAY STORAGE CONTAINERS	2092669	OH	11/18/2022	MMW	IS	330.02
99	00002493	B9990014	KING OFFICE SERVICES	KO-20842-2-003	OH	11/18/2022	MMW	IS	7,875.00
99	00002494	B9903230	TWINING CONSULTING	16727	OH	11/18/2022	MMW	IS	422.82
99	00002495	B9990013	HAUFPE COMPANY	454	OH	11/18/2022	MMW	IS	37,500.00
99	00002496	E9900004	ALAN MAO	ISTE CONF 2022	OH	11/21/2022	MMW	IS	4,157.99
99	00002497	F9900031	F.M. THOMAS AIR CONDITIONING	44619	OH	11/21/2022	MMW	IS	4,466.65
99	00002498	V9900103	LAKESHORE LEARNING MATERIALS	385157083122	OH	11/22/2022	MMW	IS	5,128.65
99	00002499	V9900010	ALLIANCE OF SCHOOLS FOR COOPER	OCT22VSR	OH	11/23/2022	MMW	IS	41,843.49

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Check	Payee ID	Payee Name	Reference	Subs	Check Date	Cancel Date	Type	Status	Check Amount
99	00002500	V9903501	APEX FUN RUN	MACY-JAN2023	OH	11/23/2022	MW	IS	1,500.00
99	00002501	V9903421	ARAIZA, ISABEL	OCT 2022	OH	11/23/2022	MW	IS	833.32
99	00002502	19903532	LOGAN, BRENNEN	LJYT CONTRACT	OH	11/23/2022	MW	IS	2,400.00
99	00002503	V9903279	LOPEZ, ALEJANDRO	NOV	OH	11/23/2022	MW	IS	416.66
99	00002504	V9903496	NAZARI, GILBERT	OCT 2022	OH	11/23/2022	MW	IS	2,000.00
99	00002505	V9903415	NEAVEZ, MARY MADELINE	LJYT CONTRACT	OH	11/23/2022	MW	IS	3,300.00
99	00002506	19900018	TANA CARMICHAEL	LJYT-JOR/OL	OH	11/23/2022	MW	IS	2,000.00
99	00002507	E9900218	YUMI YAMAMOTO	093022JORLIBREX	OH	11/23/2022	MW	IS	39.40
99	00002508	V9900010	ALLIANCE OF SCHOOLS FOR COOPER	OCT22VSR	OH	11/23/2022	MW	IS	92.32
99	00002509	F9900014	BUG FLIP	64332	OH	11/29/2022	MW	IS	115.00
99	00002510	19900004	COLLEEN PATTERSON	LOWELL1001022	OH	11/30/2022	MW	IS	2,625.00
99	00002511	V9903224	SCHOLASTIC MAGAZINES	M723297333	OH	11/30/2022	MW	IS	32.73
99	00002512	V9900180	SPARKLETTTS	15734879112022	OH	11/30/2022	MW	IS	192.34
99	00002513	V9900195	THINKING MAPS	INV0064518	OH	11/30/2022	MW	IS	1,110.22
99	00002514	V9903470	WHITTIER CHRISTIAN HIGH SCHOOL	149827,866,883	OH	11/30/2022	MW	IS	12,600.00

Issued: 2,165,655.10
 99 Bank Total: 2,165,655.10

Grand Total: 2,165,655.10

LOWELL JOINT SCHOOL DISTRICT
EMPLOYER-EMPLOYEE RELATIONS PERSONNEL REPORT 2022/2023 #6

January 9, 2023

I. CERTIFICATED EMPLOYEE

A. CHANGE OF STATUS

NAME	<u>EFFECTIVE DATE</u>	<u>END DATE</u>	SITE	COMMENTS
Saieva, Alyson	08/15/2022	01/31/2023	OL	(AB375) FMLA Medical Leave Correction of EER 2022-2023 #5
Kosareff, Breanna	12/21/2022	02/01/2023	JO	(AB375) CFRA Maternity Leave
Langer, Garrick	Class 5	Step 5	RS	Units to move. Effective January 1, 2023. Was C4/S5 EER #11 2021-2022
Goss, Brittany	Class 5	Step 4	RS	Units to move. Effective January 1, 2023. Was C4/S4 EER #11 2021-2022

B. EXTRA DUTY PAY/STIPENDS

NAME	<u>EFFECTIVE DATE</u>	SITE	COMMENTS
Felton, Leslie	January 2022	JO	To be paid a total of \$150.00 for being a Master Teacher for Biola University (January – March 2022). To be Paid by check from Biola University.
Jeffrey, Kim	March 2022	EP	To be paid a total of \$150.00 for being a Master Teacher for Biola University (March – May 2022). To be Paid by check from Biola University.
Daniel, Kari	January 2022	EP	To be paid a total of \$150.00 for being a Master Teacher for Biola University (January – March 2022). To be Paid by check from Biola University.
Daniel, Kari	March 2022	EP	To be paid a total of \$150.00 for being a Master Teacher for Biola University (March – May 2022). To be Paid by check from Biola University.
Allsman, Kathryn	January 2022	OL	To be paid a total of \$150.00 for being a Master Teacher for Biola University (January – March 2022). To be Paid by check from Biola University.
Allsman, Kathryn	March 2022	OL	To be paid a total of \$150.00 for being a Master Teacher for Biola University (March – May 2022). To be Paid by check from Biola University.
Van der Lee, Michelle	January 2022	MG	To be paid a total of \$150.00 for being a Master Teacher for Biola University (January – March 2022). To be Paid by check from Biola University.
Pfaaf, Heather	March 2022	JO	To be paid a total of \$150.00 for being a Master Teacher for Biola University (March – May 2022). To be Paid by check from Biola University.

C. CERTIFICATED SALARIES FOR 2022-2023**

<u>NAME</u>	<u>SITE</u>	<u>CLASS</u>	<u>STEP</u>	<u>COMMENTS</u>
			X-C1-2	

Martinez, Christian Rancho Starbuck 5 3 English Teacher Rancho Starbuck. Temporary contract 01/09/2023-06/02/2023

* 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, Intervention and Power Source

**It is further recommended that the individuals listed in Certificated Salaries for 2022-2023 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 2022-2023 serve as home school teachers, if needed, for the 2022-2023 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 2022-2023 school year.

D. Employment of substitutes effective 08/15/2022 for the 2022-2023 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 Power Source, and \$250.00 long term sub rate.

E. SUBSTITUTE CHANGE OF PAY

NAME	EFFECTIVE DATE	END DATE	SITE	COMMENT
Wallace, Gregory	08/15/2022	01/31/2023	DO	To be paid special long term rate of \$250.00 Third Grade Teacher Olita.
Petersen, Kaycee	12/21/2022	02/01/2023	DO	To be paid special long term rate of \$250.00 Fourth Grade Teacher Jordan.

II. CLASSIFIED EMPLOYEES January 9, 2023

A. MONTHLY – GENERAL FUND

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>
Allen, Pauline	12/31/22			OL	Retirement: Library Media Tech
Artukovich, Nickolas	12/22/22			DO	Longevity: Maintenance 25 yrs 10 %
Ayers, Becca	12/23/22			MG	Resignation : Instructional Assistant
Del-Cano, Chrystal	12/2/22		R21/S07	EP	Step Increase : Custodian from S06 to S07
Estrada Valencia, Liz	12/3/22		R14/S07	OL	Step Increase : Instructional Assistant from S06 to S07
Flores, Victor	12/9/22				New Hire: Instructional Aide Substitute
Garcia, Venus	12/23/22			RS	Resignation : Health Tech
Garcia Perez, Hector	12/7/22		R20/S07	DO	Step Increase : Groundskeeper from S06 to S07
Hutcherson, Janel	12/2/22		R16/S05	EP	Step Increase : Clerk Typist from S04 to S05

Hutcherson, Janel	1/9/23		R23/S03	DO	Promotion : From ‘Attendance Clerk to Secretary of Maintenance and Operations
Licea, Erica	12/20/22				New Hire : Substitute Noon Duty Aide
Licea, Erica	12/20/22				Additional Assignment : Substitute Instructional Aide
Lopez, Miranda	1/8/23			EP	Resignation : Instructional Assistant
Marin, Luis	12/13/22		CL MGNT/S04	DO	Promotion : Maintenance and Operations Supervisor
Meza Soto, Katie	12/2/22		R15/S04	OL	Step Increase : Instructional Assistant from S03 to S04
Nunez, Marie	12/1/22				Additional Assignment: Child Development Assist. 3 Substitute
Perez. Shari	12/12/22		R16/S02	OL	Range Change : R15 to R16
Ramirez, Adrianna	1/9/23		R16/S02	EP	Promotion : From Health Tech to Clerk Typist
Rodriguez, Julio	12/17/22			DO	Longevity : Maintenance 15 yrs 5%
Solis, Marisol	12/5/22		R17/S01	JO	New Hire: Child Development Assistant 3 – ELOP
Valdez, Faith	12/1/22		R14/S03	MA	Step Increase : Instructional Assistant from S02 to S03
Valdez, Veronica	12/23/22	6/2/23		MG	Extended Leave of Absence till 6/2/23
Villalovos, Mary Jane	12/1/22		CONF F/S04	DO	Step Increase : Assistant to Superintendent Office from S03 to S04
Watson, Jill Marie	12/1/22		R14/S05	JO	Step Increase : Instructional Assistant from S04 to S05

LOWELL JOINT SCHOOL DISTRICT
February 6, 2023

To: President Shaw and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Resolution 2022/23 No. 882, Recognizing February 6-10, 2023 as “School Counseling Week” ACTION/
(RESOLUTION)

School Counseling Week will focus public attention on the unique contribution of school counselors. School Counseling Week, sponsored by ASCA, highlights the tremendous impact school counselors can have in helping students achieve school success and plan for a career.

It is recommended that Resolution 2022/23 No. 882, recognizing February 6-10, 2023, as “School Counseling Week” be adopted, and that the Superintendent or designee be authorized to execute the necessary documents.

Superintendent’s Comment:

ADOPTION BY MAJORITY ROLL CALL VOTE.

LOWELL JOINT SCHOOL DISTRICT

RESOLUTION 2022/2023 NO. 882

**A RESOLUTION OF THE BOARD OF TRUSTEES OF
LOWELL JOINT SCHOOL DISTRICT
OF LOS ANGELES AND ORANGE COUNTIES, CALIFORNIA,
RECOGNIZING FEBRUARY 6-10, 2023, AS
“SCHOOL COUNSELING WEEK”**

WHEREAS, school counselors are employed in public and private schools to help students reach their full potential; and

WHEREAS, school counselors are actively committed to helping students explore their abilities, strengths, interests, and talents as these traits relate to career awareness and development; and

WHEREAS, School counselors help parents focus on ways to further the educational, personal and social growth of their children; and

WHEREAS, school counselors work with teachers and other educators to help students explore their potential and set realistic goals for themselves; and

WHEREAS, school counselors seek to identify and utilize community resources that can enhance and complement comprehensive school counseling programs and help students become productive members of society; and

WHEREAS, comprehensive developmental school counseling programs are considered an integral part of the educational process that enables all students to achieve success in school;

NOW, THEREFORE BE IT RESOLVED that we, the Board of Trustees on behalf of the students, parents, and community at large, does hereby recognize February 6-10, 2023, as “School Counseling Week” and that all school counselors in the Lowell Joint School District be commended for the contributions they make to successful student achievement.

APPROVED AND ADOPTED this 6th day of February, 2023, 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 6th day of February, 2023, and passed by a unanimous vote of those present.

IN WITNESS WHEREOF, I have hereunto set my hand and seal the 6th day of February, 2023.

Jim Coombs, Secretary to the Board of Trustees

LOWELL JOINT SCHOOL DISTRICT
February 6, 2023

To: President Shaw and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Approval of Agreement with Nigro & Nigro to perform Audit Services ACTION

Education Code 41020 requires school districts to annually obtain an independent audit report of its financial statements.

Nigro & Nigro performed the audit for the Fiscal Years Ending June 30, 2020, June 30, 2021 and June 30, 2022. Staff recommends maintaining continuity with the audit firm, and has agreed upon a two year term beginning fiscal year 2022/23 through fiscal year 2023/24.

It is recommended that the Board approve the agreement with Nigro & Nigro for Audit Services for the Fiscal Years ending June 30, 2023 and June 30, 2024 at a cost not to exceed \$31,500 and \$32,250 respectfully, and that the superintendent or designee be authorized to execute the necessary documents.

DB/ds

Superintendent's Comment:

APPROVAL RECOMMENDED.



January 3, 2023

Lowell Joint School District
161 W. Williams Street
Banning, CA 92220

We are pleased to confirm our understanding of the services we are providing for Lowell Joint School District (“the District”) for the fiscal year ended June 30, 2023. Please read this letter carefully because it is important that you understand and accept the terms under which we have agreed to perform our services as well as management’s responsibilities under this agreement.

Audit Scope and Objectives

We will prepare and audit the financial statements of the governmental activities, each major fund, the aggregate remaining fund information, and the related notes to the financial statements, which collectively comprise the basic financial statements of the District as of and for the fiscal year ended June 30, 2022.

Accounting principles generally accepted in the United States of America (U.S. GAAP) call for certain required supplementary information (RSI) to accompany the basic financial statements. The Governmental Accounting Standards Board also considers this information a necessary part of financial reporting, as it provides perspective to the basic financial statements. Therefore, as part of this engagement, we will apply limited procedures to the District’s RSI in accordance with auditing standards generally accepted in the United States of America (GAAS). These limited procedures will primarily consist of inquiries of management regarding their methods of measurement and presentation. However, we will not express an opinion or provide any assurance on this RSI, as our limited procedures do not provide us with sufficient evidence to do so. Consequently, the financial statements we present to you will include the following required RSI that will not be audited and, as such, our report will disclaim an opinion on this RSI:

- Management’s Discussion and Analysis
- Schedules of Budgetary Comparison
- Schedule of Proportionate Share of the Net Pension Liability
- Schedule of Pension Contributions
- Schedule of Changes in the Net OPEB Liability and Related Ratios

We also understand that supplementary information other than RSI will accompany the District’s basic financial statements. In accordance with GAAS, we will apply auditing procedures and other additional procedures deemed necessary to the following supplementary information accompanying the basic financial statements in order to provide an opinion on this information in relation to the financial statements as a whole in a report combined with our auditor’s report on the financial statements:

Jeff Nigro, CPA, CFE | Elizabeth Nigro, CPA | Shannon Bishop, CPA | Peter Glenn, CPA, CFE | Paul J. Kaymark, CPA

MURRIETA OFFICE 25220 Hancock Avenue, Suite 400, Murrieta, CA 92562 • P: (951) 698-8783 • F: (951) 699-1064
WALNUT CREEK OFFICE 2121 N. California Blvd. Suite 290, Walnut Creek, CA 94596 • P: (844) 557-3111 • F: (844) 557-3444
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- Schedule of Average Daily Attendance
- Schedule of Instructional Time
- Schedule of Financial Trends and Analysis
- Schedule of Expenditures of Federal Awards
- Reconciliation of the Annual Financial and Budget Report with the Audited Financial Statements

The statements we present to you will include the following additional information, which will not be subject to the auditing procedures applied in our audit of the basic financial statements and for which our report will not provide an opinion or any assurance:

- History and Organization
- Schedule of Charter Schools

The objective of our audit is the expression of an opinion about whether your financial statements are fairly presented, in all material respects, in conformity with U.S. GAAP and to report on the fairness of the additional information referred to above when considered in relation to the financial statements taken as a whole. The objective also includes reporting on:

- Internal control over financial reporting and compliance with laws, regulations, and the provisions of awards, contracts or grants agreements, noncompliance with which could have a material effect on the financial statements in accordance with Government Auditing Standards.
- Internal control over compliance related to major programs and an opinion (or disclaimer of opinion) on compliance with federal statutes, regulations, and the provisions of federal awards that could have a direct and material effect on each major program in accordance with the Single Audit Act Amendments of 1996 and Title 2 U.S. *Code of Federal Regulations* (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance).

The reports on internal control and compliance are solely for information and use of management and will each include a paragraph that the purpose of the report is solely to describe the following: (1) the scope of testing of the system of internal control over financial reporting and compliance and the result of that testing and not to provide an opinion on the effectiveness of the system of internal control over financial reporting or on compliance; (2) the scope of testing the system of internal control over compliance for major programs and major program compliance and the result of that testing and to provide an opinion on compliance but not to provide an opinion on the effectiveness of the system of internal control over compliance; and (3) that the report is an integral part of an audit performed in accordance with Government Auditing Standards in considering the system of internal control over financial reporting and compliance. The Uniform Guidance report on internal control over compliance is solely to describe the scope of testing of the system of internal control over compliance and the results of that testing based on the Uniform Guidance requirements.

Our audit will be conducted in accordance with GAAS; the standards for financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States; the Single Audit Act Amendments of 1996; and the provisions of the Uniform Guidance.

Our professional standards as defined by GAAS require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements, and the related financial statement disclosures, are free from material misstatement whether due to fraud or error, and are fairly presented, in all material respects, in conformity with U.S. GAAP. Reasonable assurance is a high level of assurance but is not absolute assurance and, therefore, is not a guarantee that an audit conducted in accordance with GAAS will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

As such, our audit will involve performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements and will include tests of the accounting records of the District, a determination of major programs in accordance with the Uniform Guidance, and other procedures we consider necessary to enable us to express an opinion whether the financial statements prepared as part of this engagement are fairly presented, in all material respects, in conformity with U.S. GAAP. The procedures we determine necessary will depend on our professional judgment as auditors and will be based, in part, on our assessment of the risks of material misstatement of the financial statements and disclosures, whether due to fraud or error.

An audit also includes evaluating the appropriateness of accounting policies used, and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements. If we deem it appropriate, our procedures will also include tests of documentary evidence supporting the transactions recorded in the accounts, may include tests of the physical existence of inventories, and confirmation of receivables and other assets and liabilities by correspondence with selected individuals, creditors, and financial institutions. As part of our audit process, we will request written representations from your attorneys, and they may bill you for responding. At the conclusion of our audit, we will also require certain written representations from you about the financial statements and related matters. These representations will include acknowledging our assistance with the preparation of your financial statements and related notes, the schedule of expenditures of federal awards, and notes accompanying these documents, and that you have reviewed and approved these documents, approved their release, and that you have accepted responsibility for them, compliance with laws, regulations, contracts, federal award programs, and grant agreements; and other responsibilities required by GAAS.

Because of the inherent limitations of an audit, together with the inherent limitations of a system of internal control, an unavoidable risk exists that some material misstatements may not be detected by our firm, even though our audit is properly planned and performed in accordance with GAAS and Government Auditing Standards. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentation, or the override of controls. An audit is not designed to provide an opinion on your system of internal control nor to identify deficiencies in internal control.

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. Since we plan and perform our audit in accordance with GAAS to obtain reasonable rather than absolute assurance about whether the financial statements are free of material misstatement, whether from errors, fraudulent financial reporting, misappropriations of assets, or violations of laws or governmental regulations that are attributable to the entity or to acts by management or employees acting on behalf of the entity; and because the determination of abuse is so subjective, Government Auditing Standards do not expect auditors to provide reasonable assurance regarding the detection of abuse. As required by the Single Audit Act Amendments of 1996 and the Uniform Guidance, our audit will include tests of transactions related to major federal award programs for compliance with applicable laws and regulations and the provisions of contracts and grant agreements. Our procedures will be less in scope than what

would be required to render an opinion on a system of internal control and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to Government Accounting Standards. However, we will inform you of any material errors that come to our attention, and we will inform you or the appropriate level of management of 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. We will also include such matters in the reports required for a Single Audit.

