



Lowell Joint School District

A Tradition of Excellence Since 1906

“Home of Scholars and Champions”

BOARD MEETING

JANUARY 9, 2023

All Board of Trustees board meeting documents are available electronically. Please see:

- Ljsd.org
- Main Tab Labeled: Board
- Sub Tab Labeled: Board Books, Agendas & Meetings
- Current School Year (by year date order)
- Current Board Date (by date order)

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

REGULAR MEETING OF THE BOARD OF TRUSTEES
January 9, 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 December 12, 2022, Reorganizational Board Meeting ACTION
- III. Reports INFORMATION
 - A. Timely Information from Board and Superintendent – Board President
 - B. School Reports
(School Reports will be the First Meeting of the Month)
- IV. Topics Not on the Agenda
- V. General – Jim Coombs INFORMATION
 - A. Submission of Williams Litigation Settlement – Quarterly Uniform Complaint Report for Quarter October 1, 2022 – December 31, 2022 ACTION
- VI. Business Services – David Bennett

A. Presentation of Audit Report for 2021/22 INFORMATION/
ACTION

VII. Human Resources – Jim Coombs

No Items Except on Consent

VIII. Education Services – Sheri McDonald

A. Approval of the 2021/22 School Accountability Report Cards INFORMATION/
ACTION

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 Educational Practice Teaching Agreement with Hope University, Fullerton, Effective January 1, 2023, through June 30, 2028 ACTION

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

3. 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 ACTION/
(RATIFICATION)

4. 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 ACTION/
(RATIFICATION)

B. Business Services – David Bennett

1. Purchase Order Report 2022/23 #6 ACTION/
(RATIFICATION)
 2. Consolidated Check Register Listing Report 2022/23 #6 ACTION/
(RATIFICATION)
 3. Approval of Amended Professional Services Agreement to Provide ACTION/
Architectural/Engineering Services for Maybrook Elementary (RATIFICATION)
School Campus, Phase II, with Ghataode Bannon Architects (GBA)
for the Rancho Starbuck Interim Housing Modernization Project
 4. Acceptance of Notice of Completion, Erickson-Hall Construction ACTION
Company for Portable Building Replacement, HVAC, Roof
Replacement, Fire Alarm, ADA, and Related Work at Jordan
Elementary School
- C. Human Resources – Jim Coombs
1. Employer-Employee Relations/Personnel Report 2022/23 #6 Which ACTION/
Includes Hiring, Resignations, Contract Adjustments, and (RATIFICATION)
Retirements for Certificated, Classified, and Confidential
Employees
- D. Education Services – Sheri McDonald
1. Approval of Agreement with Eleyo to provide services for ACTION
Expanded Learning Opportunities Program during the 2022/23
School Year
 2. Approval of Ratified Agreement with Active Education to provide ACTION/
services for Expanded Learning Opportunities Program during the (RATIFICATION)
2022/23 School Year
- E. Administrative Services – Carl Erickson
1. Approval of Renewal Agreement with Super Co-Op, A California ACTION
USDA Foods Cooperative for the 2023/24 School Year
- 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 February 6, 2023.

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

MINUTES OF THE REORGANIZATIONAL BOARD MEETING OF THE BOARD OF TRUSTEE
December 12, 2022.

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.
Study Session	Review of Board Meeting Agenda Welcome New Board Members
Closed Session	President Salinas declared the meeting recessed to closed session at 7:05 p.m.
Call to Order	President Salinas reconvened the meeting to order at 7:30 p.m. The flag salute was led by Dr. Anthony Zegarra, member, Board of Trustees
	Trustees Present: Melissa A. Salinas, Karen L. Shaw, Anastasia M. Shackelford, Anthony A. Zegarra, Christine J. Berg
	Trustees Absent: None
	Staff Present: Jim Coombs, Superintendent of Schools, Sheri McDonald, Assistant Superintendent of Educational Services, David Bennett, Assistant Superintendent of Business Services, and Carl Erickson, Assistant Superintendent of Administrative Services
	Staff Absent: None
Reporting out Action (if any) Taken in Closed Session	The Board took action (4-0) to approve Carl Erickson, classified administrative employee in the position of Assistant Superintendent of Administrative Services, effective November 28, 2022, and directed the Superintendent or designee to execute the necessary documents. The Board took action (4-0) to accept and to agree to the terms of OAH case number 2022100221, and directed the Superintendent or designee to execute the necessary documents.
Introductions and Welcome of Guests	President Salinas welcomed the guests in attendance and staff members present.
Acknowledgement of Correspondence	Mrs. Salinas mentioned a thank you note that was received from Ms. Andrea Reynolds.
Approval of Agenda	It was moved, seconded, and carried by unanimous vote, (4 – 0) to approve the December 12, 2022, Board agenda.