Our audit will include obtaining an understanding of the government and its environment, including internal control sufficient to assess the risk of material misstatement of the financial statements and to design the nature, timing and extent of audit procedures. In making our risk assessments, we will consider internal control relevant to the preparation and fair presentation of the District's financial statements in order to design audit procedures that are appropriate in the circumstances. However, our audit procedures are not designed for the purpose of expressing an opinion on the effectiveness of your system of internal control. As required by the Uniform Guidance, we will perform tests of controls to evaluate the effectiveness of the design and operation of controls that in our professional opinion are relevant to preventing or detecting material noncompliance with the requirements applicable to each major federal award program. Our tests, however, will be less in scope than what would be required to render an opinion on those controls and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to the Uniform Guidance. We will communicate to you in writing concerning any significant deficiencies or material weaknesses in the system of internal control relevant to your financial statements that we identify during the audit as required by the American Institute of Certified Public Accountants, the Government Auditing Standards, and the Uniform Guidance.

As part of obtaining reasonable assurance about whether the financial statements are free of material misstatement, we will perform tests of the District's compliance with certain provisions of laws, regulations, contracts, and grants. However, the objective of those procedures will not be to express an opinion in our report on compliance with these provisions pursuant to Government Auditing Standards.

In addition, the Uniform Guidance requires that we also plan and perform the audit to obtain reasonable assurance about whether the District has complied with applicable laws and regulations and the provisions of contracts and agreements applicable to major programs. Our procedures, as such, will consist of the applicable procedures described in the OMB "Compliance Supplement" for the types of compliance requirements that could have a direct and material effect on each of the District's major programs. The purpose of these procedures will be to express an opinion on the District's compliance with requirements applicable to major programs in our report on compliance issued pursuant to the Uniform Guidance.

As this engagement is not designed to be a fraud audit, management understands and accepts the inherent limitations of the audit services described in this agreement.

Our responsibility as auditors is, of course, limited to the period covered by our audit and does not extend to any other periods.

Also, based on the audit evidence we obtain, we will conclude whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the District's ability to continue as a going concern for a reasonable period of time.

Jeff Nigro, CPA, CFE is the engagement partner for the audit services specified in this letter. His responsibilities include supervising Nigro & Nigro's services performed as part of this engagement and signing or authorizing another qualified firm representative to sign the audit report.

Responsibilities of Management and Those Charged with Governance

By your signature below, you acknowledge that management understands and agrees to assume all of the responsibilities stipulated in this section. As part of our engagement, we may advise you about appropriate accounting principles and their application; however, the management of the District acknowledges and understands that the final responsibility for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America remains with you. This responsibility includes the financial statements, all accompanying information, and the representations that accompany them. Management's responsibilities also include identifying government award programs, understanding and complying with program requirements, and the preparation of the schedule of expenditures of federal awards (including notes and noncash assistance received) as required by the Uniform Guidance. As such, the management of the District is responsible for 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. Other management responsibilities include maintaining adequate records, selecting and applying accounting principles, and safeguarding assets.

Management is also responsible for the preparation and fair presentation of the supplementary information in conformity with U.S. GAAP. You agree that you will confirm your understanding of your responsibilities with respect to the supplementary information in your representation letter. You further agree to include our report on the supplementary information in any document that contains and indicates that we have reported on such supplementary information. In addition, you also agree to include the audited financial statements with any presentation of the supplementary information that includes our report thereon.

You also acknowledge and understand that the management of the District is responsible for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error. This responsibility includes having appropriate programs and controls in place to prevent and detect fraud, and for informing us about all known or suspected fraud affecting the organization that involves management, employees who have significant roles in internal control, regulators, grantors and others where fraud could have a material impact on the financial statements. The management of the District is also responsible for informing us of your knowledge of any allegations of fraud or suspected fraud affecting the District received in communications from employees, former employees, 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 actions to remedy any fraud, noncompliance with laws and regulations, or violations of contracts and agreements. You agree that you will confirm your understanding of your responsibilities as defined in this letter to us in your representation letter.

In fulfilling management's responsibility for establishing and maintaining internal control and for compliance with the provisions of applicable laws, regulations, contracts, agreements, and grants, estimates and judgments by management are required to assess the expected benefits and related costs of the controls. The objectives of internal control are to provide management with reasonable, but not absolute, assurance that assets are safeguarded against loss from unauthorized use or disposition; that transactions are executed in accordance with management's authorizations and recorded properly to permit the preparation of financial statements in accordance with U.S. GAAP; and that federal award programs are managed in compliance with the provisions of applicable laws, regulations, contracts, agreements, and grants.

Management is also responsible for the preparation and fair presentation of the supplementary information in conformity with accounting principles generally accepted in the United States of America. You agree that you will confirm your understanding of your responsibilities with respect to the supplementary information in your representation letter. You further agree to include our report on the supplementary information in any document that contains and indicates that we have reported on such supplementary information.

Management's responsibilities also include designating qualified individuals with suitable skill, knowledge, and/or experience to be responsible and accountable for overseeing the preparation of your financial statements and any other nonattest services we perform as part of this engagement, as well as evaluating the adequacy and results of those services and accepting responsibility for them.

Also, as required by the Uniform Guidance, it is management's responsibility to follow up and take corrective action on reported audit findings and recommendations. This responsibility includes maintaining a summary of prior audit findings and recommendations and the corrective actions taken to address these issues; and for providing us with this information as part of our engagement. Management is also responsible to provide input on the current audit findings and recommendations, as well as management's planned corrective actions for these issues.

Management is responsible for making us aware of any contractor relationship in which the contractor has the responsibility for program compliance; providing us with access to all information management is aware of that is relevant to the preparation and fair presentation of the financial statements such as personnel, records, documentation and other matters; for the accuracy and completeness of the information that is provided to us; and for informing us of events occurring or facts discovered subsequent to the date of the financial statements that may affect the financial statements. This responsibility also includes providing us with any additional information that we may request from management for the purpose of the audit; as well as allowing us unrestricted access to individuals within the organization from whom we may determine it necessary to obtain audit evidence, including access to your designated employees who will type all confirmations we request.

Written Report

We expect to issue a written report upon completion of our audit of the District's financial statements. Our report will be addressed to the Governing Board. We cannot provide assurance that an unmodified opinion will be expressed on the financial statements. Circumstances may arise in which it is necessary for us to modify our opinion, add emphasis-of-matter or other-matter paragraphs, decline to express an opinion, or withdraw from the engagement.

The inclusion, publication, or reproduction by the District of any of our reports in bond offerings, regulatory filings, or Data Collection Forms containing information in addition to financial statements may require us to perform additional procedures to satisfy our professional responsibilities. Accordingly, our reports should not be used for such purposes without our prior written permission. Also, to avoid delay or misunderstanding, it is important that we be given timely notice of the District's intention to include, publish or reproduce our report in any report, document, or written communication containing financial information on which we have not reported. Any agreement to perform work in connection with an offering, including an agreement to provide permission or consent, will be a separate engagement.

Other Matters

In accordance with the terms and conditions of this agreement, the District shall be responsible for the accuracy and completeness of all data, information and representations provided to us for purposes of this engagement. Because of the importance of oral and written management representations to the effective performance of our services, the District releases and indemnifies our firm and its personnel from any and all claims, liabilities, costs and expenses attributable to any misrepresentation by management and its representatives.

At the conclusion of our engagement, we will complete the appropriate sections of and sign the Data Collection Form that summarizes our audit findings. We will also provide copies of our reports to the California Department of Education and the State Controller's Office; however, it is management's responsibility to submit the reporting package (including financial statements, schedule of expenditures of federal awards, summary schedule of prior audit findings, auditors' reports, and a corrective action plan) along with the Data Collection Form to the designated federal clearinghouse and, if appropriate, to pass-through entities. The Data Collection Form and the reporting package must be submitted within the earlier of 30 days after receipt of the auditors' reports or nine months after the end of the audit period, unless a longer period is agreed to in advance by the cognizant or oversight agency for audits.

By your signature below, you acknowledge that the audit documentation in connection with this engagement is the property of Nigro & Nigro and constitutes confidential information. However, in accordance with applicable laws and regulations, we may be asked to make certain audit documents available to and/or provide copies of selected audit documentation to regulators, governmental agencies, or their representatives ("Regulators") for purposes of quality review of the audit, to resolve audit findings, in accordance with funding requirements, or to carry out oversight responsibilities. Regulators may intend, or decide, to distribute the copies of information obtained therein to others, including other governmental agencies. By your signature below, you further acknowledge and agree that we are authorized to allow the Regulators access to, and copies of, such audit documents. We will notify you of any such request.

The maximum annual fee for auditing services under the terms of this agreement shall be as follows:

Fiscal Year 2022-2023: \$ 31,500

Fiscal Year 2023-2024: \$ 32,250

with the exception that any auditing services provided for (1) significant changes in audit requirements as stated in GASB standards, Government Auditing Standards or the Audit Guide issued by the Education Audit Appeals may be in addition to the above maximum fee. Our invoices for these fees will be rendered as work progresses and are payable within 30 days. In accordance with our firm policies, your account becomes delinquent when it is 90 days or more overdue. In accordance with Education Code Section 14505 as amended, ten percent (10%) of the audit fee shall be withheld pending certification of the audit report by the Office of the State Controller and fifty percent (50%) of the audit fee shall be withheld for any subsequent year of a multi-year contract if the prior year's audit report was not certified as conforming to the reporting provisions of the Audit Guide. This audit contract is null and void if the firm is declared ineligible to audit K-12 school districts pursuant to subdivision (c) of Education Code Section 41020.5. The amount withheld is not payable unless payment is ordered by the California Board of Accountancy or the audit report for that subsequent year is certified by the Controller as conforming to reporting provisions of subdivision (a) of Section 14503. The above fee is based on anticipated cooperation from your personnel and the assumption that unexpected circumstances will not be

encountered during the audit. If significant additional time is necessary, we will discuss it with you and arrive at a new fee estimate before incurring additional costs.

Should any litigation or adverse action (such as audits by outside organizations and/or threatened litigation, etc.), by third parties arise against the District or its officers subsequent to this engagement, which results in the subpoena of documents from Nigro & Nigro and/or requires additional assistance from us to provide information, depositions or testimony, the District hereby agrees to compensate Nigro & Nigro (at our standard hourly rates then in effect) for additional time charges and other costs (copies, travel, etc.), and to indemnify us for any attorney's fees to represent Nigro & Nigro.

We may from time to time and depending on the circumstances and nature of the services we are providing, share your confidential information with third-party service providers, some of whom may be cloud-based, but we remain committed to maintaining the confidentiality and security of your information. Accordingly, we maintain internal policies, procedures and safeguards to protect the confidentiality of your personal information. In addition, we will secure confidentiality terms with all service providers to maintain the confidentiality of your information and will take reasonable precautions to determine that they have appropriate procedures in place to prevent the unauthorized release of your confidential information to others. In the event that we are unable to secure appropriate confidentiality terms with a third-party service provider, you will be asked to provide your consent prior to the sharing of your confidential information with the third-party service provider. Although we will use our best efforts to make the sharing of your information with such third parties secure from unauthorized access, no completely secure system for electronic data transfer exists. As such, by your signature below, you understand that the firm makes no warranty, expressed or implied, on the security of electronic data transfers.

In connection with this engagement, we may communicate with you or others via email transmission. We take reasonable measures to secure your confidential information in our email transmissions. However, as email can be intercepted and read, disclosed, or otherwise used or communicated by an unintended third party, or may not be delivered to each of the parties to whom it is directed and only to such parties, we cannot guarantee or warrant that email from us will be properly delivered and read only by the addressee. Therefore, we specifically disclaim and waive any liability or responsibility whatsoever for interception or unintentional disclosure or communication of email transmissions, or for the unauthorized use or failed delivery of email transmitted by us in connection with the performance of this engagement. In that regard, you agree that we shall have no liability for any loss or damage to any person or entity resulting from the use of email transmissions, including any consequential, incidental, direct, indirect, or special damages, such as loss of sales or anticipated profits, or disclosure or communication of confidential or proprietary information.

Professional standards require us to be independent with respect to the District. Any discussions with our personnel regarding employment could pose a threat to our independence. Therefore, you agree to inform the engagement partner before having any such discussions so that we can implement appropriate safeguards to maintain our independence.

It is our policy to keep records related to this engagement for seven years. However, Nigro & Nigro does not keep any original client records, so we will return those to you at the completion of the services rendered under this engagement. It is your responsibility to retain and protect your records (which includes any work product we provide to you as well as any records that we return) for possible future use, including potential examination by any government or regulatory agencies. Nigro & Nigro does not accept responsibility for hosting client information; therefore, you have the sole responsibility for

ensuring you retain and maintain in your possession all your financial and non-financial information, data and records.

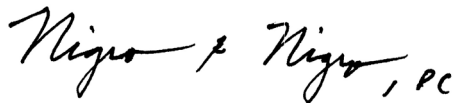
By your signature below, you acknowledge and agree that upon the expiration of the seven-year period Nigro & Nigro shall be free to destroy our records related to this engagement.

If any dispute arises among the parties hereto, the parties agree to first try in good faith to settle the dispute by mediation administered by the American Arbitration Association under its applicable rules for resolving professional accounting and related services disputes before resorting to litigation. The costs of any mediation proceeding shall be shared equally by all parties.

The District and Nigro & Nigro both agree that any dispute over fees charged by the firm to the District will be submitted for resolution by arbitration in accordance with the applicable rules for resolving professional accounting and related services disputes of the American Arbitration Association, except that under all circumstances the arbitrator must follow the laws of California. Such arbitration shall be binding and final. IN AGREEING TO ARBITRATION, WE BOTH ACKNOWLEDGE THAT IN THE EVENT OF A DISPUTE OVER FEES CHARGED BY THE ACCOUNTANT, EACH OF US IS GIVING UP THE RIGHT TO HAVE THE DISPUTE DECIDED IN A COURT OF LAW BEFORE A JUDGE OR JURY AND INSTEAD WE ARE ACCEPTING THE USE OF ARBITRATION FOR RESOLUTION. The prevailing party shall be entitled to an award of reasonable attorneys' fees and costs incurred in connection with the arbitration of the dispute in an amount to be determined by the arbitrator.

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,

Handwritten signature in black ink that reads "Nigro & Nigro, PC". The signature is written in a cursive, flowing style.

Nigro & Nigro, PC

RESPONSE:

This letter correctly sets forth the understanding of Lowell Joint School District.

APPROVED:

Lowell Joint School District

Date

LOWELL JOINT SCHOOL DISTRICT
February 6, 2023

To: President Shaw and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Approval of Professional Services Agreement with A-Tech Consulting for Hazardous Materials Monitoring, Sampling, and Testing, at Rancho Intermediate School. ACTION/
(RATIFICATION)

Background:

On June 11, 2018, the Lowell Joint School District Board of Trustees approved Resolution 2018-19 No. 724 ordering a School Bond Election. On November 6, 2018, the voters in the Lowell Joint School District passed measure LL. A part of Measure LL includes the repairs and upgrades to District facilities. This expenditure is subject to the purview of the Citizens Bond Oversight Committee.

Current Considerations:

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 March 2019, the District issued an RFQ for Hazardous Materials Surveying and Testing providers. Based on the results of the scoring, A-Tech Consulting was selected to provide the District with environmental testing and identification services prior to the Rancho Intermediate Roofing, HVAC, and Fire Alarm project.

Financial Implications

Financial Impact: \$48,030.00
Funding Source: Measure LL General Obligation Fund – Fund 21.0

Recommendation:

It is recommended that the Board of Trustees approve the Professional Services Agreement with A-Tech Consulting for Hazardous Materials Monitoring, Sampling, and Testing at Rancho Intermediate School, effective February 7, 2023 through February 6, 2024, (21.0-00000-0-00000-85000-6282-000011) Measure LL (21.0 Bond Fund), and that the Superintendent or designee be authorized to execute the necessary documents.

Superintendent's Comment:

APPROVAL RECOMMENDED.

PROPOSAL

Limited Asbestos & XRF-Lead Assessment

Ranch Starbuck Intermediate School

16430 Woodbrier Dr., Throughout
Whittier, CA 90604

Proposal Number: ATCH-23-0063

January 13, 2023



Prepared For:

Lowell Joint School District



A-Tech Consulting, Inc.

www.atechinc.net (800) 434-1025

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- Due Diligence & Site Assessments
- Environmental Sampling & Analysis
- Environmental Remediation
- RCRA Facility Investigation
- Waste Characterization & Management
- Groundwater Monitoring & Remediation

HYDROGEOLOGY

- Groundwater Quality Assessment (PFAS)
- Hydrogeologic & Hydrologic Modeling
- Groundwater Resources Management
- Hydrogeologic Evaluation & Basin Characterization
- Stormwater Management
- Water Supply Wells

HEALTH & SAFETY

- Construction Health & Safety
- Occupational Health & Safety
- Health & Safety Management
- Health & Safety Training

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January 13, 2023

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

Attn: Mr. David Bennett

Re: Rancho Starkbuck Intermediate School
16430 Woodbrier Dr, Throughout
Whittier, California 90604

SCOPE OF WORK:

- Building - A, B, C, D, E, F, G Roof, Ceilings, Walls, HVAC Components,
- Building A - Boys and Girls restrooms ceiling, walls, floors, and utilities
- Building C - Staff restrooms, ceiling, walls, floors, and Utilities
- Building C - Plenum
- Building E - Mezzanine (Boiler and Exhaust Units)
- Building F - Boiler unit
- Exterior - Stucco walls and Overhangs, Concrete, Asphalt
- Breezeways - Stucco and Roofing
- Relo 1-11 Ceilings
- XRF Interior / Exterior all areas listed above areas

Dear Mr. Bennett,

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

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

LIMITED ASBESTOS ASSESSMENT

- This assessment will satisfy all the requirements of a pre-renovation assessment, in accordance with Cal-OSHA Rule Title 8 CCR 1529 and NESHAP/SCAQMD Rule 1403, as it pertains to this project only.
- Inspection and bulk sampling of suspect asbestos-containing materials (ACM) by a state certified asbestos consultant or certified site surveillance technician (CAC or CSST), utilizing AHERA sampling protocols. We will need access to all locations.
- Analysis of suspect ACM samples by a NVLAP accredited laboratory, utilizing Polarized Light Microscopy (PLM) with dispersion staining, in accordance with current regulatory requirements. Sample analysis is based on 5 Day laboratory analysis.
- Review of any proposed renovation plans, if available
- Report preparation including sample locations, friability evaluations and remedial recommendations.

LIMITED XRF-LEAD ASSESSMENT

- Inspection and X-Ray Florescence (XRF) of all painted surfaces, ceramic and porcelain components by a CDPH Certified Inspector/Assessor, utilizing Cal-OSHA’s and HUD sampling protocols. We will need access to all locations.
- Analysis of suspect components, which are inconclusive via XRF analysis. Samples will be analyzed by an AIHA accredited laboratory, utilizing Flame Atomic Absorption (AAS) and/or Total Threshold Limit Concentration (TTLC), in accordance with current regulatory requirements.
- Review of proposed renovation plans, if available.
- Report preparation including sample locations, condition evaluations and abatement/stabilization recommendations.