- Approval of Minutes It was moved, seconded, and carried by unanimous vote, (4-0) to approve the minutes from the November 7, 2022, Regular Board Meeting.
- Organization of the Board of Trustees Every December an organization meeting is held to establish the upcoming year.
- Ceremonial Oath of Office For the Board of Trustees Members Ms. Karen Shaw, Mrs. Anastasia Shackelford, Mr. Anthony Zegarra and Mrs. Christine Berg were elected to office of Governing Board Member of the school district. Ms. Karen Shaw, Mrs. Anastasia Shackelford and Mrs. Christine Berg's term of office ends on December 11, 2026. Mr. Anthony Zegarra's term of office ends on December 13, 2024.
- Mrs. Salinas administered the Ceremonial Oath of office to Mrs. Anastasia Shackelford, Ms. Karen Shaw, Mr. Anthony Zegarra and Mrs. Christine Berg.
- RECESS President Shaw declared a recess at 7:38 p.m. President Shaw reopened the meeting at 7:48 p.m.
- Election of a President It was moved, seconded, and carried by unanimous vote, (5-0), for Ms, Karen Shaw to serve as President of the Board of Trustees for the 2023 organizational year. Ms. Shaw took the position at the table as the president of the Board of Trustees and she thanked everyone for their support. Mrs. Shackelford thanked Mrs. Salinas for her service this past year serving as the President of the Board of Trustees.
- Election of Vice-President It was moved, seconded, and carried by unanimous vote, (5-0), for Mrs. Anastasia Shackelford to serve as Vice-President of the Board of Trustees for the 2023 organizational year.
- Election of Clerk It was moved, seconded, and carried by unanimous vote, (5-0), for Dr. Anthony Zegarra to serve as Clerk of the Board of Trustees for the 2023 organizational year.
- Adoption of the Schedule of Regular Meetings of the Board of Trustees of the Lowell Joint School District, 2023 Organizational Year and the Regular Meetings of the Citizens Bond Oversight Committee of the Lowell Joint School District, 2023 Year It was moved, seconded, and carried by unanimous vote, (5 – 0), to adopt the schedule of Regular Meetings of the Board of Trustees of the Lowell Joint School District, 2023 Organizational Year and the Regular Meetings of the Citizens Bond Oversight Committee of the Lowell Joint School District, 2023 Year, as attached.
- Election of Member to Serve on Orange County Committee Nominating Committee for School District Organization for One It was moved, seconded, and carried by unanimous vote, (5 – 0), for Mrs. Melissa Salinas to serve on the Nominating Committee for the Orange County Committee on School District Organization for one year

Year	
Election of Alternate Member to Serve on the Orange County Nominating Committee on School District Organization for One Year	It was moved, seconded, and carried by unanimous vote, (5 – 0), for Ms. Karen Shaw to serve as an alternate on the Nominating Committee for the Orange County Committee on School District Organization for one year.
Election of Two Members to Serve on the Board of Directors of the Lowell Joint Education Foundation	It was moved, seconded, and carried by unanimous vote, (5 – 0), for Mrs. Anastasia Shackelford and Mrs. Christine Berg to serve as the two members on the Board of Directors of the Lowell Joint Education Foundation
Approval of “Certification of Signatures”	In accordance with the provisions of Education Code Sections 35143, 42632, and 42633, it was moved, seconded, and carried by unanimous roll call vote, (5 – 0) to approve the Certification of Signatures, and that the Superintendent or designee be authorized to execute the necessary documents.
Timely Information from Board and Superintendent – Board President	None.
School Reports	Each Board member shared highlights of their respective schools.
Topics Not on the Agenda	Mrs. Naomi Rivera, Meadow Green parent, spoke to the board of trustees about a student in her child’s kindergarten classroom.
Presentation of First Interim Report 2022/23	David Bennett, Assistant Superintendent of Business Services, presented of the First Interim Report for 2022/2023. It was moved, seconded, and carried by unanimous vote (5-0) approve a “Positive Certification” for the First Interim reporting period to comply with the December 15, 2022 Education Code deadline and that the Superintendent or designee be authorized to execute the necessary documents
Resolution 2022/23 No. #881 Approval of Authorization of Signatures	It was moved, seconded, and carried by unanimous roll call vote, (5-0) to adopt Resolution 2022/2023 No. 881 for Approval of Authorization of Signatures, stating that the following named person(s) be authorized to sign and/or electronically approve payments and documents related to Payroll, Purchase Orders, Contracts, Travel Reimbursement Requisitions, and Vendor Orders, as indicated, and that all previous authorization of signatures are rescinded Pursuant to provisions of Education Code sections 42630-34/85230-34, and that the Superintendent or designee be authorized to execute the resolution.
Authorization to Utilize National Cooperative Purchasing Alliance Agreement with Howard	It was moved, seconded, and carried by unanimous vote, (5-0) to approve the authorization to utilize the NCPA contract with Howard Technology Solutions, a Division of Howard Industries, Inc., (RFP #11-15, Contract 01-45) for the Purchase of Electronic Display Technology at Meadow Green Elementary School, at a

Technology Solutions, a Division of Howard Industries, Inc., (RFP #11-15, Contract 01-45) for the Purchase of Electronic Display Technology at Meadow Green Elementary School.

financial impact of \$34,221.60, to be paid out of Fund 40.0 Special Reserve for Capital Outlay Projects and Fund 21.0 Measure LL General Obligation Fund, installation through Erickson Hall Construction, and that the Superintendent or designee be authorized to execute the resolution.