PRICING

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

LIMITED ASBESTOS & XRF-LEAD ASSESSMENT - 5 Day Laboratory Analysis

Item	Price		Qty	Line Total
Principal Hygienist	\$140.00/Hour	X	10	\$1,400.00
Environmental Project Manager	\$105.00/Hour	X	7	\$735.00
Certified Site Surveillance Technician (CSST) & CDPH Inspector Assessor or CDPH Sampling Technician	\$85.00/Hour	X	160	\$13,600.00
Asbestos Bulk Samples (PLM)	\$15.00/Sample	X	1850	\$27,750.00
XRF Sample Analysis	\$475.00/Day	X	7	\$3,325.00
Senior Administrator	\$65.00/Hour	X	4	\$260.00
Clerical/Reporting Writing	\$60.00/Hour	X	16	\$960.00
Total				\$48,030.00

SCHEDULE

A-Tech anticipates completing all fieldwork within ten (10) business days. Verbal results will be available within five (5) business days from completion of all fieldwork and deliverance of sample(s) to laboratory. The comprehensive report will be delivered within seven to ten (7-10) business days from receipt of laboratory results.



A-Tech Consulting, Inc.

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

Sincerely,

A-Tech Consulting, Inc.

Joseph A. Williams, CAC, DPH
CAC #14-5269 DPH #LRC-00001390



A-Tech Consulting

Environmental | Safety | Engineering | Hydrogeology

LOWELL JOINT SCHOOL DISTRICT
February 6, 2023

To: President Shaw and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Authorization of Professional Services Agreement, Koury Engineering & Testing, Materials Testing, Soil Compaction, Maybrook ES Interim Housing Phase 2 Project 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.

In October 2018, the District issued an RFQ for Materials testing and Geotechnical firms. Based on the results of the scoring, Koury Engineering and Testing was selected to provide the District with a proposal for the Maybrook Interim Housing project to conduct soils and materials testing and soil compaction during the course of construction.

Financial Implications

Financial Impact:	\$18,635.00
Funding Source:	Measure LL General Obligation Fund – Fund 21.0

Recommendation:

It is recommended that the Board of Trustees approve the Professional Services Agreement, Koury Engineering & Testing, Materials Testing, Soils Compaction, Maybrook Elementary School, effective February 7, 2023, through February 6, 2024, not to exceed \$18,635.00 (21.0-00000-0-00000-85000-6282-0000011) Measure LL (21.0 Bond Fund), and that the Superintendent or designee be authorized to execute the necessary documents.

Superintendent's Comment:

APPROVAL RECOMMENDED.



David Bennett
Lowell Joint School District
11019 Valley Home Ave.
Whittier, CA 90603

January 26, 2023

**Subject: Construction Inspection & Material Testing
Koury Proposal No. 23-1046
Maybrook ES Interim Housing Phase 2**

Dear Mr. Bennett;

Koury Engineering & Testing submits this proposal for the Maybrook ES Interim Housing Phase 2 project. Our proposal is based on the enclosed Estimated Budget Breakdown and Master Fee Schedule of Rates.

We are fully prepared and committed to respond to the needs of this project as well as the schedule for completion. Koury has two full-service geotechnical and materials testing laboratories located in Chino and Gardena. Koury is licensed by the Division of the State Architect (DSA), City of Los Angeles, Caltrans, MTA, ACE, AMRL, CCRL and AASHTO certified as an approved testing agency.

Koury will utilize multi-licensed inspectors, whenever possible, to reduce project inspection costs. We will not exceed the estimated budget amount without prior notification. Koury provides monthly budget updates via email and with your invoice at no extra charge. We submit for your consideration our estimated budget in the amount of \$18,635.00.

Our services will be performed at the request of your authorized field representative, who will be responsible for coordinating our services within the construction schedule. We request at least 24-hours advance notice prior to the time of our services, in order to meet the project needs. However, we will make every attempt to provide personnel, providing the personnel are available, for last minute requests for an expedited fee.

Koury will not be responsible for any delay imposed to the project by unforeseen situation or by responding to reviewing agencies and/or probable lag time within reviewing agencies.

Our services will be performed in accordance with accepted professional engineering principles and practices. We make no other warranties, either expressed or implied. We carry General and Professional Liability Insurance, Worker's Compensation Insurance, and Auto Insurance, as required by law.

To provide authorization to proceed, please sign the attached Terms and Conditions and forward a complete copy of this proposal with an original signature to our office before our first visit to the site. If you have any questions or concerns please feel free to contact me.

Regards,

Koury Engineering & Testing, Inc.

Holly Kirk
Director of Business Development
hollyk@kouryengineering.com
909.573.6718



Maybrook ES Interim Housing Phase 2

Item Code	Description	Qty	Unit	Rate	Amount
200 FIELD SOILS INSPECTIONS					
Soils_201	Inspector: Soils	140	Hourly	\$ 110.00	\$ 15,400.00
200 FIELD SOILS INSPECTIONS TOTAL:					\$ 15,400.00
400 LABORATORY SOILS TESTING					
ASTM D1557 Maximum Density Curve A-B_402	ASTM D1557 Max Density Optimum Moisture A-B Method	4	Sample	\$ 290.00	\$ 1,160.00
400 LABORATORY SOILS TESTING TOTAL:					\$ 1,160.00
750 PROJECT COORDINATION					
Admin/Clerical Fees_707	Clerical Data Entry	4	Hourly	\$ 75.00	\$ 300.00
Principal Geologist - Office_764	Principal Geologist - Office	4	Hourly	\$ 190.00	\$ 760.00
750 PROJECT COORDINATION TOTAL					\$ 1,060.00
800 EQUIPMENT					
Nuclear Gauge_815	Nuclear Gauge	14	Per Day	\$ 35.00	\$ 490.00
800 EQUIPMENT TOTAL					\$ 490.00
900 SPECIAL SERVICES					
915 Mileage	Mileage	700	Mile	\$ 0.75	\$ 525.00
900 SPECIAL SERVICES TOTAL					\$ 525.00
TASK SUMMARY & TOTAL ESTIMATED FEES					
Geotechnical Monitoring Fees					\$ 15,925.00
Laboratory Materials Testing					\$ 1,650.00
Project Coordination & Reports					\$ 1,060.00
Allowance - Reimbursable Expenses					
TOTAL ESTIMATED FEES:					\$ 18,635.00



Rates will be adjusted annually on July 1st to reflect increased costs.

MASTER SCHEDULE OF FEES

Prevailing Wage

Item Code	Description	Unit	Rate
100 FIELD INSPECTIONS			
Concrete Reinforce_101	Inspector: Concrete	Hourly	\$ 110.00
Concrete Post Tension_102	Inspector: Concrete PT	Hourly	\$ 112.00
Masonry_103	Inspector: Masonry/Reinforcing Steel	Hourly	\$ 110.00
DSA Masonry Inspector_170	DSA Masonry Inspector	Hourly	\$ 115.00
Shotcrete_104	Inspector: Shotcrete	Hourly	\$ 110.00
Welding_105	Inspector: CWI/Structural Steel	Hourly	\$ 115.00
Fireproofing_106	Inspector: Fireproofing	Hourly	\$ 110.00
Wood Inspection_107	Inspector: Wood/Nail/Roofing	Hourly	\$ 115.00
Building Inspector_108	Inspector: Building/Construction	Hourly	\$ 115.00
Mechanical Inspector_109	Inspector: Mechanical Inspector	Hourly	\$ 125.00
Electrical Inspector_172	Electrical Inspector	Hourly	\$ 125.00
Plumbing Inspector_173	Plumbing Inspector	Hourly	\$ 125.00
Medical Gas Inspector_174	Medical Gas Inspector	Hourly	\$ 135.00
Quality Control_110	Inspector: Quality Control	Hourly	\$ 200.00
Quality Control Admin_175	Quality Control Administrator	Hourly	\$ 135.00
Quality Control Inspector_176	Quality Control Inspector	Hourly	\$ 115.00
Welding Qualify PQR/WPQR_111	Inspector: Welder Qualification	Hourly	\$ 150.00
Fiber Wrap Inspector_177	Fiber Wrap Inspector	Hourly	\$ 115.00
Firestop Inspector_112	Inspector: Firestop	Hourly	\$ 120.00
ACI Tech_113	Inspector: ACI Tech	Hourly	\$ 105.00
Seismic Resistance_114	Inspector: Seismic Resistance	Hourly	\$ 135.00
Exterior Insulation (EIFS)_115	Inspector: Exterior Insulation (EIFS)	Hourly	\$ 200.00
Project Inspector Lead_116	Project Inspector Lead	Hourly	\$ 120.00
DSA Project Inspector_178	DSA Project Inspector	Hourly	\$ 135.00
HCAi Project Inspector_179	HCAi Project Inspector	Hourly	\$ 135.00
Waterproofing_117	Waterproofing	Hourly	\$ 110.00
H.S. Bolting Inspector_180	High Strength Bolting Inspector	Hourly	\$ 110.00
AWS/CWI Welding Inspector_181	AWS/CWI Welding Inspector	Hourly	\$ 112.00
Str. Steel Inspector_182	Structural Steel Inspector	Hourly	\$ 110.00
Public Works Inspector_183	Public Works Inspector	Hourly	\$ 110.00
Public Works Technician_184	Public Works Technician	Hourly	\$ 105.00
Coating Inspector_185	Coating Inspector	Hourly	\$ 120.00
120 OFF SITE FABRICATION SHOP			
Concrete Batch Plant_121	Inspector: Concrete Batch Plant	Hourly	\$ 105.00
Steel Fab Shop_122	Inspector: Steel Fabrication Shop	Hourly	\$ 110.00
Glu-Lam Beam_123	Inspector: Glu-Lam/Trusses	Hourly	\$ 200.00
Block Tag & Sample_124	Block Fabrication: Tag/Sample	Hourly	\$ 110.00
Rebar Tag & Sample_125	Rebar/Steel Fabrication: Tag/Sample	Hourly	\$ 110.00
Out of State Fab Shop_126	Inspector: Out of State Fab Shop	Hourly	\$ 125.00
Concrete – Precast Shop_127	Concrete – Precast Shop	Hourly	\$ 110.00
Fab Shop Local UT, MT_128	Fab Shop Local UT, MT	Hourly	\$ 140.00
130 ON SITE FIELD TECHNICIAN			
Schmidt Hammer_137	Schmidt Hammer	Hourly	\$ 195.00
Torque Testing_131	Technician: Torque Testing	Hourly	\$ 195.00
Pull Test_132	Technician: Pull Test	Hourly	\$ 195.00
Concrete/Shotcrete_133	Technician: Coring	Hourly	\$ 195.00
Floor Flatness_134	Technician: Floor Flatness Testing	Hourly	\$ 150.00
Pachometer Testing_135	Technician: Pachometer Survey	Hourly	\$ 195.00
Vapor Moisture Testing_136	Technician: Vapor Moisture Testing	Hourly	\$ 195.00
Assistant Technician_140	Technician: Assistant	Hourly	\$ 85.00
Pre-Construction Meeting_150	Pre- Construction Meeting	Hourly	\$ 150.00
Field Supervisor_155	Project Manager	Hourly	\$ 150.00
156 Tech – Gamma Testing SUB	Tech – Gamma Testing	Hourly	Quote
160 INSPECTOR SHOW UP			



MASTER SCHEDULE OF FEES

Item Code	Description	Unit	Rate
Material Inspector_161	Show Up: Material Inspector	Hourly	\$ 110.00
BI/Specialty_162	Show Up: BI/Specialty	Hourly	\$ 115.00
NDT_163	Show Up: NDT	Hourly	\$ 140.00
Technician_164	Show Up: Technician	Hourly	\$ 195.00
Soils_165	Show Up: Soils Inspector	Hourly	\$ 110.00
Grading_166	Show Up: Grading Inspector	Hourly	\$ 115.00
LA City Grading_167	LA City Grading	Hourly	\$ 120.00
200 FIELD SOILS INSPECTIONS			
Soils_201	Inspector: Soils	Hourly	\$ 110.00
Soils Tech Rough Grading_206	Soils Technician Rough Grading	Hourly	\$ 110.00
Soils Eng. Technician_207	Soils Engineering Technician	Hourly	\$ 110.00
Grading Technician_208	Grading Technician	Hourly	\$ 110.00
Grading_202	Inspector: LA Grading Deputy	Hourly	\$ 120.00
Electrical Continuity Test_204	Electrical Continuity Test	Hourly	\$ 225.00
Outsourced Field_205	Outsourced Field Support	Hourly	Quote
300 NON DESTRUCTIVE TESTING			
NDT_301	Non Destructive Testing: UT,PT,MT	Hourly	\$ 140.00
NDT_301	Non Destructive Testing: UT,PT,MT (OT)	Hourly	\$ 210.00
NDT_301	Non Destructive Testing: UT,PT,MT (DT)	Hourly	\$ 280.00
Radiography_302	Technician: Radiography	Hourly	\$ 175.00
Radiography Crew_303	Crew: Radiography	Hourly	\$ 400.00
GPR_304	Technician: GPR	Hourly	\$ 225.00
Utility Locating_305	Technician: Utility Locating	Hourly	\$ 250.00
4.5x10 Radiography Film_309	Radiography Film 4.5x10	Sq/In	\$ 0.15
4.5x17 Radiography Film_309	Radiography Film 4.5x17	Sq/In	\$ 0.30
Radiography Film 14x17_309	Radiography Film 14x17	Sq/In	\$ 0.45
Developer/Cleaner_310	Penetrant, Developer, Cleaner	Can	\$ 18.00
Mag Particle Powder_311	Magnetic Particle Powder	Can	\$ 18.00
Couplant_312	Couplant	Can	\$ 18.00
Aerosol PT/MT_313	Aerosol PT/MT	Can	\$ 18.00
Isotope Depletion_314	Isotope Depletion	Each	\$ 30.00
Hazardous Waste_315	Hazardous Waste Disposal Fee	Each	\$ 27.00
400 LABORATORY SOILS TESTING			
ASTM D4318 Plasticity Index_437	ASTM D4318 Plasticity Index of Soils	Sample	\$ 335.00
ASTM D1883 CA Bearing Ratio_438	ASTM D1883 California Bearing Ratio	Sample	\$ 605.00
ASTM D2435 Consolidation_416	ASTM D2435 Consolidation	Sample	\$ 275.00
ASTM D2435 Consolidation wi_439	ASTM D2435 Consolidation with Time Rate	Sample	\$ 335.00
ASTM D3080 Direct Shear_417	ASTM D3080 Direct Shear, Consol&Drained	Sample	\$ 375.00
ASTM D4829 Expansion_405	ASTM D4829 Expansion Index of Soils	Sample	\$ 240.00
ASTM D2166 Unconfined Comp_440	ASTM D2166 Unconfined Comp Strength	Sample	\$ 335.00
ASTM D5333 Hydro Collapse P_441	ASTM D5333 Hydro Collapse Potential	Sample	\$ 240.00
ASTM D2050 Tri-Axial Shear_442	ASTM D2050 Tri-Axial Shear Strength	Sample	\$ 470.00
ASTM D2937 In-Place Density_443	ASTM D2937 In-Place Density, Drive Cyl	Sample	\$ 65.00
ASTM D2216 Moisture & Density_409	ASTM D2216 Soil Moisture Content by Mass	Sample	\$ 45.00
ASTM D698 Maximum Density S_444	ASTM D698 Maximum Density Std Effort	Sample	\$ 290.00
ASTM D1557 Maximum Density Curve A-B_402	ASTM D1557 Max Density Optimum Moisture A-B Method	Sample	\$ 290.00
ASTM D1557 Maximum Density Curve C_402c	ASTM D1557 Max Density Optimum Moisture C Method	Sample	\$ 290.00
ASTM D2974 Moisture, Ash, O_445	ASTM D2974 Moisture, Ash, Organic Matter	Sample	\$ 110.00
ASTM D4972 pH of Soils_446	ASTM D4972 pH of Soils	Sample	\$ 115.00
ASTM D2844 R-Value_406	ASTM D2844 R-Value & Expansive Pressures	Sample	\$ 440.00
ASTM D2419 Sand Equivalent_403	ASTM D2419 Sand Equivalent	Sample	\$ 170.00



MASTER SCHEDULE OF FEES

Item Code	Description	Unit	Rate
ASTM D2434 Const Head Perme_447	ASTM D2434 Const Head Permeability Test	Sample	\$ 470.00
ASTM D422 Sieve Analysis - Particle_401	ASTM D422 Sieve Analysis of Soil	Sample	\$ 240.00
ASTM D1140 #200 Wash_404	ASTM D1140 Materials Finer than #200	Sample	\$ 140.00
ASTM D422 Sieve Analysis + Hydro_401h	ASTM D422 Hydrometer Analysis	Sample	\$ 335.00
ASTM D854 Specific Gravity_448	ASTM D854 Specific Gravity of Soils	Sample	\$ 265.00
ASTM D4546 Swell Potential_449	ASTM D4546 Swell Potential	Sample	\$ 240.00
ASTM D4943 Shrinkage Factor_452	ASTM D4943 Shrinkage Factor by Resin	Sample	\$ 260.00
ASTM D558 Soil-Cement Maxim_453	ASTM D558 Soil-Cement Maximum Density	Sample	\$ 375.00
ASTM D559 Soil Cement Sampl_455	ASTM D559 Soil Cement Sample Preparation	Sample	\$ 140.00
Soil Cement_408	ASTM D1633 Compression Test Soil Cement	Sample	\$ 110.00
AASHTO T100 Specific Gravit_454	AASHTO T100 Specific Gravity of Soils	Sample	\$ 275.00
Corrosivity- C Series_411	Corrosivity- C Series	Sample	Quote
Ash Content_414	Ash Content	Sample	Quote
Check Point_421	Check Point	Sample	Quote
Investigation Series_425	Investigation Series	Sample	Quote
Prado Bulk_426	Prado Bulk	Sample	Quote
Fall of Potential Test_428	Fall of Potential Test	Sample	Quote