Approval of Schoolwide Title I Programs for Macy Elementary School

It was moved, seconded, and carried by unanimous vote, (5-0) to approve Macy Elementary School as a Schoolwide Title I Program, and that the Superintendent or designee be authorized to execute all necessary documents.

Consent Calendar

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

Approval of Consultant Agreement with Mrs. Sharon Hensley to Serve as the Coordinator, C.R.E.W Counseling and Psychologist Intern Program for the 2022-2023 School Year

Approved the consultant agreement with Mrs. Hensley to serve as the coordinator of the C.R.E.W. program for the 2022-2023 school year, not to exceed \$20,000.00, funding to be paid from Out of Home Care funds, and that the Superintendent or designee be authorized to execute the necessary documents.

Approval of Consultant Agreement with Mr. Larry Costello to Provide After-School Coaching Services for the 2022/23 School Year

Approved the consultant agreement with Mr. Larry Costello to provide after-school coaching services for the 2022/23 school year, not to exceed \$1400.00, to be paid from the monies secured by the Rancho Starbuck Athletic account, and that the Superintendent or designee be authorized to execute the agreement.

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 \$52.25 per hour, not to exceed \$93,225.00, and that the Superintendent or designee be authorized to execute the agreement.

Approval of Independent Contract with Dr. Robin Morris for an Independent Educational Evaluation (IEE) –Psycho-Educational Assessment for the 2022-2023 School Year

Approved the independent consultant agreement with Dr. Robin Morris for an Independent Educational Evaluation (IEE)- Psycho-Educational Assessment for the 2022-2023 School Year, for an estimated cost not to exceed \$6,000.00, to be paid from resource 6500- Special Education Funds, and that the Superintendent or designee be authorized to execute the agreement.

Approval of Memorandum of Understanding (MOU) Between Lowell Joint School District and *Rancho Santiago Community College District, Santa Ana College* for the 2022/2023 School Year

Approved the MOU with *Santa Ana College* and Lowell Joint School District for the 2022/2023 school year, effective July 1, 2022 through June 30, 2023 at no cost to the district, and that the Superintendent or designee be authorized to execute the necessary documents

Approval of OCDE to Provide Electronic Document Management Service for the District per Agreement Number: 10002199

Approved the agreement that OCDE provide electronic document management service for the District, at a cost of \$125 per hour for setup and implementation, capped at 20 hours, ongoing annual support fee of \$3000 per year based on the Districts ADA, and that the Superintendent be authorized to execute the necessary documents.

Purchase Order Listing Report/Check Register 2022/2023 #5

Approved the Purchase Order Listing Report/Check Register 2022/2023 #5, issued October 1, 2022, through October 31, 2022, as attached, and that the Superintendent or designee be authorized to execute the necessary documents.

Consolidated Check Register Listing Report 2022/2023 #5

Approved the Consolidated Check Register Listing Report 2022/2023 #5, issued October 1, 2022, through October 31, 2022, as attached, and that the Superintendent or designee be authorized to execute the necessary documents.

Approval of Agreement with Whittier Union High School District for Field Trip Transportation

Approved the agreement with Whittier Union High School District for Field Trip Transportation services from July 1, 2022, through June 30, 2023, and that the Superintendent or designee be authorized to execute the necessary documents.

Acceptance of Notice of Completion, Silver Creek Industries, Inc. for the Purchase and Installation of Division of State Architect (DSA) Approved Modular Buildings at Jordan Elementary School

Approved acceptance of a Notice of Completion, Silver Creek Industries, Jordan Elementary School, \$3,452,151.07, Measure LL Bond Fund and Capital Facilities Fund, and that the Superintendent or designee be authorized to execute the necessary documents.

Employer-Employee Relations/Personnel Report 2022/2023 #5 Which Includes Hiring, Resignations, Contract Adjustments, and Retirements for Certificated, Classified, and Confidential Employees Approval of the Classified Management Salary Schedule and Updated Job Descriptions

Ratified Employer-Employee Relations/Personnel Report 2022/23 #5, as attached, which includes hiring, resignations, contract adjustments, and retirements for certificated, classified, and confidential employees.

Approval of the 2022-2023 Classified Management and the 2022-2033 Confidential Salary Schedule

Approved the 2022-2023 Classified Management salary schedule, effective July 1, 2022, including the addition of the Lead Maintenance and Operations Supervisor and the Coordinator of Early Childhood Program positions, and the Confidential Salary Schedule with the addition of the Administrative Assistant – Business Services position and salary range change to the Administrative Assistant – Administrative Services /Classified Personnel and the Executive Assistant and Secretary to the Superintendent /Certificated Personnel, and that the Superintendent or designee be authorized to execute the necessary documents.