460 LABORATORY TESTING ASPHALT

ASTM D2726 Asphalt Core Density_410	ASTM D2726 Core Density (SSD)	Sample	\$ 65.00
ASTM D1188 Core Density Par_461	ASTM D1188 Core Density Parafilm Coated	Sample	\$ 75.00
ASTM D6926 AC Marshal_407	ASTM D6926 Lab Max Density Marshall	Sample	\$ 335.00
ASTM D6927 Marshall Stability Test_412	ASTM D6927 Marshal Stability and Flow	Sample	\$ 440.00
ASTM D1561 LTMD Kneading Co_462	ASTM D1561 LTMD Kneading Compactor	Sample	\$ 335.00
ASTM D1560 Hveem Stability_463	ASTM D1560 Hveem Stability and Density	Sample	\$ 440.00
ASTM D1560 Hveem Stability_435	ASTM D1560 Hveem Stability	Sample	\$ 305.00
ASTM D6307 Ignition Oven Ca_464	ASTM D6307 Ignition Oven Calibration	Sample	\$ 405.00
ASTM D2041 Maximum Theoreti_465	ASTM D2041 Maximum Theoretical Density	Sample	\$ 265.00
Asphalt Content/Gradation_436	Asphalt Content/Gradation	Sample	\$ 255.00
ASTM D6307 Asphalt Content_466	ASTM D6307 Asphalt Content by Ignition	Sample	\$ 255.00
ASTM D2172 Asphalt Content_467	ASTM D2172 Asphalt Content by Solvents	Sample	\$ 375.00
ASTM D4125 Asphalt Content_468	ASTM D4125 Asphalt Content Nuclear Gauge	Sample	\$ 335.00
ASTM D5444 Gradation_418	ASTM D5444 Gradation of Extracted Agg	Sample	\$ 275.00
ASTM D244 Emulsion Residue_469	ASTM D244 Emulsion Residue Evaporation	Sample	\$ 240.00
ASTM D244 Emulsion Sieve An_471	ASTM D244 Emulsion Sieve Analysis	Sample	\$ 165.00
ASTM D3910 Wet Track Abrasi_472	ASTM D3910 Wet Track Abrasion	Sample	\$ 205.00
AASHTO T324 Hamburg Wheel T_473	AASHTO T324 Hamburg Wheel Tracking Test	Sample	\$ 1,100.00
AASHTO T283 Tensile Strengt_474	AASHTO T283 Tensile Strength Ratio	Sample	\$ 1,050.00
AASHTO T275 Core Denisty Pa_476	AASHTO T275 Core Denisty Paraffin Coated	Sample	\$ 75.00
AASHTO T312/T275 LTMD Gyrat_477	AASHTO T312/T275 LTMD Gyrotory Compactor	Sample	\$ 440.00
AASHTO T308 Asphalt Content_478	AASHTO T308 Asphalt Content by Ignition	Sample	\$ 255.00
AASHTO T209 Theoretical Max_479	AASHTO T209 Theoretical Maximum Density	Sample	\$ 265.00
AASHTO T308A AC Correction_480	AASHTO T308A AC Correction Factor	Sample	\$ 470.00
AASHTO T329 Moisture Conten_481	AASHTO T329 Moisture Content by Oven	Sample	\$ 110.00
AASHTO T324 Hamburg Wheel T_482	AASHTO T324 Hamburg Wheel Tracking RHMA	Sample	\$ 1,320.00
AASHTO T283 Tensile Strengt_483	AASHTO T283 Tensile Strength Ratio RHMA	Sample	\$ 1,260.00
AASHTO T312/T275 LTMD Gyrat_484	AASHTO T312/T275 LTMD Gyrotory Comp RHMA	Sample	\$ 528.00

500 LABORATORY TESTS - CALTRANS



MASTER SCHEDULE OF FEES

Item Code	Description	Unit	Rate
CT202 Sieve Analysis, Combi_509	CT202 Sieve Analysis, Combined Agg	Sample	\$ 245.00
CT202 Sieve Analysis, Fine_510	CT202 Sieve Analysis, Fine Agg	Sample	\$ 190.00
CT202 Sieve Analysis, Coars_511	CT202 Sieve Analysis, Coarse Agg	Sample	\$ 185.00
CT235 Flat and Elongated Pa_512	CT235 Flat and Elongated Particles	Sample	\$ 390.00
CT205 Percentage Crushed Pa_513	CT205 Percentage Crushed Particles	Sample	\$ 205.00
CT206 Specific Gravity, Coa_514	CT206 Specific Gravity, Coarse Aggregate	Sample	\$ 185.00
CT207 Specific Gravity, Fin_515	CT207 Specific Gravity, Fine Aggregate	Sample	\$ 225.00
CT208 Apparent Specific Gra_516	CT208 Apparent Specific Gravity of Fines	Sample	\$ 275.00
CT229 Durability Index_415	CT229 Durability Index	Sample	\$ 405.00
CT234 Angularity & Voids, F_517	CT234 Angularity & Voids, Fine Agg	Sample	\$ 265.00
CT211 Abrasion, Los Angeles_518	CT211 Abrasion, Los Angeles Rattler	Sample	\$ 335.00
CT227 Cleanness Value_431	CT227 Cleanness Value	Sample	\$ 390.00
CT213 Organic Impurities in_519	CT213 Organic Impurities in Sand	Sample	\$ 135.00
CT214 Soundness by Sodium S_520	CT214 Soundness by Sodium Sulfate	Sample	\$ 510.00
CT226 Moisture Content by O_521	CT226 Moisture Content by Oven Drying	Sample	\$ 45.00
CT217 Sand Equivalent_522	CT217 Sand Equivalent	Sample	\$ 170.00
CT308(A) Core Density Paraf_523	CT308(A) Core Density Paraffin Coated	Sample	\$ 75.00
CT308(C) Core Density SSD_524	CT308(C) Core Density SSD	Sample	\$ 65.00
CT303 Approximate Bitumen R_525	CT303 Approximate Bitumen Ratio	Sample	\$ 335.00
CT304/308(A) LTMD Kneading_526	CT304/308(A) LTMD Kneading Compactor	Sample	\$ 440.00
CT305 Swell of Bituminous M_527	CT305 Swell of Bituminous Mixtures	Sample	\$ 470.00
CT308(A)/366 Stability and_528	CT308(A)/366 Stability and Density	Sample	\$ 440.00
CT366 Stabilometer Value_529	CT366 Stabilometer Value	Sample	\$ 365.00
CT308(C)/366 Stability and_530	CT308(C)/366 Stability and Density	Sample	\$ 440.00
CT309 Maximum Theoretical D_531	CT309 Maximum Theoretical Density	Sample	\$ 275.00
CT370 Moisture Content by M_532	CT370 Moisture Content by Microwave	Sample	\$ 110.00
CT379 Asphalt Content Nucle_533	CT379 Asphalt Content Nuclear Gauge	Sample	\$ 275.00
CT382 Ignition Oven Correct_534	CT382 Ignition Oven Correction Factor	Sample	\$ 405.00
CT382 Asphalt Content by Ig_535	CT382 Asphalt Content by Ignition	Sample	\$ 255.00
CT371 Tensile Strength Rati_536	CT371 Tensile Strength Ratio	Sample	\$ 1,470.00
CT302 Film Stripping_537	CT302 Film Stripping	Sample	\$ 335.00
CT534 Water Retention, Liq_538	CT534 Water Retention, Liq Curing Cmpnd	Sample	\$ 570.00
CT550 Surface Abrasion of C_539	CT550 Surface Abrasion of Concrete	Sample	\$ 535.00
CT521 Compressive Strength_540	CT521 Compressive Strength LCB	Sample	\$ 40.00
CT204 Atterberg Limits - Liquid_422	CT204 Plasticity Index, Atterberg	Sample	\$ 305.00
CT209 Specific Gravity of S_541	CT209 Specific Gravity of Soil	Sample	\$ 275.00
CT216 Caltrans 216 Curve_430	CT216 CA Impact Max Density	Sample	\$ 265.00
CT216 CA Impact, Rock Corre_545	CT216 CA Impact, Rock Correction	Sample	\$ 65.00
CT301 Resistance R-Value St_542	CT301 Resistance R-Value Stabilometer	Sample	\$ 390.00
CT417 Soluble Sulfates_543	CT417 Soluble Sulfates	Sample	\$ 135.00
CT422 Chloride Content_544	CT422 Chloride Content	Sample	\$ 115.00
CT643 Lighting Resistivity Test_427	CT643 Resistivity and pH	Sample	\$ 135.00

550 LAB TESTS - AGGREGATES

ASTM C40 Organic Impurities_551	ASTM C40 Organic Impurities in Fine Agg	Sample	\$ 135.00
ASTM C131 Abrasion, Los Ang_552	ASTM C131 Abrasion, Los Angeles Rattler	Sample	\$ 335.00
ASTM C127 Specific Gravity_553	ASTM C127 Specific Gravity, Coarse Agg	Sample	\$ 205.00
ASTM C128 Specific Gravity_554	ASTM C128 Specific Gravity, Fine Agg	Sample	\$ 240.00



MASTER SCHEDULE OF FEES

Item Code	Description	Unit	Rate
ASTM C1252 Angularity & Voi_555	ASTM C1252 Angularity & Voids, Fine Agg	Sample	\$ 225.00
ASTM C566 Moisture Content_420	ASTM C566 Moisture Content by Drying	Sample	\$ 35.00
ASTM C117 Materials Finer t_556	ASTM C117 Materials Finer than No. 200	Sample	\$ 140.00
ASTM C117 Materials Finer t_556	ASTM D2419 Sand Equivalent	Sample	\$ 170.00
ASTM C289 Alkali-Silica Rea_558	ASTM C289 Alkali-Silica Reactivity	Sample	\$ 670.00
ASTM D4791 Flat & Elongated_559	ASTM D4791 Flat & Elongated Particles	Sample	\$ 375.00
ASTM D5821 Percent Fracture_560	ASTM D5821 Percent Fractured Particles	Sample	\$ 205.00
ASTM C123 Percent Lightweig_561	ASTM C123 Percent Lightweight Particles	Sample	\$ 275.00
ASTM C88 Soundness by Sodi_562	ASTM C88 Soundness by Sodium Sulfate	Sample	\$ 535.00
ASTM C136 Sieve Analysis, C_563	ASTM C136 Sieve Analysis, Combined Agg	Sample	\$ 240.00
ASTM C136 Sieve Analysis, F_564	ASTM C136 Sieve Analysis, Fine Agg	Sample	\$ 205.00
ASTM C136 Sieve Analysis, C_565	ASTM C136 Sieve Analysis, Coarse Agg	Sample	\$ 205.00
ASTM C142 Clay Lumps & Fria_566	ASTM C142 Clay Lumps & Friable Particles	Sample	\$ 260.00
ASTM C535, Abrasion Large A_567	ASTM C535, Abrasion Large Aggregate	Sample	\$ 335.00
AASHTO T304 Angularity & Vo_568	AASHTO T304 Angularity & Voids in Fines	Sample	\$ 225.00
AASHTO T84 Specific Gravity_569	AASHTO T84 Specific Gravity, Fine Agg	Sample	\$ 240.00
AASHTO T85 Specific Gravity_570	AASHTO T85 Specific Gravity, Coarse Agg	Sample	\$ 205.00
AASHTO T96 Abrasion, Los An_571	AASHTO T96 Abrasion, Los Angeles Rattler	Sample	\$ 335.00
AASHTO T27 Sieve Analysis_572	AASHTO T27 Sieve Analysis, Combined Agg	Sample	\$ 240.00
AASHTO T27 Sieve Analysis_573	AASHTO T27 Sieve Analysis, Fine Agg	Sample	\$ 205.00
AASHTO T27 Sieve Analysis_574	AASHTO T27 Sieve Analysis, Coarse Agg	Sample	\$ 185.00
AASHTO T335 Crushed Particl_575	AASHTO T335 Crushed Particles	Sample	\$ 205.00
AASHTO T176 Sand Equivalent_576	AASHTO T176 Sand Equivalent	Sample	\$ 170.00
Sample Pick Up_450	Sample Pick Up (2 hour minimum_	Hourly	\$ 55.00

600 MATERIAL LABORATORY TESTING

ASTM D3039 Tensile Properti_661	ASTM D3039 Tensile Properties of Polymer Materials	Sample	\$ 1,500.00
ASTM C39 Concrete Cylinder_602	ASTM C39 Concrete Cylinder Compression Tests	Sample	\$ 45.00
ASTM C78 Flexural Beams Test_636	ASTM C78 Flexural Beams Test	Sample	\$ 125.00
ASTM C1019 Grout Compression Test_603	ASTM C1019 Grout Compression Test	Sample	\$ 45.00
ASTM C109 High Strength Grout Test_600	ASTM C109 High Strength Grout Test	Sample	\$ 45.00
ASTM C780 Mortar Compression Tests_604	ASTM C780 Mortar Compression Tests	Sample	\$ 45.00
ASTM C1314 Masonry Prism-8"_610	ASTM C1314 Masonry Prism Compression Tests-8"	Sample	\$ 210.00
ASTM C1314 Masonry Prism 12"_610	ASTM C1314 Masonry Prism Compression Tests-12"	Sample	\$ 120.00
ASTM C140 CMU Compression_606	ASTM C140 Masonry Block Compressive Strength (CMU I	Sample	\$ 55.00
ASTM C140 CMU Absorption_606	ASTM C140 Masonry Block Absorption (CMU Block) Test	Sample	\$ 50.00
ASTM C140 CMU Shrinkage_606	ASTM C140 Masonry Block Shrinkage (CMU Block) Test	Sample	\$ 80.00
ASTM C140 CMU Measurement/Dimension_606	ASTM C140 Masonry Block Dimensions-Measure (CMU B	Sample	\$ 25.00
ASTM C42 Shotcrete Core Compression_607	ASTM C42 Shotcrete Core Compression Tests	Sample	\$ 65.00
ASTM C42 Concrete Core Compression_608	ASTM C42 Concrete Core Compression Test	Sample	\$ 65.00
ASTM C42 Concrete Core Shear Test_673	ASTM C42 Concrete Shear Test	Sample	\$ 95.00
ASTM C42 Masonry Core Shear Test_609	ASTM C42 Masonry Core Shear	Sample	\$ 95.00
ASTM C42 Masonry Core Compression_672	ASTM C42 Masonry Core Compression Test	Sample	\$ 95.00
ASTM C42 Gunitite Core Compre_662	ASTM C42 Gunitite Core Compression Test	Sample	\$ 95.00
ASTM C42 In Laboratory Core_663	ASTM C42 In Laboratory Core Cutting	Sample	\$ 55.00
ASTM C157 Beam Drying Shrinkage_637	ASTM C157 Grout Shrinkage (3 Bars – Four Readings)	Sample	\$ 250.00
ASTM A615/A706 Rebar Bend_676	ASTM A615/A706 Rebar Bend Tests	Sample	\$ 65.00
ASTM A615/A706 Rebar Tensile_677	ASTM A615/A706 Rebar Tensile Tests	Sample	\$ 65.00
ASTM A615/A760 RebarCoupler_681	ASTM A615/A760 Rebar Coupler Tensile Up to No. 11 Bai	Sample	\$ 125.00



MASTER SCHEDULE OF FEES

Item Code	Description	Unit	Rate
ASTM A615/A760 Rebar Coupler_682	ASTM A615/A760 Rebar Coupler Tensile No. 14 Bar	Sample	\$ 175.00
ASTM A615/A760 Rebar Coupler_683	ASTM A615/A760 Rebar Coupler Tensile No. 18 Bar	Sample	\$ 275.00
ASTM A370/F606 Coupon Tensile Test_632	ASTM A370/F606 Coupon Tensile Test	Sample	\$ 75.00
ASTM A370/F606 Coupon Bolt_664	ASTM A370/F606 Coupon Bolt Test	Sample	\$ 75.00
Unit Weight Density_614	Unit Weight Density	Sample	\$ 90.00
Air Entrainment Test_615	Air Entrainment/Content Test	Sample	\$ 50.00
ASTM A370/F606 Bolt Tensile Test_616	ASTM A370/F606 Bolt Tensile Test	Sample	\$ 65.00
ASTM A370/F606 Bolt Proof Test_617	ASTM A370/F606 Bolt Proof Test	Sample	\$ 55.00
ASTM A370/F606 Nut Proof Test_618	ASTM A370/F606 Nut Proof Test	Sample	\$ 55.00
ASTM A370/F606 Bolt / Nut / Washer Hardness_61	ASTM A370/F606 Bolt / Nut / Washer Hardness	Sample	\$ 55.00
E10 Brinell Hardness Test_621	E10 Brinell Hardness Test	Sample	\$ 55.00
E18 Rockwell Hardness Test_671	E18 Rockwell Hardness Test	Sample	\$ 55.00
ASTM A370/F606 Nelson Stud Tensile Test_622	ASTM A370/F606 Nelson Stud Tensile Test	Sample	\$ 125.00
ASTM A370/F606 Metal Deck Tensile Test_623	ASTM A370/F606 Metal Deck Tensile Test (formed sheet)	Sample	\$ 135.00
A90 Metal Deck Coating_674	A90 Metal Deck Coating	Sample	\$ 115.00
ASTM A370/F606 Weld Guide Bend Test_624	ASTM A370/F606 Weld Guide Bend Test	Sample	\$ 95.00
X-Ray Plate_625	Radiographic (X-Ray) Plate Test	Sample	\$ 225.00
ASTM A370/F606 Machining Specimens_669	ASTM A370/F606 Machining Specimens	Sample	\$ 75.00
ASTM A370/F606 Macroetch_626	ASTM A370/F606 Macroetch	Sample	\$ 85.00
ASTM A416 Post-Tension Strand Tensile & Elongation	ASTM A416 Post-Tension Strand Tensile & Elongation	Sample	\$ 170.00
ASTM E605 Fireproof Density Tests_611	ASTM E605 Fireproof Density Tests	Sample	\$ 55.00
ASTM D7205 Fiber Wrap_638	ASTM D7205 Fiber Wrap	Sample	\$ 1,250.00
ASTM D7205 Fiber Wrap – Bond Testing_639	ASTM D7205 Fiber Wrap – Bond Testing	Sample	\$ 50.00
Clay Tile Absorption_630	Clay Tile- Absorption Test (Top & Bottom Pans)	Sample	\$ 40.00
Clay Tile Flexural_630f	Clay Tile- Flexural Test(Top & Bottom Pans)	Sample	\$ 30.00
Weld Tensile Bar_665	Weld Tensile Bar	Sample	\$ 90.00
Welding Impaction Test_666	Welding Impaction Test	Sample	\$ 225.00
ASTM C469 Modulus of Elasticity_613	ASTM C469 Modulus of Elasticity	Hourly	\$ 350.00
Chloride Ion Test_629	Chloride Ion Test	Sample	\$ 90.00
Chemical Analysis_627	Chemical Analysis Test	Sample	\$ 300.00
Carbon Equivalence_628	Carbon Equivalence	Sample	\$ 300.00
Microwave Testing with Fiber_667	Microwave Testing with Fiberglass	Sample	\$ 300.00
Wire Mesh Tensile Test_668	Wire Mesh Tensile Test	Sample	\$ 35.00
Mix Design Review_702	Mix Design Review	Sample	\$ 150.00
Welding Procedures_701	Review Existing Welding Procedure Specification (WPS) F	Sample	\$ 150.00
Sample Unit Fee_650	Pick Up Sample Trip Charge (2 hour minimum)	Hourly	\$ 55.00

700 CLERICAL ENGINEERING REPORT

Welding Procedures_701	Review Existing Welding Procedure Specification (WPS) F	WPS	\$ 150.00
Mix Design Review_702	Mix Design Review	MIX	\$ 150.00
Welder Qualification Report_703	Welder Qualification Report	PQR	\$ 150.00
Final MI Report_704	Final Material Inspection Compliance Report	Report	\$ 500.00
DSA Material 291 (Interim)_733	DSA Material 291 (Interim)	Report	\$ 100.00
DSA Material 291_705	Final Laboratory Verified Report DSA 291	Report	\$ 500.00
Trial Batch Mix_706	Concrete Trial Batch Mix	Hourly	\$ 95.00
Staff Geologist_711	Staff Geologist	Hourly	\$ 150.00
DSA Soils 293 (Interim)_734	DSA Soils 293 (Interim)	Report	\$ 100.00
DSA Soils 293_720	Final Laboratory Verified Report DSA 293	Report	\$ 500.00
Compaction_721	Compaction Report	Report	\$ 2,500.00
SI Report_722	Geotechnical (Soils) Investigation Report	Report	\$ 2,500.00



MASTER SCHEDULE OF FEES

Item Code	Description	Unit	Rate
Supplemental SI Report_723	Supplemental Geo Investigation Report	Report	\$ 1,500.00
Pad Certification_724	Pad Certification Report	Report	\$ 1,500.00
Final Grading Report_725	Final Grading Report (Comprehensive)	Report	\$ 2,500.00
Response to RFI_726	Response to RFI	Hourly	\$ 150.00
Percolation Report_727	City of Santa Monica Report Review	Hourly	\$ 180.00
Caltrans Letter_728	Caltrans Letter	Hourly	\$ 1,500.00
DSA Interim Report_730	Interim Verified Report DSA 291	Hourly	\$ 100.00
Floor Flatness Testing Rpt_731	Floor Flatness Testing Report	Report	\$ 200.00
General Reports_732	General Reports	Report	\$ 100.00

750 PROJECT COORDINATION

Assistant Project Manager_751	Assistant Project Manager	Hourly	\$ 115.00
Admin/Clerical Fees_707	Clerical Data Entry	Hourly	\$ 75.00
Drafting_752	Drafting	Hourly	\$ 90.00
Principal Engineer - Consul_753	Principal Engineer - Consultation	Hourly	\$ 190.00
Principal Engineer - Court_754	Principal Engineer - Court Appearance	Hourly	\$ 450.00
Principal Engineer - Expert Witness_755	Principal Engineer - Expert Witness	Hourly	\$ 400.00
Principal Engineer - Field_756	Principal Engineer - Field	Hourly	\$ 190.00
Principal Engineer - Job Conference_757	Principal Engineer - Job Conference	Hourly	\$ 190.00
Principal Engineer - Office_758	Principal Engineer - Office	Hourly	\$ 190.00
Principal Geologist - Consultation_759	Principal Geologist - Consultation	Hourly	\$ 190.00
Principal Geologist - Court Appearance_760	Principal Geologist - Court Appearance	Hourly	\$ 450.00
Principal Geologist - Expert Witness_761	Principal Geologist - Expert Witness	Hourly	\$ 400.00
Principal Geologist - Field_762	Principal Geologist - Field	Hourly	\$ 190.00
Principal Geologist - Job Conference_763	Principal Geologist - Job Conference	Hourly	\$ 190.00
Principal Geologist - Office_764	Principal Geologist - Office	Hourly	\$ 190.00
Project Engineer - Consultation_765	Project Engineer - Consultation	Hourly	\$ 180.00
Project Engineer - Field_766	Project Engineer - Field	Hourly	\$ 180.00
Project Engineer - Job Conference_767	Project Engineer - Job Conference	Hourly	\$ 180.00
Project Engineer - Laboratory_768	Project Engineer - Laboratory	Hourly	\$ 180.00
Project Engineer - Office_769	Project Engineer - Office	Hourly	\$ 180.00
Project Geologist - Consultation_770	Project Geologist - Consultation	Hourly	\$ 180.00
Project Geologist - Field_771	Project Geologist - Field	Hourly	\$ 180.00
Project Geologist - Job Conference_772	Project Geologist - Job Conference	Hourly	\$ 180.00
Project Geologist - Office_773	Project Geologist - Office	Hourly	\$ 180.00
Project Manager - Field_774	Project Manager - Field	Hourly	\$ 150.00
Project Manager - Office_775	Project Manager - Office	Hourly	\$ 150.00
Project Mngr/Coordination_709	Project Mngr/Coordination	Hourly	\$ 150.00
Qualified SWPPP Developer QSD_776	Qualified SWPPP Developer QSD	Hourly	\$ 150.00
Registered (Sr) Engineer_708	Registered (Sr) Engineer	Hourly	\$ 180.00
Staff Engineer_710	Staff Engineer	Hourly	\$ 150.00
Staff Engineer - Field_777	Staff Engineer - Field	Hourly	\$ 150.00
Staff Engineer - Office_778	Staff Engineer - Office	Hourly	\$ 150.00
Staff Geologist - Field_779	Staff Geologist - Field	Hourly	\$ 150.00
Staff Geologist - Office_780	Staff Geologist - Office	Hourly	\$ 150.00

800 EQUIPMENT

Truck Charge_801	Truck Charge	Per Day	\$ 55.00
Mobile Film Developing Rig_802	Mobile Film Developing Rig	Per Day	\$ 155.00
Torque Wrench Equipment_803	Torque Wrench Equipment	Per Day	\$ 65.00
Skidmore Bolt Tension Indicator_804	Skidmore Bolt Tension Indicator	Per Day	\$ 150.00
Slab-On-Grade Moisture Kit_805	Slab-On-Grade Moisture Kit	Each	\$ 35.00
Air Entrainment Equipment (Roll-A-Meter)_806	Air Entrainment Equipment (Roll-A-Meter)	Per Day	\$ 55.00
Schmidt Hammer_807	Schmidt Hammer	Per Day	\$ 40.00
Measuring Moisture Vapor Emission Rate (Kit)_809	Measuring Moisture Vapor Emission Rate (Kit)	Per Day	\$ 35.00
Equipment Other_810	Equipment Other	Per Day	Quote
Microwave Equipment_811	Microwave Equipment	Per Day	\$ 50.00



MASTER SCHEDULE OF FEES

Item Code	Description	Unit	Rate
Thickness Gauge_812	Thickness Gauge	Per Day	\$ 35.00
Torque Multiplier_813	Torque Multiplier	Per Day	\$ 65.00
Grout Mold Cubes Equipment_814	Grout Mold Cubes Equipment	Per Day	\$ 25.00
Nuclear Gauge_815	Nuclear Gauge	Per Day	\$ 35.00
Wood Vapor Meter_816	Wood Vapor Meter	Per Day	\$ 50.00
Beam Molds_817	Beam Molds	Per Day	\$ 50.00
Fireproofing Kit_818	Fireproofing Kit	Per Day	\$ 50.00
Unit Weight Bucket_819	Unit Weight Bucket	Per Day	\$ 40.00
900 SPECIAL SERVICES			
901 LAUSD 10% Discount	Exhibit G-Less 10% Discount	Hourly	\$ -
902 Expedite Fees	Expedite Fee	Hourly	\$ -
903 Cancellation Fee	Cancellation Fee	Hourly	\$ -
904 Duplication Fees	Duplication Fees	Hourly	\$ -
905 Certified Payroll	Certified Payroll	Hourly	\$ -
906 Interest	Monthly Interest at 1.5%	Hourly	\$ -
907 Bad Debt W/O	Bad Debt Write off	Hourly	\$ -
908 Bad Check Charge	Service charge for bounced checks	Hourly	\$ -
909 Customer Allowance	Customer Allowance	Hourly	\$ -
910 Client Over Pay	Client Over Pay	Hourly	\$ -
911 Per Diem	Per Diem Hotel	Hourly	\$ -
911 Per Diem Meal	Per Diem Meal	Hourly	\$ -
912 Drug Testing	Drug Testing (Required)	Hourly	\$ -
913 Safety Training	Safety Training Course (Required)	Hourly	\$ -
914 Travel Time	Travel Time Portal to Portal	Hourly	\$ -
915 Mileage	Mileage	Mile	\$ 0.75
916 Cost Plus 15%	Cost Plus 15% Mark-Up	Hourly	\$ -
917 Customer Discount	Customer Discount	Hourly	\$ -
918 Daily Consumable	Daily Expense	Hourly	\$ -
919 Credit Card Processing Fees	3% Credit Card Processing Fees	Hourly	\$ -
920 Special Fees	Special Fees	Hourly	\$ -
921 Outsourced Services	Outsourced Services	Hourly	\$ -
925 Retention	Retention	Hourly	\$ -
930 Out of Area/State	Out of Area/State	Hourly	\$ -
935 Nuclear Gauge	Nuclear Gauge	Hourly	\$ -
960 Field Travel Reimb	960 Field Travel Reimb Expenses	Hourly	\$ -
969 Time Tracking	969 Time Tracking	Hourly	\$ -
990 Field Outsourced Services	Field Outsourced Services	Hourly	\$ -
996 NDT OH Allocation		Hourly	\$ -
997 Official Docs-Not Billable	997 Official Docs-Not Billable	Hourly	\$ -
999 Lab Fees	Lab fees for MBPS	Hourly	\$ -

Charges For Service and Contract Terms Prevailing Wage Projects

The charges for services and General Terms and Conditions set forth below will govern the provision of services and will constitute the contract terms between the Owner or Owner's Representative (Client) and Koury Engineering and Testing, Inc (KET) unless the Client and KET have executed a written contract with respect to such services, in which case the terms and provisions of the written contract shall control.

1. Anticipated Costs

- 1.1. KET estimates a budget to assist the client with code required inspections and testing based upon information provided by the client. KET's ability to perform within the estimated budget depends heavily on the accuracy of the information provided, as well as the cooperation and assertiveness of client's management staff.
- 1.2. Project actual budget totals may vary. Estimated budget hours are based on 40 hours a week, 8 hours a day, Monday-Friday. Client shall monitor the percentage of work remaining to assure inspections and testing is not greater than the estimated budget and adjusts the contractor's labor and scheduling to maintain the work completion schedule.
- 1.3. A call scheduling inspection and testing beyond KET's estimated budget is deemed acceptance that Client will pay for additional services beyond KET's estimated budget.
- 1.4. Client recognizes and agrees that any "anticipated costs," "budget estimates," or the like that may be prepared by KET are NOT "guaranteed maximums," "lump sums;" or "not-to-exceed totals". Client will be invoiced for all work performed and only for work performed based on KET's working conditions and hours as an attachment to their contract.
- 1.5. Client recognizes, if shop steel fabrication service is required, KET's estimate of hours, unless otherwise noted, is for one steel fabrication facility only.
- 1.6. Additionally, any weekly overtime hours, Saturday or Sunday, double shift, and/or night shift differential for shop steel inspection are NOT included in KET's proposal.
- 1.7. An Administration fee of 4% will be applied on monthly invoice. A 3% credit card processing fee is applied when invoice is paid by credit card.

2. Minimum Charges

- 2.1. 2-hour minimum: Inspector shows up; no work requested or performed.
- 2.2. 4-hour minimum: 1 to 4 hours.
- 2.3. 8-hour minimum: Work over 4 hours
- 2.4. NOTE: Less than 24 hour call-out notice may necessitate premium charges.

3. Working Hours

- 3.1. Regular Time: First 8 hours, Monday-Friday
- 3.2. Time and One-Half Hours: Hours over 8 -12 Monday-Friday, and first 12 Hours on Saturday; Double Time: All hours worked after 12, Monday-Saturday, Sunday, and Holidays.
- 3.3. KET observes the following holidays: New Year's Day, Memorial Day, Independence Day, Labor Day, Veterans Day, Thanksgiving Day, Day after Thanksgiving, and Christmas Day.
- 3.4. Overtime hours shall be billed in one hour increments. One half (.5) hour of overtime is billed as one (1) hour of overtime.
- 3.5. NOTE: Day shift hours are between 5:00am and 5:00pm.

4. Shift Differential

- 4.1. Second (Swing Shift)-Eight (8) hours will be charged for 7.5 hours worked. Time worked in excess of 7.5 hours will be billed at time and one-half rate.
- 4.2. Third (Graveyard Shift)-Eight (8) hours will be charged for 7 hours worked. Time worked in excess of 7 hours will be billed at time and one-half times the hourly rate.

5. Travel Time and Mileage

- 5.1. Travel time costs for soil monitoring and soil technicians will be invoiced at regular contracted billing rate; overtime applies.
- 5.2. Mileage costs for soil monitoring and soil technicians will be invoiced at \$0.75 per mile.
- 5.3. Portal-to-Portal travel time and mileage costs will apply for Engineers, Site Supervisors, Technicians (including Utility Locating and NDT) and Consultants at the contracted billing rate, mileage will be invoiced at \$0.75 per mile. Portal-to-Portal is recognized as KET's office to work site and return.
- 5.4. For projects in excess of 100 miles from a KET office, travel time, mileage and subsistence allowance will be charged in addition to hours worked from KET's closest office.

6. Scheduling and Cancellations

- 6.1. A 24-hour notice is required when scheduling an inspection or technician. If same day scheduling or scheduling after 2:00pm the preceding day is requested, a premium expedite fee of \$75 per inspector or technician will apply.
- 6.2. If inspection service is not canceled with KET's dispatch department by 2:00pm for the next day for ICC, LA City or LA County jurisdictions, a premium cancellation fee will apply at the rate of \$75 per inspector or technician.

7. Expedite Fee

- 7.1. All expedited and rush requests for, mix design reviews, WPS reviews, RFI responses, lab work, test results, report reviews, etc. will be charged an expedite fee at 1.5 times the Master Fee Schedule of Rates. Standard turn-around time is 5 business days.

8. Escalation Clause

- 8.1. Koury reserves the right to re-negotiate the hourly wage portion of the project proposal if the project is deemed to be prevailing wage after the proposal is submitted signed. The prices quoted below for all services will change July 1st each year in accordance with the wage listed by the Director of Industrial Relations which is tied to Operating Engineers Local 12. The charges for services set forth in this Schedule of Fees will be adjusted by changes in our general administrative and overhead expenses each year thereafter. These adjusted charges shall become the agreed upon basis for charges by Koury to the Client.

9. Certified Payroll

- 9.1. Certified payroll requests will have a processing fee applied for each project, billed at \$150 per payroll month.

10. Laboratory Testing

- 10.1. Unless otherwise agreed, all samples or test specimens will be disposed of or destroyed upon completion of testing. If Client requires samples to be retrieved or stored, arrangements can be made at an additional cost. Quotation will be provided for such services.
- 10.2. Samples requiring more than one person to handle due to oversize or weight, will incur an extra handling charge. Quotation will be provided for such services.

11. Reimbursable Expenses

- 11.1. Outside Services performed by others and direct costs incurred on the Client's behalf, will be charged at cost plus 20%.
- 11.2. Project exclusive equipment or material will be invoiced at cost plus 20%.
- 11.3. Business licenses or inspection jurisdiction fees for project specific requirements will be invoiced at cost plus 20%.
- 11.4. If free parking is not available, parking charges will be charged to the Client at cost plus 20%.
- 11.5. Incidentals, including airfare, car rental, food, lodging, and parking, will be charged at cost plus 20% for out of area inspections unless provided by Client.

12. Terms of Payment

- 12.1. Client agrees invoices rendered for professional or technical services will be prepared bi-weekly and are due upon presentation.
- 12.2. All invoice errors or necessary corrections shall be submitted to KET within Fifteen (15) days of receipt of invoice; thereafter customer acknowledges invoice is correct and valid for payment due to KET.
- 12.3. Invoices will be deemed delinquent if not paid within thirty (30) days from date of invoice, and will be subject to a late payment charge of 1.5% of the invoice total for each month unpaid.
- 12.4. In the event, an attorney is needed for collection, Client is responsible for reimbursing attorney's fees and or court costs.
- 12.5. KET reserves the right to terminate services to a client without notice if client's account is past due more than thirty (30) days. Upon such termination of services, the entire amount accrued for all services performed shall immediately become due and payable to KET. Client waives any and all claims against KET, its subsidiaries, affiliates, servants, and agents in connection with termination of work/services pursuant to this agreement.

13. Insurance

- 13.1. KET carries all insurance required by law. Additional costs for waiver of subrogation, extra insurance certificates, coinsurance endorsements or additional insurance will be invoiced to the client at \$150 each.

14. Final Reports

- 14.1. When final report is required, KET must first review all inspection and material testing reports; KET will address and clear up any unresolved issues on these reports, typically with the Architect or Engineer of Record.
- 14.2. Depending on the project complexity and length of KET services performed, this process can require a minimum of ten (10) business days for completion. If there are exceptions, the final report review can require an extended length of time to complete.
- 14.3. Report fee is as negotiated per contract. An additional charge will incur for every report processed per permit number associated with the project. Engineer will be billed at \$190 per hour.
- 14.4. Client is required to send KET written request for all final project reports via fax, email, or US mail.
- 14.5. Final reports are as stated, but not limited to: Final Material Compliance Report and Final Grading / Compaction Report.
- 14.6. KET will release final report to client once account, including cost of final report, is paid in full.
- 14.7. Review of mix designs, WPS's, RFI's, interim reports, welder qualifications, etc. is subject to a standard turn-around time of 5 business days from date of request. Anything sooner than that will necessitate an expedite fee.

15. Service Authorization

- 15.1. Verbal request will be considered authorization to perform billable work. Client shall designate member(s) of staff who have authority to request services and notify KET in writing to their authorized representative. Otherwise all service requests are billable

16. Proposal Valid Duration

- 16.1. Proposed Master Fee Schedule of Rates, Terms & Conditions and General Conditions stated within are valid for 30 days from proposal date.

General Conditions

1. Indemnification

In the event of any claim against KET by any party other than Client, Client agrees to hold KET, including its shareholders, officers, directors, employees, agents, and representatives, free and harmless of any from, and to indemnify and defend KET against, any and all liability, claims, causes of action, demands, judgments, losses, damages, expenses, or cost (including, but not limited to, all costs and fees of litigation) of every kind, nature and description, including but not limited to, any and all demands arising by reason of injury or death to person or damage to property, real or personal, including loss of use thereof, economic loss or loss damages otherwise arising directly or indirectly out of the obligations herein undertaken, or out of operations conducted by client, however caused or alleged to have been caused, even if due to acts, errors, omissions or negligence, active, affirmative or passive of KET, except for such losses or damages arising out of or caused by the sole negligence or willful misconduct of KET.

2. Limitation of Liability

Client and KET agree to limit the liability, including but not limited to, for consequential damages, of KET, including its shareholders, officers, directors, employees, agents and representatives for any acts, errors, omissions, breaches of contract, or negligence, active, affirmative, passive, concurrent or sole, on the part of KET, arising directly or indirectly from the performance of the professional services under this agreement, to Client to \$10,000 or an amount equal to KET's fee, whichever is greater.

Client agrees and understands that, in order to provide the professional services requested at the agreed upon fees, this agreement does not provide full liability of KET losses or damages which may arise directly or indirectly under this agreement. Client further understands that should Client require KET to accept exposure to greater liability under this agreement, Client has the opportunity to negotiate in advance a higher limitation of liability, or to eliminate entirely such limit of liability, but that the higher fees commensurate with this higher risk of liability to KET shall be subject to agreement. Client agrees that this provision limiting KET's liability cannot be modified, altered, or varied except by written instrument signed by Client and KET.

Client understands and agrees that KET is not an insurer; that this agreement does not provide Client with insurance coverage by KET or anyone acting on its behalf; that all fees hereunder are based solely on the value of the professional services to be provided by KET; that insurance, if any, shall be obtained by Client at Client's sole expense

3. Warranty of Authority to Sign

The person signing this contract warrants that he/she has the authority to sign on behalf of the client for whose benefit Consultant's services are rendered. If such person does not have such authority, he/she is personally liable for all breaches of this contract and that, in any action against him/her of such warranty, a reasonable attorney's fee shall be included in judgment rendered.

4. Dominant Terms

The terms and conditions of this Agreement shall take precedents over any terms and conditions which may appear in Client's purchase order, approval or acceptance. Any terms and conditions of Client's purchase order, approval or acceptance which are not identical to the terms and conditions of this Agreement are null and void, are not part of the agreement between KET and Client and are not binding upon KET. The terms and conditions of this agreement may not be varied or changed, nor any of its provisions waived, except by written agreement, signed by an authorized representative of KET. If Client's terms are different, a statement of worth will be provided with updated terms and conditions.



Maybrook ES Interim Housing Phase 2

The Master Fee Schedule of Rates, Terms & Conditions and General Conditions set forth will be governed by State of California laws, provision of services and will constitute as contract agreement between Client and Koury Engineering & Testing, Inc. (KET) unless the Client and KET have executed a written contract with respect to such services, in which case the written contract shall control.