Approval of Agreement #100002087 with Orange County Department of Education

OCDE and the Children and Families Commission of Orange County jointly applied for and were awarded Quality Counts California (QCC) Local Consortia and Partnership Grants. The Lowell Joint Jordan Learning Link will receive a \$1,000 stipend as part of the grant in addition to free technical support for the Learning Link. There is no cost to the District to participate in this Agreement, effective July 1, 2022 ending no later than June 30, 2023. Approved the Agreement #100002087 with Orange County Department of Education, to participate in Quality Start OC, and that the Superintendent or designee be authorized to execute the necessary documents.

Approval of Interagency Data Sharing Agreement #100002264 with Orange County Department of Education

Approved the Agreement #100002264 with the Orange County Department of Education, effective until June 30, 2027 unless a written request for termination is submitted at least 30 calendar days in advance of requested date of termination, and that the Superintendent or designee be authorized to execute the necessary documents.

Approval of Consultant Agreement with Brennan Logan to be a Choreographer for the Lowell Joint Youth Theater for the 2022-23 School Year

Approved the consultant agreement for Brennan Logan to be a Choreographer for the Lowell Joint Youth Theater for Lowell Joint School District during the 2022/23 school year, contract amount is \$1200 per show, 4 shows for a total not to exceed \$4,800, funding for this expenditure to be covered by the 6762-Arts, Music, and Instructional Materials Discretionary One Time Block Grant and Fund 12 ELOP funds, and that the Superintendent or designee be authorized to execute the necessary documents.

Approval of Consultant Agreement with Marie Madeline Neavez to be a Vocal Director for the Lowell Joint Youth Theater for the 2022/23 School Year

Approved the consultant agreement for Marie Madeline Neavez to be a Vocal Director for the Lowell Joint Youth Theater for Lowell Joint School District during the 2022/23 school year, contract amount is \$1650 per show, 4 shows for a total not to exceed \$6,600, 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, and that the Superintendent or designee be authorized to execute the necessary documents.

Approval of Consultant Agreement with Tana Carmichael to be a Costume Designer for the Lowell Joint Youth Theater for the 2022-23 School Year

Approved the consultant agreement for Tana Carmichael to be a Costume Designer for the Lowell Joint Youth Theater for Lowell Joint School District during the 2022/23 school year, contract amount is \$1000 per show, 4 shows for a total not to exceed \$4,000, 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, and that the Superintendent or designee be authorized to execute the necessary documents.

Approval of Consultant Agreement with Cristina Blevins to Provide Administrative Support for the Early Learning Department during the 2022/23 School Year

Approved the consultant agreement with Cristina Blevins to provide Administrative Support of the Early Learning Department during the 2022/23 school year, at an amount not to exceed \$6,000.00, funding for this expenditure will be covered by Learning Recovery Emergency Block Grant Funds targeting Early Learning, and that the Superintendent or designee be authorized to execute the necessary documents.

Approval of Consultant Agreement with Jennifer Kinkel to Provide a Parent Presentation at Rancho Starbuck on December 5, 2022

Approved the consultant agreement with Kristina Kinkel to Provide a Parent Presentation on Gross and Fine Motor Skills on December 5, 2022 at an amount not to exceed \$1,000.00, funding for this expenditure will be covered by Title I Funds .and that the Superintendent or designee be authorized to execute the necessary documents.

Approval of Consultant Agreement with RMH Dance & Productions to Provide Audio and Lighting Services for Lowell Joint Youth Theatre Seussical Shows

Approved the consultant agreement with RMH Dance & Productions to provide audio and lighting services for the Seussical Shows at Jordan and Olita on October 28, 29 & 30, 2022, at a cost not to exceed \$4,625.00, funding for this expenditure will be covered by Art, Music, and Instructional Materials Block Grant, and that the Superintendent or designee be authorized to execute the necessary documents.

Approval of Consultant Agreement with Nancy J. Kemp to Provide Consultation for Data Support at Rancho-Starbuck Intermediate School for the 2022/23 School Year

Approved the consultant agreement with Nancy J. Kemp to provide data support during the 2022/23 school year at Rancho-Starbuck Intermediate School, at an amount not to exceed \$5000.00, funding for this expenditure will be covered by Rancho-Starbuck's Site Funds, and that the Superintendent or designee be authorized to execute the necessary documents.

Approval of Affiliation Agreement with The Regents of the University of California

Approved the Affiliation Agreement with The Regents of the University of California to provide vision support to preschool children that fail the annual vision screening through UCI Pediatric Eye Mobile visits to our school locations, at no cost to our District, and that the Superintendent or designee be authorized to execute the necessary documents.

Approval of Agreement with Fullerton Joint Union High School District Provision of Library Services, Effective July 1, 2022 through June 30, 2027

Approved the agreement with Fullerton Joint Union High School District for the provision of Library Services, effective July 1, 2022 through June 30, 2027 for compliance, not to exceed \$1,000.00. to be paid by Curriculum department funds, and that the Superintendent or designee be authorized to execute the necessary documents.

Board Member/Superintendent

Dr. Zegarra welcomed Mrs. Christine Berg to the Board of Trustees. Mr. Coombs mentioned that Lowell Joint had received their sixth Golden Bell Award in

Comments

six straight years. Mr. Zegarra also welcomed Mr. Carl Erickson to the Lowell Joint School District. Ms. Shaw wished everyone happy holidays.

Adjournment

President Shaw adjourned the meeting at 8:35 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



Lowell Joint School District

Tradition of Excellence Since 1906
Home of Scholars and Champions

SCHEDULE OF REGULAR MEETINGS OF THE BOARD OF TRUSTEES OF THE LOWELL JOINT SCHOOL DISTRICT 2023

2023 ORGANIZATIONAL YEAR

Unless otherwise specified, all Closed Session meetings are held at 6:30pm and Open Sessions held at 7:30 p.m. in the Board Room of the District Office, located at 11019 Valley Home, Whittier, California.

First and Only Regular Meeting in January 2023	Monday, January 9 (2 nd Monday)
First and Only Regular Meeting in February, 2023	Monday, February 6
First and Only Regular Meeting in March, 2023	Monday, March 6
First and Only Regular Meeting in April, 2023	Monday, April 3
First and Only Regular Meeting in May, 2023	Monday, May 1
First Regular Meeting in June, 2023	Monday, June 12 (2 nd Monday)
Second Regular Meeting in June, 2023	Monday, June 26 (4 th Monday)
JULY – DARK	
First and Only Regular Meeting in August, 2023	Monday, August 7
First and Only Regular Meeting in September, 2023	Monday, September 11 (2 nd Monday)
First and Only Regular Meeting in October, 2023	Monday, October 2
First and Only Regular Meeting in November, 2023	Monday, November 6
First and Only Regular Meeting in December, 2023 (Organizational Meeting)	Monday, December 11 (2 nd Monday)

**SCHEDULE OF CITIZEN BOND OVERSIGHT COMMITTEE - CBOC (Measure LL)
OF THE LOWELL JOINT SCHOOL DISTRICT
2023 ORGANIZATIONAL YEAR**

First and Only Regular Meeting in March, 2023

Tuesday, March 7th

First and Only Regular Meeting in June, 2023

Tuesday, June 6th

First and Only Regular Meeting in September, 2023

Tuesday, September 5th

First and Only Regular Meeting in December, 2023

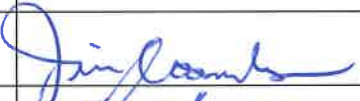
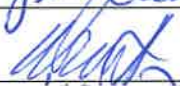
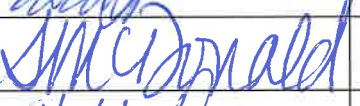
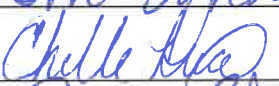
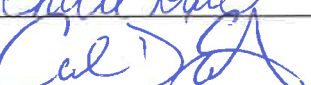
Tuesday, December 5th

LOWELL JOINT SCHOOL DISTRICT.

RESOLUTION 2022/2023 NO. #881

AUTHORIZATION OF GROUP SIGNATURES

I, Anastasia Shackelford, Clerk of the governing Board of the above named School District of Orange County, California, hereby certify that the said Board at a regular/special meeting thereof, held on the 12th day of December 2022, adopted by a majority vote of said Board, a board action/resolution that the following named persons be authorized to sign and/or **electronically** approve payments and documents related to Payroll, Purchase Orders, Contracts, Travel Reimbursement Requisitions, and Vendor Orders, as indicated, and that all previous authorization of signatures are rescinded. This resolution further states that the authorization is subject to the following provisions:

NAME TYPED	SIGNATURE	AUTHORIZED TO APPROVE				
		PAYROLL DOCUMENTS	VENDOR PAYMENT ORDERS	PURCHASE ORDERS	CONTRACTS	TRAVEL REIMBURSEMENTS
Jim Coombs		X	X	X	X	X
David , Bennett		X	X	X	X	X
Sheri McDonald			X	X	X	X
Chelle Price		X	X		X	X
Carl Erickson			X	X	X	X

Pursuant to provisions of Education Code sections 42630-34/85230-34.

In witness whereof, I have hereunto set my hand this 12th day of December 2022.

Anastasia Shackelford, Clerk of the Board of Trustees

Phone: 1.888.912.3151
Fax: 1.601.399.5077
Online: www.howardcomputers.com



Howard Computers
P.O. Box 1588
Laurel, MS 39441

Online Quotation

Quote No: KJ2 1252617.00 **Quote Date:** November 18, 2022
Customer Name: David Bennett **Phone Number:** 5629024291
Company Name: Lowell Joint School District **Fax Number:**
Quote Name: Optec Display - Meadow Green

Item 1

Category	Description	Qty.	Unit Price	Ext. Price
System Type:	Accessories			
1:	Optec HB Cell Modem - 5 year part warranty + Lifetime Data < 50,000 pixels - Double Face	1	\$31,040.00	\$31,040.00

Sub-Total: \$31,040.00
Shipping & Handling : Included
Taxes: \$ 3,181.60
Enviromental Fee: \$0.00
Total for Item 1: \$34,221.60

This quote will expire December 18, 2022.
To expedite your order, please include your quote number with your Purchase Order.