Client's Signature

Koury Representative Signature

Title

Title

Date

Date



Corporate Office:
14280 Euclid Ave
Chino, CA 91710

Branch Office:
17800 S. Main St. Ste. 302
Gardena, CA 90248



LOWELL JOINT SCHOOL DISTRICT
February 6, 2023

To: President Shaw and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Resolution 2022/23 No 883 Renewal of CSPP
Contract and Authorization of Signatures

ACTION/
(RESOLUTION)

Board action is required stating that the District intends to renew the current 2022-23 CSPP Contract and that the following named person(s) be authorized to sign and/or **electronically** approve contract documents related to the California State Preschool Program (CSPP) as indicated in contract number CSPP-2679. Upon approval of the Governing Board to renew this transaction with the California Department of Education for the purpose of providing child care and development services and to authorize the designated personnel to sign contract documents for Fiscal Year 2023-2024, the necessary contract documents to receive funding will be completed and submitted to the California Department of Education.

It is recommended that adoption of Resolution 2022/23 No. #883 to approve the Renewal of the CSPP Contract and Authorization of Signatures be approved, and that the Superintendent, or designee be authorized to execute the necessary documents.

SM/rv

Superintendent's Comment:

ADOPTION BY MAJORITY ROLL CALL VOTE.

LOWELL JOINT SCHOOL DISTRICT

RESOLUTION 2022/23 NO. 883

**RESOLUTION OF THE BOARD OF TRUSTEES OF THE
LOWELL JOINT SCHOOL DISTRICT
OF LOS ANGELES AND ORANGE COUNTIES, CALIFORNIA,
CERTIFYING THE APPROVAL OF THE GOVERNING BOARD TO RENEW THE
CURRENT 2022-23 CSPP CONTRACT AND AUTHORIZATIONS OF SIGNATURES**

BE IT RESOLVED that the Governing Board of the Lowell Joint School District authorizes the renewal of the current 2022-23 CSPP. Contract and that the following named person(s) be authorized to sign and/or **electronically** approve contract documents related to the California State Preschool Program (CSPP) as indicated in contract number CSPP-2679, and that the person/s who is/are authorized to sign the transaction for the Governing Board.

NAME	TITLE	SIGNATURE
Jim Coombs	Superintendent of Schools	_____
Sheri McDonald	Assistant Superintendent of Educational Services	_____

State of California, certify that the foregoing is a full, true and correct copy of a resolution adopted by the said Board at a regular board meeting thereof held at a regular public place of meeting and the resolution is on file in the office of said Board.

PASSED, APPROVED AND ADOPTED this 6th day of February, 2023, 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 6th day of February, 2023, and passed by a unanimous vote of those present.

IN WITNESS WHEREOF, I have hereunto set my hand and seal this 6th day of February, 2023.

Jim Coombs, Secretary to the Board of Trustees

LOWELL JOINT SCHOOL DISTRICT
February 6, 2023

To: President Shaw and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Approval of Consultant Agreement with
Brianna Velarde to Provide Graphic Design Work
for District Communication of Programs and
Facilities for the 2022/23 School Year

ACTION/
(RATIFICATION)

Arrangements have been made with Brianna Velarde to provide graphic design work for District Communication of programs and facilities for the 2022/23 school year. Mrs. Velarde's work for an amount not to exceed \$2,500.00 for the school year. Funding for this expenditure will be covered by the Fund 01 Account.

It is recommended that the consultant agreement with Brianna Velarde to provide graphic design work for District communication of programs and facilities for the 2022/23 school year, for an amount not to exceed \$2,500.00, be approved, and that the Superintendent or designee be authorized to execute the necessary documents.

Superintendent's Comment:

APPROVAL RECOMMENDED.

LOWELL JOINT SCHOOL DISTRICT
February 6, 2023

To: President Shaw and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Approval of Independent Contract with Little Ears
Therapy Center for speech services for the 2022-2023
School Year

ACTION/
(RATIFICATION)

Arrangements have been made with Little Ears Therapy Center during the 2022/2023 school year, to provide speech services for a district student, not to exceed 30 hours. 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 July 1, 2022 through June 30, 2023. Services will be rendered at a total fee not to exceed Four Thousand Dollars (\$4,000.00) To be **paid from out of home care funds.**

It is recommended that the independent consultant agreement with Little Ears Therapy Center for Speech and Language services for the 2022-2023 School Year be approved, for an estimated cost not to exceed \$4,000.00, To be paid from out of home care funds, and that the Superintendent or designee be authorized to execute the agreement.

Superintendent's Comment:

APPROVAL RECOMMENDED.

LOWELL JOINT SCHOOL DISTRICT
February 6, 2023

To: President Shaw and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Approval of Independent Contract with Southern
California Sensory Screening, Inc. for the 2022-
2023 School Year

ACTION/
(RATIFICATION)

Arrangements have been made with the Southern California Sensory Screening, Inc. during the 2022/2023 school year, to provide hearing screening services for the district.

The contract would cover the period of July 1, 2022 through June 30, 2023. Services will be rendered at a total fee not to exceed Three Thousand Dollars (\$3,000.00) To be **paid for with Medi-Cal Funds.**

It is recommended that the independent consultant agreement with Southern California Sensory Screening, Inc. for hearing screening services for the 2022-2023 School Year be approved, for an estimated cost not to exceed \$3,000.00, To be paid for with Medi-Cal Funds, and that the Superintendent or designee be authorized to execute the agreement.

Superintendent's Comment:

APPROVAL RECOMMENDED.

LOWELL JOINT SCHOOL DISTRICT
February 6, 2023

To: President Shaw and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Approval of Independent Contract with Jump and Schout Therapy for speech services for the 2022-2023 School Year ACTION/
(RATIFICATION)

Arrangements have been made with Jump and Schout Therapy during the 2022/2023 school year, to provide speech services for a district student, not to exceed 30 hours. 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 July 1, 2022 through June 30, 2023. Services will be rendered at a total fee not to exceed Four Thousand Dollars (\$4,000.00) To be **paid from out of home care funds.**

It is recommended that the independent consultant agreement with Jump and Schout Therapy for Speech and Language services for the 2022-2023 School Year be approved, for an estimated cost not to exceed \$4,000.00, To be paid from out of home care funds, and that the Superintendent or designee be authorized to execute the agreement.

Superintendent's Comment:

APPROVAL RECOMMENDED.

LOWELL JOINT SCHOOL DISTRICT
February 6, 2023

To: President Shaw and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Approval of Independent Contract with Joseph Rubio,
Behavioral Emotional & Academic Mentoring, LLC
for an Independent Educational Evaluation (IEE) for
the 2022-2023 School Year

ACTION/
(RATIFICATION)

Arrangements have been made with Joseph Rubio, Behavioral Emotional & Academic Mentoring, LLC, during the 2022/2023 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 July 1, 2022 through June 30, 2023. Services will be rendered at a total fee not to exceed Four Thousand Dollars (\$4,000.00) To be paid from resource 6500- Special Education Funds.

It is recommended that the independent consultant agreement with Joseph Rubio, Behavioral Emotional & Academic Mentoring, LLC for an Independent Educational Evaluation (IEE) for the 2022-2023 School Year be approved, for an estimated cost not to exceed \$4,000.00, To be paid from resource 6500- Special Education Funds, and that the Superintendent or designee be authorized to execute the agreement.

Superintendent's Comment:

APPROVAL RECOMMENDED.

LOWELL JOINT SCHOOL DISTRICT
February 6, 2023

To: President Shaw and Members, Board of Trustees
From: Jim Coombs, Superintendent of Schools
Subject: Purchase Order Report 2022/23 #7

ACTION/
(RATIFICATION)

In accordance with the law, Purchase Order Report 2022/23 #7 is recommended for approval. The report lists all purchase orders issued December 1, 2022 through December 31, 2022.

DB:ds

Attachment

Superintendent's Comment:

APPROVAL RECOMMENDED.

X-B1-1

LOWELL JOINT SD

PURCHASE ORDER DETAIL REPORT
BOARD OF TRUSTEES MEETING 02/06/2023

FROM 12/01/2022 TO 12/31/2022

PO NUMBER	VENDOR	PO TOTAL	ACCOUNT AMOUNT	ACCOUNT NUMBER	OBJECT DESCRIPTION
S99A0006	PAPER EDUCATION AMERICA INC.	10,441.20	10,441.20	0107090117 5800	Prof/ConsultingServ&Oper Exp
S99A0007	KINKEL, JENNIFER	1,000.00	1,000.00	0140350030 5800	Prof/ConsultingServ&Oper Exp
S99A0008	DIVISION OF THE STATE ARCHITECT	21,496.16	21,496.16	2100000010 6217	DSA Fees
S99B0021	QUEL SCHOOL SIGNS	107,078.00	20,682.00	4000000012 6200	Bldg & Improvement of Bldg
			32,857.00	4000000014 6200	Bldg & Improvement of Bldg
			32,857.00	4000000016 6200	Bldg & Improvement of Bldg
			20,682.00	4000000017 6200	Bldg & Improvement of Bldg
S99B0022	ELITE MODULAR LEASING & SALES	342,215.00	342,215.00	2100000003 5620	Lease/Portables
S99B0023	ELITE MODULAR LEASING & SALES	149,384.50	149,384.50	2100000003 5620	Lease/Portables
S99B0024	ELITE MODULAR LEASING & SALES	82,600.00	82,600.00	2100000004 5620	Lease/Portables
S99B0025	DIVISION OF THE STATE ARCHITECT	322.50	322.50	2100000010 6217	DSA Fees
S99B0026	RMA GROUP	149,715.39	149,715.39	4000000013 6282	Consultant/Contractor
S99B0028	DIVISION OF THE STATE ARCHITECT	2,985.65	2,985.65	2100000010 6217	DSA Fees
S99F0055	ALPHA & OMEGA LOCK & KEY LLC	395.00	395.00	0100000098 4300	Materials and Supplies
S99F0056	F.M. THOMAS AIR CONDITIONING	4,466.65	4,466.65	0100000094 5630	Repairs or Maintenance
S99F0057	CALIFORNIA ARBORIST COMPLETE T	750.00	750.00	0100000090 5630	Repairs or Maintenance
S99F0058	CALIFORNIA ARBORIST COMPLETE T	9,575.00	9,575.00	0100000100 5630	Repairs or Maintenance
S99F0059	F.M. THOMAS AIR CONDITIONING	1,684.53	1,684.53	0100000096 5630	Repairs or Maintenance
S99F0060	BRENTPOINT LLC	3,997.00	3,997.00	0100000096 4400	Non Capitalized Equipment
S99F0061	HOWARD INDUSTRIES INC	34,221.60	34,221.60	4000000015 6200	Bldg & Improvement of Bldg
S99F0062	HAULWAY STORAGE CONTAINERS	390.00	390.00	0100000125 5800	Prof/ConsultingServ&Oper Exp
S99M0155	AMERICAN EXPRESS	700.00	700.00	0167620001 4300	Materials and Supplies
S99M0156	AMERICAN EXPRESS	193.27	193.27	0100000058 4300	Materials and Supplies

LOWELL JOINT SD

PURCHASE ORDER DETAIL REPORT
BOARD OF TRUSTEES MEETING: 02/06/2023

FROM 12/01/2022 TO 12/31/2022

PO NUMBER	VENDOR	PO		OBJECT DESCRIPTION	
		TOTAL	ACCOUNT AMOUNT		
S99M0157	AMERICAN EXPRESS	165.34	165.34	0165000029 4300	Materials and Supplies
S99M0158	AMERICAN EXPRESS	163.17	163.17	0167620001 4300	Materials and Supplies
S99M0159	AMERICAN EXPRESS	308.69	308.69	010840008 4300	Materials and Supplies
S99M0160	AMERICAN EXPRESS	23.14	23.14	0165000010 4300	Materials and Supplies
S99M0161	AMERICAN EXPRESS	56.82	56.82	0165000010 4300	Materials and Supplies
S99M0162	AMERICAN EXPRESS	164.83	164.83	0108880039 4300	Materials and Supplies
S99M0163	AMERICAN EXPRESS	79.38	79.38	0100000009 4300	Materials and Supplies
S99M0164	AMERICAN EXPRESS	29,552.45	10,763.49	2500000002 4300	Materials and Supplies
			18,788.96	2500000002 4400	Non Capitalized Equipment
S99M0165	APPLE INC.	2,151.88	1,012.94	0100810003 4300	Materials and Supplies
			1,138.94	0156400007 4300	Materials and Supplies
S99M0166	AMERICAN EXPRESS	40.78	40.78	0100000058 4300	Materials and Supplies
S99M0167	AMERICAN EXPRESS	60.90	60.90	0100000317 5200	Travel and Conferences
S99M0168	AMERICAN EXPRESS	981.28	981.28	0109110014 4300	Materials and Supplies
S99M0169	AMERICAN EXPRESS	810.86	810.86	0109110014 4300	Materials and Supplies
S99M0170	AMERICAN EXPRESS	264.27	264.27	0109110014 4300	Materials and Supplies
S99M0171	AMERICAN EXPRESS	320.00	320.00	0156400013 5200	Travel and Conferences
S99M0172	AMERICAN EXPRESS	149.72	149.72	0100000058 4300	Materials and Supplies
S99M0173	AMERICAN EXPRESS	170.88	170.88	0109110014 4300	Materials and Supplies
S99M0174	AMERICAN EXPRESS	38.58	38.58	0165000010 4300	Materials and Supplies
S99M0175	AMERICAN EXPRESS	50.77	50.77	0165000006 4300	Materials and Supplies
S99M0176	AMERICAN EXPRESS	1,075.58	1,075.58	0108880039 4300	Materials and Supplies
S99M0177	AMERICAN EXPRESS	600.00	600.00	0100000317 5200	Travel and Conferences

LOWELL JOINT SD

PURCHASE ORDER DETAIL REPORT
BOARD OF TRUSTEES MEETING: 02/06/2023

FROM 12/01/2022 TO 12/31/2022

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>OBJECT DESCRIPTION</u>
S99M0178	AMERICAN EXPRESS	387.70	387.70	0108880020 4300	Materials and Supplies
S99M0179	AMERICAN EXPRESS	253.41	253.41	0100000058 4300	Materials and Supplies
S99N0019	ACTION SALES	965.79	965.79	1353100041 4400	Non Capitalized Equipment
S99N0020	ACTION SALES	27,338.97	3,946.80	1353100040 4400	Non Capitalized Equipment
			23,392.17	1353100040 6400	Equipment
S99N0021	ACTION SALES	24,151.72	24,151.72	1353100045 6400	Equipment
S99R0230	ACTION TROPHY	73.32	73.32	0101005400 4300	Materials and Supplies
S99R0232	SCHOOL SERVICES OF CALIFORNIA	1,475.00	1,475.00	0100000317 5200	Travel and Conferences
S99R0233	FOCUSED SCHOOLS	8,100.00	8,100.00	0162660002 5850	Const/Ind Contractors(NonEmp)
S99R0234	BUENA PARK PLAQUE & TROPHY	61.96	61.96	0100000317 4300	Materials and Supplies
S99R0235	ACTIVE EDUCATION	134,568.00	134,568.00	0100000424 5800	Prof/ConsultingServ&Oper Exp
S99R0236	LINKEDIN CORPORATION	2,208.00	2,208.00	0173110003 5200	Travel and Conferences
S99R0237	WOLVERINE FENCE AND COMPANY	796.29	796.29	0100000098 4300	Materials and Supplies
S99R0241	RMH DANCE & PRODUCTIONS	495.00	495.00	0100580002 4300	Materials and Supplies
S99R0242	LAKESHORE LEARNING MATERIALS	1,653.69	1,653.69	0156400010 4400	Non Capitalized Equipment
S99R0243	WPS	8,982.60	8,982.60	0156400022 4300	Materials and Supplies
S99R0244	ONE STOP CELLULAR	96.34	96.34	0165000012 4300	Materials and Supplies
S99R0245	TURF STAR INC.	1,340.23	1,340.23	0100000108 5630	Repairs or Maintenance
S99R0246	ULINE	236.30	236.30	0167620001 4300	Materials and Supplies
S99R0247	SEESAW LEARNING INC.	6,270.40	1,046.44	0132120028 5810	Licenses/Technology
			1,046.44	0132120029 5810	Licenses/Technology
			1,046.44	0132120030 5810	Licenses/Technology
			1,042.31	0132120031 5810	Licenses/Technology
			1,042.32	0132120032 5810	Licenses/Technology

LOWELL JOINT SD

PURCHASE ORDER DETAIL REPORT
BOARD OF TRUSTEES MEETING-02/06/2023

FROM 12/01/2022 TO12/31/2022

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>OBJECT DESCRIPTION</u>
S99R0247	*** CONTINUED ***				
S99R0249	AMERICAN THERMOFORM	2,373.64	2,373.64	0165010004 4300	Licenses/Technology
S99R0250	ALLSTATE SIGN & PLAQUE	452.34	452.34	0165000008 4300	Materials and Supplies
S99R0251	BYRDSEED LLC	4,000.00	4,000.00	0174350002 5810	Licenses/Technology
S99R0252	DOCUMENT TRACKING SERVICES	3,618.14	3,618.14	0100000009 4300	Materials and Supplies
S99R0253	SCSBOA-SOUTHERN CALIFORNIA SCH	600.00	600.00	0105110041 4300	Materials and Supplies
S99R0254	SCSBOA-SOUTHERN CALIFORNIA SCH	200.00	200.00	0105110036 4300	Materials and Supplies
S99R0255	A & D TRANSPORTATION L.P.	375.00	375.00	0109910005 5800	Prof/ConsultingServ&Oper Exp
S99R0256	THINKING MAPS	8,800.00	8,800.00	0140350030 5800	Prof/ConsultingServ&Oper Exp
S99R0257	CRISIS PREVENTION INSTITUTE	200.00	200.00	0156400033 5300	Dues and Memberships
S99R0258	SOUTHWEST SCHOOL SUPPLY	4,674.60	4,674.60	0174350004 4400	Non Capitalized Equipment
S99R0259	WINSOR LEARNING INC	1,833.49	1,833.49	0165000006 4300	Materials and Supplies
S99R0260	VERIZON WIRELESS-LA	431.99	431.99	0100000009 4300	Materials and Supplies
S99R0261	RIOS EUBANKS LLP	12,000.00	12,000.00	0100000068 5820	Legal, Audit, & Election Costs
S99R0262	FLAGHOUSE	67.25	67.25	0165010001 4300	Materials and Supplies
S99R0263	BLEVINS, CRISTINA	6,000.00	6,000.00	0174350003 5800	Prof/ConsultingServ&Oper Exp
S99R0264	DATA IMPRESSIONS	4,192.12	659.82	010086 4300	Materials and Supplies
			3,532.30	010086 4400	Non Capitalized Equipment
S99R0265	DATA IMPRESSIONS	4,192.14	659.84	0105110007 4300	Materials and Supplies
			1,207.24	0105110007 4400	Non Capitalized Equipment
S99R0266	CA DEPARTMENT OF JUSTICE	369.00	2,325.06	0105110044 4400	Non Capitalized Equipment
			369.00	0100000071 5800	Prof/ConsultingServ&Oper Exp
S99R0268	COASTAL ENTERPRISES	3,335.01	3,335.01	0109110014 4300	Materials and Supplies

LOWELL JOINT SD

PURCHASE ORDER DETAIL REPORT

BOARD OF TRUSTEES MEETING-02/06/2023

FROM 12/01/2022 TO12/31/2022

PO NUMBER	VENDOR	PO		ACCOUNT AMOUNT	ACCOUNT NUMBER	OBJECT DESCRIPTION
		TOTAL	AMOUNT			
S99R0269	INTERQUEST DETECTION	215.00	215.00	0105110044	4300	Materials and Supplies
S99R0270	LA HABRA ROTARY CLUB	295.00	295.00	0100000317	5300	Dues and Memberships
S99T0053	CDW GOVERNMENT INC.	496.13	496.13	0108880020	4300	Materials and Supplies
S99T0054	CDW GOVERNMENT INC.	618.37	618.37	0100890004	4300	Materials and Supplies
S99T0055	DATA IMPRESSIONS	4,945.09	4,945.09	0140350016	4300	Materials and Supplies
S99T0056	DELL MARKETING L.P.	3,358.44	5.00	0108880034	4300	Materials and Supplies
			834.61	0108880034	4400	Non Capitalized Equipment
			5.00	0108880038	4300	Materials and Supplies
			834.61	0108880038	4400	Non Capitalized Equipment
			5.00	0108880039	4300	Materials and Supplies
			834.61	0108880039	4400	Non Capitalized Equipment
			5.00	0165000012	4300	Materials and Supplies
			834.61	0165000012	4400	Non Capitalized Equipment
S99T0057	GOVCONNECTION INC.	662.54	662.54	0100890005	4300	Materials and Supplies
S99T0058	GOVCONNECTION INC.	8,604.98	5,247.37	0108880034	4400	Non Capitalized Equipment
			78.00	0108880039	4300	Materials and Supplies
			3,279.61	0108880039	4400	Non Capitalized Equipment
S99T0059	VIG SOLUTIONS	1,460.69	1,460.69	0108880020	4300	Materials and Supplies
S99Z0037	BEE GONE BEE REMOVAL SERVICE	4,000.00	500.00	0100000100	5570	Pest Control
			500.00	0100000101	5570	Pest Control
			500.00	0100000102	5570	Pest Control
			500.00	0100000103	5570	Pest Control
			500.00	0100000104	5570	Pest Control
			500.00	0100000105	5570	Pest Control
			500.00	0100000106	5570	Pest Control
			500.00	0100000108	5570	Pest Control

LOWELL JOINT SD
PURCHASE ORDER DETAIL REPORT
BOARD OF TRUSTEES MEETING 02/06/2023

FROM 12/01/2022 TO 12/31/2022

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>OBJECT DESCRIPTION</u>
S99Z0038	SOUTHEAST CONSTRUCTION PRODUCT	8,000.00	1,000.00	0100000089 4300	Materials and Supplies
			1,000.00	0100000090 4300	Materials and Supplies
			2,000.00	0100000091 4300	Materials and Supplies
			1,000.00	0100000093 4300	Materials and Supplies
			1,000.00	0100000094 4300	Materials and Supplies
			1,000.00	0100000096 4300	Materials and Supplies
			1,000.00	0100000098 4300	Materials and Supplies
S99Z0039	EAST WHITTIER GLASS & MIRROR	6,000.00	1,000.00	0100000089 5630	Repairs or Maintenance
			1,000.00	0100000090 5630	Repairs or Maintenance
			1,000.00	0100000091 5630	Repairs or Maintenance
			1,000.00	0100000093 5630	Repairs or Maintenance
			1,000.00	0100000094 5630	Repairs or Maintenance
			1,000.00	0100000096 5630	Repairs or Maintenance
S99Z0040	DANIELS TIRE SERVICE INC.	3,000.00	1,500.00	0100000098 5631	Repairs/Vehicles
			1,500.00	0100000108 5631	Repairs/Vehicles
S99Z0041	TARGET SPECIALTY PRODUCTS	6,000.00	Fund 01 Total:	313,638.72	Materials and Supplies
			Fund 13 Total:	52,456.48	
			Fund 21 Total:	599,003.81	
			Fund 25 Total:	29,552.45	
			Fund 40 Total:	291,014.99	
Total Amount of Purchase Orders:			1,285,666.45		

LOWELL JOINT SCHOOL DISTRICT
February 6, 2023

To: President Shaw and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Consolidated Check Register Listing Report
2022/23 #7

ACTION/
(RATIFICATION)

The Consolidated Check Register Listing Report 2022/23 #7 is recommended for approval. The consolidated check register lists all warrants issued December 1, 2022 through December 31, 2022.

DB/ds

Attachment

Superintendent's Comment:

APPROVAL RECOMMENDED.

X-B2-1

LOWELL JOINT SD

Consolidated Check Register

from 12/1/2022 to 12/31/2022

Check	Payee ID	Payee Name	Reference	Subs	Check Date	Cancel Date	Type	Status	Check Amount
99	00002515	U9900001	CITY OF LA HABRA WATER DEPARTM	1001110122	OH	12/01/2022	MMW	IS	4,627.61
99	00002516	U9900002	FRONTIER	1110120922	OH	12/01/2022	MMW	IS	95.73
99	00002517	U9900004	SOUTHERN CALIFORNIA EDISON	1021112022	OH	12/01/2022	MMW	IS	31,422.49
99	00002518	U9900005	SOUTHERN CALIFORNIA GAS CO	1020112122	OH	12/01/2022	MMW	IS	1,143.28
99	00002519	U9900009	VERIZON WIRELESS-LA	9920734975	OH	12/01/2022	MMW	IS	627.90
99	00002520	U9900010	WARE DISPOSAL	1114038	OH	12/01/2022	MMW	IS	4,321.84
99	00002521	V9903214	806 TECHNOLOGIES INC.	18282	OH	12/05/2022	MMW	IS	2,500.00
99	00002522	V9900003	ACCO BRANDS USA LLC	4725478229	OH	12/05/2022	MMW	IS	3,187.00
99	00002523	V9900009	AERIES SOFTWARE	CONF-22844	OH	12/05/2022	MMW	IS	1,149.00
99	00002524	F9900011	BEST LAWNMOWER INC.	107484	OH	12/05/2022	MMW	IS	48.49
99	00002525	R9900001	BRENT ALLSMAN	MEDICAL DEC	OH	12/05/2022	MMW	IS	557.02
99	00002526	V9903348	BROTHERS AUTOMOTIVE INC	1009	OH	12/05/2022	MMW	IS	694.82
99	00002527	F9900014	BUG FLIP	64470	OH	12/05/2022	MMW	IS	1,350.00
99	00002528	V9900029	BULKBOOK STORE	125740	OH	12/05/2022	MMW	IS	274.23
99	00002529	R9903247	CAROL YN KANE	MEDICAL DEC	OH	12/05/2022	MMW	IS	1,290.56
99	00002530	V9900052	DASH MEDICAL GLOVES	INV1276008	OH	12/05/2022	MMW	IS	902.49
99	00002531	V9900056	DELTA DENTAL OF CALIFORNIA	BE005239217	OH	12/05/2022	MMW	IS	2,148.70
99	00002532	R9900014	EDDY VEGA	MEDICAL DEC	OH	12/05/2022	MMW	IS	557.02
99	00002533	R9900006	EMILY WAKEFIELD	MEDICAL DEC	OH	12/05/2022	MMW	IS	570.78
99	00002534	V9900077	FULLERTON SCHOOL DISTRICT	22SI0484	OH	12/05/2022	MMW	IS	1,418.87
99	00002535	R9900007	GAYLE ROGERS	MEDICAL DEC	OH	12/05/2022	MMW	IS	232.94
99	00002536	V9903282	GOVCONNECTION INC.	73481386	OH	12/05/2022	MMW	IS	1,311.94
99	00002537	F9900038	ICS SERVICE COMPANY	36476	OH	12/05/2022	MMW	IS	1,440.00
99	00002538	R9903248	JULIE ROTH	MEDICAL DEC	OH	12/05/2022	MMW	IS	570.78
99	00002539	R9900015	KATHRYN ALLSMAN	MEDICAL DEC	OH	12/05/2022	MMW	IS	557.02
99	00002540	R9900013	MARGARET DUMADAG	MEDICAL DEC	OH	12/05/2022	MMW	IS	557.02
99	00002541	R9900009	NANCY WHITE	MEDICAL DEC	OH	12/05/2022	MMW	IS	1,290.56
99	00002542	R9900010	PENNY MAYERCHECK	MEDICAL DEC	OH	12/05/2022	MMW	IS	1,290.56
99	00002543	F9900053	PEST OPTION INC.	412954	OH	12/05/2022	MMW	IS	307.22
99	00002544	E9900165	REBECCA CHAMPION	ISTE 2022	OH	12/05/2022	MMW	IS	459.25
99	00002545	E9900172	RHONDA OVERBY	ISTE 2022	OH	12/05/2022	MMW	IS	489.58
99	00002546	R9900011	RONALD RANDOLPH	MEDICAL DEC	OH	12/05/2022	MMW	IS	614.88
99	00002547	R9900012	SHELLEY MARKER	MEDICAL DEC	OH	12/05/2022	MMW	IS	570.78
99	00002548	U9900006	SUBURBAN WATER SYSTEMS	180061627828	OH	12/05/2022	MMW	IS	2,071.62

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Check	Payee ID	Payee Name	Reference	Subs	Check Date	Cancel Date	Type	Status	Check Amount
99	00002549	R9900002	BRUCE PATILLO	MEDICAL DEC	OH	12/05/2022	MW	IS	557.02
99	00002550	V9900020	ATKINSON ANDELSON LOYA RUUD &	665383-OCT 2022	OH	12/06/2022	MW	IS	14,222.02
99	00002551	V9900154	READYREFRESH BY NESTLE	02K0032621385	OH	12/06/2022	MW	IS	81.42
99	00002552	V9903427	REHABMART	65139	OH	12/06/2022	MW	IS	3,352.73
99	00002553	S9990004	RIFTON EQUIPMENT	U221A-1	OH	12/06/2022	MW	IS	2,560.84
99	00002554	V9900159	RIVERSIDE INSIGHTS	INV138473	OH	12/06/2022	MW	IS	1,382.57
99	00002555	V9900169	SCHOOL DATEBOOKS	S22-0224856	OH	12/06/2022	MW	IS	942.84
99	00002556	V9900175	SENTRY SIGNS & PRINTING	4037/3543	OH	12/06/2022	MW	IS	700.61
99	00002557	V9903488	SHIFLER EQUIPMENT	2225204400	OH	12/06/2022	MW	IS	1,725.72
99	00002558	V9903284	SPIRIT MONKEY	50484	OH	12/06/2022	MW	IS	981.75
99	00002559	V9900183	STUDIES WEEKLY	458307	OH	12/06/2022	MW	IS	224.63
99	00002560	V9903257	TAO ROSSINI APC	3479,3480	OH	12/06/2022	MW	IS	4,611.87
99	00002561	V9903286	TEXTHELP	61024	OH	12/06/2022	MW	IS	150.00
99	00002562	V9903235	U.S. BANK	6639535	OH	12/06/2022	MW	IS	250.00
99	00002563	V9900203	VEX ROBOTICS	607143	OH	12/06/2022	MW	IS	2,313.68
99	00002564	V9900209	WILLIAM V.MACGILL & CO.	IN0812220	OH	12/06/2022	MW	IS	487.28
99	00002565	V9903522	YMCA OF GREATER WHITTIER	11/3/22-JOR.MG	OH	12/06/2022	MW	IS	1,567.70
99	00002566	V9903521	YMCA OF ORANGE COUNTY	SEPT2022	OH	12/06/2022	MW	IS	5,419.86
99	00002567	V9900008	ADMINISTRATIVE SERV. CO-OP	15218	OH	12/07/2022	MW	IS	13,180.00
99	00002568	F9900038	ICS SERVICE COMPANY	35881	OH	12/07/2022	MW	IS	350.99
99	00002569	V9900088	IMPERIAL BAND INSTRUMENTS	M74575	OH	12/07/2022	MW	IS	462.41
99	00002570	V9903303	iPRINT TECHNOLOGIES	949180	OH	12/07/2022	MW	IS	174.21
99	00002571	V9900094	J.W.PEPPER & SON INC.	364655625	OH	12/07/2022	MW	IS	158.76
99	00002572	V9903448	KARLAN EARLY LEARNING CO	6430775	OH	12/07/2022	MW	IS	31.88
99	00002573	V9900103	LAKESHORE LEARNING MATERIALS	787383112322	OH	12/07/2022	MW	IS	1,471.61
99	00002574	V9903434	LITERACY RESOURCES LLC	223815	OH	12/07/2022	MW	IS	597.04
99	00002575	F9900052	PDQ EQUIPMENT RENTAL	757887	OH	12/07/2022	MW	IS	63.25
99	00002576	U9900004	SOUTHERN CALIFORNIA EDISON	1025112222	OH	12/07/2022	MW	IS	2,178.71
99	00002577	U9900006	SUBURBAN WATER SYSTEMS	180061630263	OH	12/07/2022	MW	IS	7,624.14
99	00002578	V9903537	WOLVERINE FENCE AND COMPANY	S9900789	OH	12/07/2022	MW	IS	796.29
99	00002579	V9900010	ALLIANCE OF SCHOOLS FOR COOPER	DEC22VLFBU	OH	12/08/2022	MW	IS	1,273.67
99	00002580	U9900004	SOUTHERN CALIFORNIA EDISON	1101113022	OH	12/08/2022	MW	IS	63.78
99	00002581	U9900005	SOUTHERN CALIFORNIA GAS CO	1027112922	OH	12/08/2022	MW	IS	673.23
99	00002582	U9900006	SUBURBAN WATER SYSTEMS	181003402821	OH	12/08/2022	MW	IS	7,096.91

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Check	Payee ID	Payee Name	Reference	Subs	Check Date	Cancel Date	Type	Status	Check Amount
99	00002583	T-MOBILE	1021112022	OH	12/08/2022		MW	IS	148.40
99	00002584	ALLIANCE OF SCHOOLS FOR COOPER	DEC22DDR	OH	12/09/2022		MW	IS	28,894.88
99	00002585	BROTHERS AUTOMOTIVE INC	1010	OH	12/09/2022		MW	IS	85.00
99	00002586	HOME DEPOT CREDIT SERVICES	2149318887	OH	12/09/2022		MW	IS	7.62
99	00002587	ALLIANCE OF SCHOOLS FOR COOPER	DEC22DDR	OH	12/09/2022		MW	IS	65.22
99	00002588	ALLIANCE OF SCHOOLS FOR COOPER	DEC22VSR	OH	12/12/2022		MW	IS	6,151.15
99	00002589	BEE GONE BEE REMOVAL SERVICE	5670	OH	12/12/2022		MW	IS	275.00
99	00002590	BULL, ABIGAIL PAYTON	22/23	OH	12/12/2022		MW	IS	700.00
99	00002591	DAVIS, SUMMER	NOV 2022	OH	12/12/2022		MW	IS	1,512.00
99	00002592	DR. OLVERA PSYCHOLOGY, A PROFE	2222	OH	12/12/2022		MW	IS	3,000.00
99	00002593	LINDA TAKACS	NOV 2022	OH	12/12/2022		MW	IS	3,500.00
99	00002594	QUADIENT LEASING USA INC.	N9681504	OH	12/12/2022		MW	IS	510.91
99	00002595	RUIZ, ALYSSA	22/23	OH	12/12/2022		MW	IS	700.00
99	00002596	SAMANO, LARISSA	22/23	OH	12/12/2022		MW	IS	700.00
99	00002597	ALLIANCE OF SCHOOLS FOR COOPER	DEC22VSR	OH	12/12/2022		MW	IS	13.55
99	00002598	KOURY ENGINEERING & TESTING	953837	OH	12/12/2022		MW	IS	13,450.00
99	00002599	VOID.CONTIVoid - Continued Stub	CONTINUE	OH	12/14/2022		VM	VD	0.00
99	00002600	AMERICAN EXPRESS	ZOOM-NOV 2022	OH	12/14/2022		MW	IS	13,690.28
99	00002601	GLASBY MAINTENANCE SUPPLY	329521A	OH	12/14/2022		MW	IS	14,969.16
99	00002602	JAMES HARDWARE COMPANY	2210-030238	OH	12/14/2022		MW	IS	399.81
99	00002603	PDQ EQUIPMENT RENTAL	764790	OH	12/14/2022		MW	IS	1,394.38
99	00002604	PLUMBING WHOLESALE OUTLET	S100617047.001	OH	12/14/2022		MW	IS	56.84
99	00002605	SCHOOL FIX	484256	OH	12/14/2022		MW	IS	217.95
99	00002606	AMERICAN EXPRESS	1145059920307221	OH	12/14/2022		MW	IS	229.84
99	00002607	YMCA OF GREATER WHITTIER	OCT22OR/MG	OH	12/14/2022		MW	IS	7,341.88
99	00002608	BERNIER REFRIGERATION GENERATI	27670	OH	12/15/2022		MW	IS	604.60
99	00002609	COUNTY OF LOS ANGELES -ENVIRON	OW0248235PY	OH	12/15/2022		MW	IS	788.00
99	00002610	DRIFTWOOD DAIRY	NOV2022	OH	12/15/2022		MW	IS	11,389.12
99	00002611	FORM PLASTICS COMPANY	IV-121315&121407	OH	12/15/2022		MW	IS	638.37
99	00002612	GOLD STAR FOODS	NOV2022	OH	12/15/2022		MW	IS	24,942.81
99	00002613	LADY BUGS ENVIRONMENTAL TERMIT	26143	OH	12/15/2022		MW	IS	55.00
99	00002614	P & R PAPER SUPPLY COMPANY	NOV2022	OH	12/15/2022		MW	IS	3,639.30
99	00002615	SOUTHERN CALIFORNIA PIZZA	NOV2022	OH	12/15/2022		MW	IS	10,838.80
99	00002616	Granite Telecommunications LLC	583285200	OH	12/16/2022		MW	IS	1,688.96