Total for all pre-configured items

Sub-Total: \$31,040.00
Shipping & Handling : Included
Taxes: \$ 3,181.60
Enviromental Fee: \$0.00
Total: \$34,221.60

Notes:

Payment Term: 20% Deposit
Shipping not included -- Pick-up only

Pricing and availability subject to change without notice. Packaging, Shipping, and Handling fees are not included unless specifically stated. Prices and lease payments do not include applicable taxes. Ship dates are approximations and are not guarantees. Quick ship items not available in Alaska, Hawaii, or outside the United States. Specific state laws may affect shipment of products.

Any order for kiosks must be canceled prior to 21 days from the scheduled date of shipment to avoid incurring a 50% cancellation fee. Any cancellation made within that 21-day window will automatically incur a charge equivalent to 50% of the total kiosk order being canceled.

Howard reserves the right to charge a 25% restocking fee for cancellation of a purchase order after Howard has commenced fulfillment of the order. Howard may, with notice, cancel any purchase order at any time without any liability to the Purchaser. Howard reserves the right to charge the Purchaser full purchase price for delaying shipment of a purchase order for an extended period of time which then results in the cancellation of said order.

Given the current uncertainties related to international trade, Howard hereby reserves the right to unilaterally revise the prices quoted herein in the event its manufacturing or procurement costs for such goods increase due to the imposition by the United States or any other country of new or higher tariff(s) or of any other similar tax, fee or charge.

If Purchaser fails to pay any invoice in full within the time quoted herein, Howard may, without notice, accelerate the due date of all outstanding invoices and require that all outstanding invoices, including any interest thereon, be immediately due and payable in full.

Howard's product warranties and return policies and related information, which are available at <https://www.howardcomputers.com/support/warranties.cfm> and <https://www.howardcomputers.com/support/returnpolicy.cfm>, are fully adopted and incorporated herein by reference. These may also be obtained by calling 1-888-912-3151 or emailing webmaster@howardcomputers.com.

THIS QUOTATION IS EXPRESSLY LIMITED TO, AND EXPRESSLY MADE CONDITIONAL ON, PURCHASER'S ACCEPTANCE OF THE TERMS SET FORTH OR INCORPORATED HEREIN; HOWARD OBJECTS TO ANY DIFFERENT OR ADDITIONAL TERMS.

LOWELL JOINT SD

PURCHASE ORDER DETAIL REPORT

BOARD OF TRUSTEES MEETING 12/07/2022

FROM 10/01/2022 TO 10/31/2022

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>OBJECT DESCRIPTION</u>
S99B0008	KOURY ENGINEERING & TESTING	13,450.00	13,450.00	2100000013 6282	Consultant/Contractor
S99B0009	HAUFFE COMPANY	182,112.00	182,112.00	2100000009 6281	Inspector of Record
S99B0010	GHATAODE BANNON ARCHITECTS	140,700.00	140,700.00	2100000013 6210	Architect Fees/Reimbursables
S99B0011	GHATAODE BANNON ARCHITECTS	5,000.00	5,000.00	2100000013 6210	Architect Fees/Reimbursables
S99B0014	HAULWAY STORAGE CONTAINERS	4,150.00	4,150.00	2100000011 5620	Lease/Portables
S99B0015	GHATAODE BANNON ARCHITECTS	15,000.00	15,000.00	2100000013 6210	Architect Fees/Reimbursables
S99F0035	WARE DISPOSAL	2,742.48	2,742.48	0100000287 5560	Waste Disposal
S99F0036	A-1 FENCE COMPANY	1,336.00	1,336.00	1400000007 4400	Non Capitalized Equipment
S99F0037	AMERICAN TIME	1,188.18	1,188.18	0100000098 4300	Materials and Supplies
S99F0038	UNITED REFRIGERATION INC.	1,616.25	1,616.25	0100000096 4300	Materials and Supplies
S99F0039	SHIFFLER EQUIPMENT	1,725.72	1,725.72	0100000098 4300	Materials and Supplies
S99F0040	LEONARD CHAIDEZ TREE SERVICE	400.00	400.00	0100000102 5630	Repairs or Maintenance
S99F0041	PEST OPTON INC.	627.39	143.38	0100000105 5570	Pest Control
			484.01	1353100070 5570	Pest Control
S99F0042	CINTAS FIRE PROTECTION	4,036.25	1,994.57	0100000090 5630	Repairs or Maintenance
			1,590.97	0100000093 5630	Repairs or Maintenance
			450.71	0100000095 5630	Repairs or Maintenance
S99I0001	PAUL EISENBERG	3,000.00	3,000.00	0156400013 5800	Prof/ConsultingServ&Oper Exp
S99I0002	GERALDINE CHINARIAN	40,000.00	40,000.00	0100000071 5850	Const/Ind Contractors(NonEmp)
S99I0003	COLLEEN PATTERSON	1,875.00	1,875.00	0100000071 5800	Prof/ConsultingServ&Oper Exp
S99M0102	AMERICAN EXPRESS	2,000.00	2,000.00	0105110041 4300	Materials and Supplies
S99M0103	AMERICAN EXPRESS	111.40	111.40	0100000317 4300	Materials and Supplies
S99M0104	AMERICAN EXPRESS	27.51	27.51	0100000317 4300	Materials and Supplies

LOWELL JOINT SD

PURCHASE ORDER DETAIL REPORT

BOARD OF TRUSTEES MEETING 12/07/2022

FROM 10/01/2022 TO 10/31/2022

PO NUMBER	VENDOR	PO TOTAL	ACCOUNT AMOUNT	ACCOUNT NUMBER	OBJECT DESCRIPTION
S99M0105	AMERICAN EXPRESS	75.31	75.31	0156400005 4300	Materials and Supplies
S99M0106	AMERICAN EXPRESS	132.13	132.13	0105110044 4300	Materials and Supplies
S99M0107	AMERICAN EXPRESS	154.57	154.57	0165000012 4300	Materials and Supplies
S99M0108	AMERICAN EXPRESS	656.61	656.61	0108880020 4300	Materials and Supplies
S99M0109	AMERICAN EXPRESS	2,500.00	2,500.00	0141270023 4300	Materials and Supplies
S99M0110	AMERICAN EXPRESS	169.54	169.54	0160530002 4300	Materials and Supplies
S99M0111	AMERICAN EXPRESS	109.37	109.37	0100000317 4300	Materials and Supplies
S99M0112	AMERICAN EXPRESS	561.44	280.72	0100000071 5200	Travel and Conferences
			280.72	0100000317 5200	Travel and Conferences
S99M0113	AMERICAN EXPRESS	436.78	436.78	0100000317 5200	Travel and Conferences
S99M0114	AMERICAN EXPRESS	770.00	770.00	0100000071 5200	Travel and Conferences
S99M0115	AMERICAN EXPRESS	414.37	414.37	0108880006 4300	Materials and Supplies
S99M0116	AMERICAN EXPRESS	141.67	141.67	0156400046 4300	Materials and Supplies
S99M0117	F.M. THOMAS AIR CONDITIONING	525.63	525.63	1400000027 5630	Repairs or Maintenance
S99M0118	AMERICAN EXPRESS	350.00	350.00	0100000317 4300	Materials and Supplies
S99M0119	AMERICAN EXPRESS	570.00	475.00	0100000065 5200	Travel and Conferences
			95.00	0100000068 5200	Travel and Conferences
S99M0120	AMERICAN EXPRESS	29.74	29.74	0165000012 4300	Materials and Supplies
S99M0121	AMERICAN EXPRESS	56.21	56.21	0165000012 4300	Materials and Supplies
S99M0122	AMERICAN EXPRESS	52.07	52.07	0165000012 4300	Materials and Supplies
S99M0123	AMERICAN EXPRESS	240.25	36.37	0100000055 4300	Materials and Supplies
			36.37	0100000056 4300	Materials and Supplies
			36.37	0100000057 4300	Materials and Supplies
			22.03	0100000058 4300	Materials and Supplies

LOWELL JOINT SD

PURCHASE ORDER DETAIL REPORT

BOARD OF TRUSTEES MEETING-12/07/2022

FROM 10/01/2022 TO 10/31/2022

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>OBJECT DESCRIPTION</u>
S99M0123	*** CONTINUED ***				
S99M0124	AMERICAN EXPRESS	59.48	59.48	0165000010 4300	Materials and Supplies
S99M0125	AMERICAN EXPRESS	75.71	75.71	0140350016 4300	Materials and Supplies
S99M0126	AMERICAN EXPRESS	91.13	91.13	0100510008 4300	Materials and Supplies
S99M0127	AMERICAN EXPRESS	88.74	88.74	0100510007 4300	Materials and Supplies
S99M0128	AMERICAN EXPRESS	1,000.00	1,000.00	0132130002 4300	Materials and Supplies
S99R0167	LEARNING A-Z	768.00	768.00	0130100031 5810	Licenses/Technology
S99R0168	DEMCO INC	67.13	67.13	0101005400 4300	Materials and Supplies
S99R0169	F.M. THOMAS AIR CONDITIONING	3,403.14	2,615.00	0100000089 5630	Repairs or Maintenance
			788.14	0100000094 5630	Repairs or Maintenance
S99R0170	UNLOCKING SOR	165.38	165.38	0130100007 5200	Travel and Conferences
S99R0171	MUCKENTHALER CULTURAL CENTER F	47,520.00	9,768.00	0100510009 5800	Prof/ConsultingServ&Oper Exp
			4,488.00	0100560009 5800	Prof/ConsultingServ&Oper Exp
			4,224.00	0100590007 5800	Prof/ConsultingServ&Oper Exp
			5,280.00	0100980012 5800	Prof/ConsultingServ&Oper Exp
			5,016.00	0167620003 5800	Prof/ConsultingServ&Oper Exp
			4,752.00	0167620004 5800	Prof/ConsultingServ&Oper Exp
			4,488.00	0167620005 5800	Prof/ConsultingServ&Oper Exp
			5,280.00	0167620006 5800	Prof/ConsultingServ&Oper Exp
			4,224.00	0167620007 5800	Prof/ConsultingServ&Oper Exp
S99R0172	UNIFORM ADVANTAGE	972.22	972.22	0156400033 4300	Materials and Supplies
S99R0173	GOVCONNECTION INC.	1,325.07	1,325.07	0108880038 4400	Non Capitalized Equipment
S99R0174	DASH MEDICAL GLOVES	5,941.17	2,578.53	0156400005 4300	Materials and Supplies