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99	00002617	V99003550 LOS ANGELES COUNTY TREASURER	64766_M.BROWN	OH	12/16/2022		MW	IS	874.20
99	00002618	V9900174 SEESAW LEARNING INC.	2021-48483	OH	12/16/2022		MW	IS	6,270.40
99	00002619	U9900004 SOUTHERN CALIFORNIA EDISON	1104120622	OH	12/16/2022		MW	IS	5,949.03
99	00002620	V9903299 SCHOOL SPECIALTY LLC	REF59225985	OH	12/16/2022		MW	IS	18,039.57
99	00002621	V9903521 YMCA OF ORANGE COUNTY	OCT22ELOPPGRM	OH	12/16/2022		MW	IS	17,070.34
99	00002622	F9900014 BUG FLIP	NOV2022	OH	12/16/2022		MW	IS	180.00
99	00002623	V9903549 MARCELLA SANCHEZ	POS812670	OH	12/16/2022		MW	IS	100.00
99	00002624	V9903445 MUCKENTHALER CULTURAL CENTER F	1698	OH	12/19/2022		MW	IS	9,240.00
99	00002625	V9900002 A & D TRANSPORTATION L.P.	012672	OH	12/20/2022		MW	IS	375.00
99	00002626	V9903256 ALPHA & OMEGA LOCK & KEY LLC	36588	OH	12/20/2022		MW	IS	395.00
99	00002627	V9900028 BUENA PARK PLAQUE & TROPHY	22464	OH	12/20/2022		MW	IS	61.96
99	00002628	F9900014 BUG FLIP	64570	OH	12/20/2022		MW	IS	165.00
99	00002629	V9903310 BYRDSEED LLC	2031	OH	12/20/2022		MW	IS	4,000.00
99	00002630	V9903534 CALIFORNIA ARBORIST COMPLETE T	31888	OH	12/20/2022		MW	IS	750.00
99	00002631	V9903547 CRISIS PREVENTION INSTITUTE	IUS0239472	OH	12/20/2022		MW	IS	200.00
99	00002632	E9903244 CRISTIAN BOGDAN	MILEAGENOV202	OH	12/20/2022		MW	IS	31.55
99	00002633	E9900051 DAVID BENNETT	11222022	OH	12/20/2022		MW	IS	64.79
99	00002634	V9900060 DOCUMENT TRACKING SERVICES	T906030008	OH	12/20/2022		MW	IS	3,618.14
99	00002635	V9903538 FOCUSED SCHOOLS	1750	OH	12/20/2022		MW	IS	8,100.00
99	00002636	V9903282 GOVCONNECTION INC.	73511300	OH	12/20/2022		MW	IS	1,311.94
99	00002637	E9900221 JENNIFER JACKSON	CALEAGUENOV200H	OH	12/20/2022		MW	IS	725.46
99	00002638	E9900087 JOHN ZAPPULLA	MILEAGENOV202	OH	12/20/2022		MW	IS	65.14
99	00002639	E9900222 MARY JANE VILLALOVOS	12012022	OH	12/20/2022		MW	IS	53.00
99	00002640	U9900003 MCI A VERIZON COMPANY	409089972	OH	12/20/2022		MW	IS	15.57
99	00002641	E9900171 RENEE VERBECK	10212022	OH	12/20/2022		MW	IS	43.00
99	00002642	U9900004 SOUTHERN CALIFORNIA EDISON	1109121122	OH	12/20/2022		MW	IS	2,401.81
99	00002643	U9900005 SOUTHERN CALIFORNIA GAS CO	1108120922	OH	12/20/2022		MW	IS	971.22
99	00002644	V9900059 DIVISION OF THE STATE ARCHITECT	0314367	OH	12/20/2022		MW	IS	322.50
99	00002645	B9900009 ELITE MODULAR LEASING & SALES	9015762442	OH	12/20/2022		MW	IS	82,600.00
99	00002646	B9900011 GHATAODE BANNON ARCHITECTS	5136	OH	12/20/2022		MW	IS	67,491.20
99	00002647	B9900013 HAUFPE COMPANY	456	OH	12/20/2022		MW	IS	17,024.00
99	00002648	B9903229 HAULWAY STORAGE CONTAINERS	2097460	OH	12/20/2022		MW	IS	291.20
99	00002649	B9900012 HANCOCK PARK & DELONG INC	6242	OH	12/20/2022		MW	IS	3,000.00
99	00002650	V9903352 ACTIVE EDUCATION	2257 NOV 2022	OH	12/21/2022		MW	IS	33,642.00

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99	00002651	E9900004 ALAN MAO	CITE CON	OH	12/21/2022		MW	IS	61.50
99	00002652	V9900020 ATKINSON ANDELSON LOYA RUUD &	668087 NOV2022	OH	12/21/2022		MW	IS	5,971.25
99	00002653	V9900048 CSM CONSULTING INC.	15332	OH	12/21/2022		MW	IS	2,125.00
99	00002654	V9903362 DELL MARKETING L.P.	10638458842	OH	12/21/2022		MW	IS	3,358.44
99	00002655	F9900031 F.M. THOMAS AIR CONDITIONING	44685	OH	12/21/2022		MW	IS	1,684.35
99	00002656	V9900092 INTERQUEST DETECTION	145-1122	OH	12/21/2022		MW	IS	215.00
99	00002657	E9900084 JIM COOMBS	LUNGH-DEC2022	OH	12/21/2022		MW	IS	115.98
99	00002658	E9900087 JOHN ZAPPULLA	CITE	OH	12/21/2022		MW	IS	26.12
99	00002659	V9900104 LEADER SERVICES	CDS 6055	OH	12/21/2022		MW	IS	1,255.22
99	00002660	V9900104 LEADER SERVICES	CDS 6095	OH	12/21/2022		MW	IS	1,471.89
99	00002661	V9903540 ONE STOP CELLULAR	2095	OH	12/21/2022		MW	IS	96.34
99	00002662	F9900057 SOUTHEAST CONSTRUCTION PRODUCT	2211-184663	OH	12/21/2022		MW	IS	138.14
99	00002663	E9900214 WHITNEY TAKACS	CA	OH	12/21/2022		MW	IS	352.72
99	00002664	V9903421 ARAIZA, ISABEL	DEC 2022	OH	12/22/2022		MW	IS	416.66
99	00002665	E9900028 BREANNE PAGANO	SUCESSICAL11622	OH	12/22/2022		MW	IS	508.48
99	00002666	V9903531 DAVIS, SUMMER	DEC2022 CNTRCT	OH	12/22/2022		MW	IS	1,512.00
99	00002667	E9900221 JENNIFER JACKSON	11302022	OH	12/22/2022		MW	IS	218.76
99	00002668	E9900084 JIM COOMBS	CSBADEC2022	OH	12/22/2022		MW	IS	781.79
99	00002669	V9903279 LOPEZ, ALEJANDRO	DEC2022	OH	12/22/2022		MW	IS	416.66
99	00002670	V9903496 NAZARI, GILBERT	DEC 2022 CNTRCT	OH	12/22/2022		MW	IS	1,000.00
99	00002671	E9900165 REBECCA CHAMPION	CSBADEC2022	OH	12/22/2022		MW	IS	44.89
99	00002672	E9900172 RHONDA OVERBY	CSBADEC2022	OH	12/22/2022		MW	IS	208.56
99	00002673	V9900200 UNUM LIFE INSURANCE COMPANY	BL0160188-010123	OH	12/22/2022		MW	IS	519.59
99	00002674	F9900011 BEST LAWNMOWER INC.	107514	OH	12/27/2022		MW	IS	212.21
99	00002675	F9900019 CITY OF LA HABRA	LH23-434AR	OH	12/27/2022		MW	IS	4,161.58
99	00002676	F9900040 JAMES HARDWARE COMPANY	2211-032933	OH	12/27/2022		MW	IS	209.09
99	00002677	F9900059 THE HOME DEPOT PRO INSTITUTION	720238427	OH	12/27/2022		MW	IS	2,304.37
99	00002678	V9903521 YMCA OF ORANGE COUNTY	NOV22ELOPEXPS	OH	12/27/2022		MW	IS	15,261.22
99	00002679	F9900019 CITY OF LA HABRA	LH23-434AR	OH	12/27/2022		MW	IS	306.21
99	00002680	V9903352 ACTIVE EDUCATION	2256	OH	12/28/2022		MW	IS	3,660.62
99	00002681	R9900001 BRENT ALLSMAN	MEDICAL JAN	OH	12/28/2022		MW	IS	603.64
99	00002682	V9903543 BRENTPOINT LLC	APR-3393	OH	12/28/2022		MW	IS	3,997.00
99	00002683	V9903553 CA DEPARTMENT OF JUSTICE	609224	OH	12/28/2022		MW	IS	369.00
99	00002684	R9903247 CAROLYN KANE	MEDICAL JAN	OH	12/28/2022		MW	IS	1,358.28

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99	00002685	V9900036	CDW GOVERNMENT INC.	OH	12/28/2022		MW	IS	1,078.41
99	00002686	R9900014	EDDY VEGA	OH	12/28/2022		MW	IS	603.64
99	00002687	R9900006	EMILY WAKEFIELD	OH	12/28/2022		MW	IS	603.64
99	00002688	V9900077	FULLERTON SCHOOL DISTRICT	OH	12/28/2022		MW	IS	1,260.00
99	00002689	R9900007	GAYLE ROGERS	OH	12/28/2022		MW	IS	269.02
99	00002690	E9900084	JIM COOMBS	OH	12/28/2022		MW	IS	60.35
99	00002691	R9903248	JULIE ROTH	OH	12/28/2022		MW	IS	603.64
99	00002692	R9900015	KATHRYN ALLSMAN	OH	12/28/2022		MW	IS	603.64
99	00002693	E9900127	LINDA TAKACS	OH	12/28/2022		MW	IS	3,500.00
99	00002694	R9900013	MARGARET DUMADAG	OH	12/28/2022		MW	IS	603.64
99	00002695	R9900009	NANCY WHITE	OH	12/28/2022		MW	IS	1,358.28
99	00002696	R9900010	PENNY MAYERCHECK	OH	12/28/2022		MW	IS	1,358.28
99	00002697	R9900011	RONALD RANDOLPH	OH	12/28/2022		MW	IS	689.04
99	00002698	R9900012	SHELLEY MARKER	OH	12/28/2022		MW	IS	603.64
99	00002699	R9900002	BRUCE PATILLO	OH	12/28/2022		MW	IS	603.64

Issued: 655,164.67
 99 Bank Total: 655,164.67

Grand Total: 655,164.67

LOWELL JOINT SCHOOL DISTRICT

February 6, 2023

To: President Shaw and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Employer-Employee Relations/Personnel Report 2022/2023 #7
Which Includes Hiring, Resignations, Contract Adjustments,
and Retirements for Certificated, Classified, and Confidential
Employees

ACTION/
(RATIFICATION)

The attached Employer-Employee Relations/Personnel Report 2022/2023 #7, which includes hiring, resignations, contract adjustments, and retirements for certificated, classified, and confidential employees has been completed without irregularities and in compliance with the law, District policy, administrative regulations, rules, procedures, and direction of the supervisor and all information has been fully disclosed.

It is recommended that Employer-Employee Relations/Personnel Report 2022/2023 #7, which includes hiring, resignations, contract adjustments, and retirements for certificated, classified, and confidential employees, be ratified.

Attachment

JC/me

Superintendent's Comment:

APPROVAL RECOMMENDED.

LOWELL JOINT SCHOOL DISTRICT
EMPLOYER-EMPLOYEE RELATIONS PERSONNEL REPORT 2022/2023 #7

February 6, 2023

I. CERTIFICATED EMPLOYEE

A. CERTIFICATED SALARIES

NAME	<u>EFFECTIVE DATE</u>	<u>END DATE</u>	SITE	COMMENTS
Ellie Warner	01/01/2023	06/02/2023	JO	Class 3 / Step 2. Update of EER 2023-2022 #2. Units earned to move on salary schedule.
Goss, Brittany	01/01/2023	06/06/2023	RS	Class 5 / Step 4. Update of EER 2021-2022 #11. Units earned to move on salary schedule.
Trisha Gonzalez	01/01/2023	06/14/2023	DO	Class 4 / Step 8. Update of EER 2021-2022 #11. Units earned to move on salary schedule.

B. MANAGEMENT

NAME	<u>EFFECTIVE DATE</u>	<u>END DATE</u>	SITE	COMMENTS
Van Hoogmoed, Krista	01/01/2023	06/16/2023	OL	Extra compensation \$6000, 15 yrs longevity, management

C. CHANGE OF STATUS

NAME	<u>EFFECTIVE DATE</u>	<u>END DATE</u>	SITE	COMMENTS
Saieva, Alyson	02/01/2023	02/28/2023	OL	(AB375) FMLA
Jacobs, Diana	02/13/2023	03/15/2023	JO	(AB375) FMLA Maternity Leave
Cacioppo, Bianca	01/31/2023	04/07/2023	EP	(AB375) FMLA Maternity Leave

D. EXTRA DUTY PAY/STIPENDS

NAME	<u>EFFECTIVE DATE</u>	<u>END DATE</u>	SITE	COMMENTS
Ilinsky, Chrissy	01/09/2023	04/30/2023	EP	To be paid to be the Campus Teacher for the Disney Musical in Schools for Lowell Joint School District for the 2022-2023 School Year, not to exceed \$1800.00 (\$900 January, \$900 February), to be paid by the ELOP funds.
Carty, Lyn	01/09/2023	04/30/2023	EP	To be paid to be the Campus Teacher for the Disney Musical in Schools for Lowell Joint School District for the 2022-2023 School Year, not to exceed

Abell, Amy	01/09/2023	04/30/2023	EP	\$1800.00 (\$900 January, \$900 February), to be paid by the ELOP funds. To be paid to be the Campus Teacher for the Disney Musical in Schools for Lowell Joint School District for the 2022-2023 School Year, not to exceed \$1800.00 (\$900 January, \$900 February), to be paid by the ELOP funds.
Marrone, Frankie	01/09/2023	04/30/2023	RS	To be paid to be the Campus Teacher for the Disney Musical in Schools for Lowell Joint School District for the 2022-2023 School Year, not to exceed \$900.00 (\$900 January), to be paid by the ELOP funds.
Pagano, Breanne	10/01/2022	02/28/2023	RS	To be paid to be the Choreographer for the Lowell Joint Youth Theater for Lowell Joint School District for the 2022-2023 School Year, not to exceed \$3750.00, \$1875 a show, to be paid by the ESSERIII-3213 funds

* 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, Intervention and Power Source

**It is further recommended that the individuals listed in Certificated Salaries for 2022-2023 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 2022-2023 serve as home school teachers, if needed, for the 2022-2023 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 2022-2023 school year.

E. Employment of substitutes effective 08/15/2022 for the 2022-2023 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 Power Source, and \$250.00 long term sub rate.

- Austyn Dowell
- Michael Magdaleno
- David Ocanas
- Thomas Garcia
- Seo, Kevin
- Patel, Kunal
- Johansen, Amanda

F. SUBSTITUTE CHANGE OF PAY

NAME	EFFECTIVE DATE	END DATE	SITE	COMMENT
Wallace, Gregory	02/01/2023	02/28/2023	DO	To be paid special long term rate of \$250.00 for Third Grade Teacher Olita
Ayers, Becca	01/31/2023	04/07/2023	DO	To be paid rate of \$200.00 for Special Education Teacher El Portal
Wood, Lauren	02/13/2023	03/15/2023	DO	To be paid special long term rate of \$250.00 for First Grade Teacher Jordan

II. CLASSIFIED EMPLOYEES February 6, 2023

A. MONTHLY – GENERAL FUND

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>
Belk, Juliette	01/09/23	02/01/23		OL	LOA: Instructional Aide unpaid leave of absence
Cardenas, Robert	01/17/23		R28/S04	M&O	Promotion: From Groundskeeper to General Maintenance
Castro, Jenny	01/06/23		R16/S04	EP	Step Increase: Instructional Aide ABA
Flores, Michael	02/03/23			RS	Resignation: Night Custodian
Gardner, Julie	01/19/23				New Hire: Substitute Instructional Aide
Maldonado, Florentina	01/17/23			DO	Hours increased: From 3 days to 5 days a week
Mao, Alan	01/22/23		CLMgnt/ S02	DO	Step increase: Director of Technology to Classified Management
Melendez, George	02/03/23				Resignation: Substitute Instructional Aide
Ornelas, Jennifer	01/30/23				New Hire: Instructional Aide
Padilla, Yvette	01/18/23				New Hire: Substitute Instructional Aide RSP
Westerhold, Paul	01/24/23				New Hire: Substitute Instructional Aide
Wheeler, Roseanna	01/27/23				New Hire: Substitute Clerk Typist

LOWELL JOINT SCHOOL DISTRICT
February 6, 2023

To: President Shaw and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Approval of Consultant Agreement with RMH PRODUCTIONS ACTION
to provide Dance and Theatre Workshop Classes for Expanded
Learning Opportunities Program for the 2022-23 School Year

PowerSource Expanded Learning Opportunities Program

Arrangements were made with **RMH PRODUCTIONS** to provide Dance and Theatre Workshop Classes for the 2022-23 school year. These dance classes are in response to stakeholder survey and request. These theatre classes will be provided at 2 Lowell Joint elementary sites when Lowell Joint Youth Theatre is in show production at the other 2 elementary sites. This is in order to build continued engagement and excitement for theatre arts in Lowell Joint School District. Additionally these workshop classes would take place at El Portal's campus when Disney Musicals In Schools is not in production, on an as needed basis. RMH Productions contract amount is not to exceed \$10,000. Funding for this expenditure will be covered by the 6762-Arts, Music, and Instructional Materials Discretionary One Time Block Grant and Fund 12 ELOP funds.

It is recommended that the consultant agreement RMH PRODUCTIONS to be Dance and Theatre Workshop Class Teacher(s) for the PowerSource Expanded Learning for Lowell Joint School District during the 2022-23 school year, at an amount not to exceed \$10,000, to be paid by the 6762-Arts, Music, and Instructional Materials Discretionary One Time Block Grant and Fund 12 ELOP funds, be approved and that the Superintendent or designee be authorized to execute the necessary documents.

Superintendent's Comment:

APPROVAL RECOMMENDED.

LOWELL JOINT SCHOOL DISTRICT
February 6, 2023

To: President Shaw and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Approval of Agreement with Ronica Dixon to Provide Services during 2022-2023 School Year ACTION
(RATIFICATION)

Submitted for approval is an Agreement with Ronica Dixon to provide interim administrative support for the Early Learning Program. This Agreement is to cover the month of January until she is a permanent employee of the District as of February 1, 2023. The cost of this Agreement will not exceed \$3,000 and will be covered by the UPK Implementation Grant.

It is recommended that the Agreement with Ronica Dixon be approved and the Superintendent or designee be authorized to execute the necessary documents.

Superintendent's Comment:

APPROVAL RECOMMENDED.

X-D2-1

LOWELL JOINT SCHOOL DISTRICT
February 6, 2023

To: President Shaw and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Approval of Agreement #15076 with Inside the Outdoors, Orange County Department of Education, to Provide a Traveling Scientist Assembly for the Second Grade Students of El Portal Elementary School ACTION

Arrangements have been made with Inside the Outdoors, Orange County Department of Education to provide a Traveling Scientist Assembly on “Rethink Resources” for the second-grade students of El Portal Elementary School on April 20, 2023 per Agreement #15076. The cost of this assembly is not to exceed \$600 and will be covered by El Portal PTA funds.

It is recommended that Agreement #15076 with Inside the Outdoors, Orange County Department of Education to provide a Traveling Scientist Assembly for the second-grade students of El Portal Elementary School, be approved and that the Superintendent or designee be authorized to execute the necessary documents.

Superintendent’s Comment:

APPROVAL RECOMMENDED.

LOWELL JOINT SCHOOL DISTRICT
February 6, 2023

To: President Shaw and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Approval of Agreement Healthy Smiles for Kids of Orange County, Inc. ACTION

Submitted for Approval is the Agreement with Healthy Smiles for Kids of Orange County, Inc. This is an outreach program to provide services for children 0-5 and their families. The Outreach program involves four components: oral health, education, screenings, application of fluoride varnish, and care coordination. The services include a visual dental screening to identify cavities, application of fluoride varnish, and health promotion education. Children with prior parent consent will receive services. This service is provided at no cost to our District.

It is recommended that Approval of Agreement with Healthy Smiles for Kids of Orange County, Inc. be approved and that the Superintendent or designee be authorized to execute the necessary documents.

Superintendent's Comment:

APPROVAL RECOMMENDED.

LOWELL JOINT SCHOOL DISTRICT
February 6, 2023

To: President Shaw and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Approval of Extension of Agreement with the San Gabriel Valley Cooperative (RFP #201920-1) for the 2023/24 School Year ACTION

In order to obtain the best rates for items for the District, it is recommended that the District extend the agreement with the San Gabriel Valley (SGV) Food Services Co-Op RFP #201920-1 for the 2023/24 school year. This contract allows the district to benefit from the 30-district cooperative purchasing power. The SGV Co-Op does the bidding for all food items and paper goods necessary for school districts to produce and distribute healthy meals to students via the National School Lunch Program (NSLP) and the School Breakfast Program (SBP). As a small district, Lowell Joint benefits greatly, financially, by being a member. The contract is effective July 1, 2023 through June 30, 2024.

It is recommended that the agreement with the San Gabriel Valley Cooperative for the 2023/24 school year be approved, and that the Superintendent or designee be authorized to execute the necessary documents.

Superintendent's Comment:

APPROVAL RECOMMENDED.