LOWELL JOINT SD

PURCHASE ORDER DETAIL REPORT

BOARD OF TRUSTEES MEETING-12/07/2022

FROM 10/01/2022 TO 10/31/2022

PO NUMBER	VENDOR	PO TOTAL	ACCOUNT AMOUNT	ACCOUNT NUMBER	OBJECT DESCRIPTION
S99R0174	*** CONTINUED ***				
S99R0175	RIVERSIDE COUNTY OFFICE OF EDU	485.00	485.00	0100000317 5200	Travel and Conferences
S99R0176	BRIGHT IDEAS MEDIA LLC	594.00	594.00	0156400046 5200	Travel and Conferences
S99R0177	BEARCOM	110.39	110.39	0100590006 4300	Materials and Supplies
S99R0178	INTERQUEST DETECTION	430.00	430.00	0105110044 4300	Materials and Supplies
S99R0179	AMPLIFIED IT	7,680.00	1,280.00	0108880033 5810	Licenses/Technology
			1,280.00	0108880034 5810	Licenses/Technology
			1,280.00	0108880035 5810	Licenses/Technology
			1,280.00	0108880036 5810	Licenses/Technology
			1,280.00	0108880037 5810	Licenses/Technology
			1,280.00	0108880038 5810	Licenses/Technology
S99R0180	SPIRIT MONKEY	981.75	981.75	0100510008 4300	Materials and Supplies
S99R0181	ACTION SALES	3,487.35	3,487.35	1353100043 4400	Non Capitalized Equipment
S99R0182	CALIFORNIA SCHOOL NUTRITION AS	525.00	525.00	1353100052 4300	Materials and Supplies
S99R0183	BENCHMARK EDUCATION COMPANY	49,593.46	5,600.00	0140350030 5800	Prof/ConsultingServ&Oper Exp
			43,993.46	0163000003 4130	Textbooks
S99R0184	N2Y	3,400.81	771.74	0165000006 5810	Licenses/Technology
			1,686.45	0165000010 5810	Licenses/Technology
			771.74	0165000011 5810	Licenses/Technology
			170.88	0165000012 5810	Licenses/Technology
S99R0185	THINKING MAPS	1,104.38	1,104.38	0140350016 4300	Materials and Supplies
S99R0186	RMH DANCE & PRODUCTIONS	4,175.00	4,175.00	0167620001 4300	Materials and Supplies
S99R0187	SCHOOL SERVICES OF CALIFORNIA	195.00	195.00	0100000416 5200	Travel and Conferences

LOWELL JOINT SD

PURCHASE ORDER DETAIL REPORT

BOARD OF TRUSTEES MEETING 12/07/2022

FROM 10/01/2022 TO 10/31/2022

PO NUMBER	VENDOR	PO		ACCOUNT		ACCOUNT NUMBER	OBJECT DESCRIPTION
		TOTAL	AMOUNT	AMOUNT	NUMBER		
S99R0188	GOVCONNECTION INC.	661.92	661.92	0100510004	4300		Materials and Supplies
S99R0189	806 TECHNOLOGIES INC.	2,500.00	2,500.00	0162660004	5800		Prof/ConsultingServ&Oper Exp
S99R0190	OCDE	27,500.00	27,500.00	0100000071	5800		Prof/ConsultingServ&Oper Exp
S99R0191	OCDE	27,500.00	27,500.00	0100000071	5800		Prof/ConsultingServ&Oper Exp
S99R0192	BEARCOM	6,284.16	1,047.36	0100000089	4300		Materials and Supplies
			1,047.36	0100000090	4300		Materials and Supplies
			1,047.36	0100000091	4300		Materials and Supplies
			1,047.36	0100000092	4300		Materials and Supplies
			1,047.36	0100000093	4300		Materials and Supplies
			1,047.36	0100000094	4300		Materials and Supplies
S99R0193	BUENA PARK PLAQUE & TROPHY	516.12	516.12	0100000317	4300		Materials and Supplies
S99R0194	KATTIE MY LADY BOUTIQUE	48.00	48.00	0100000317	4300		Materials and Supplies
S99R0195	COYOTE FFA ALUMNI & SUPPORTERS	146.15	80.00	0109120005	4300		Materials and Supplies
			66.15	010912007	4300		Materials and Supplies
S99R0196	EMERGENT DEVICES INC	628.43	104.73	0100000055	4300		Materials and Supplies
			104.73	0100000056	4300		Materials and Supplies
			104.73	0100000057	4300		Materials and Supplies
			104.73	0100000277	4300		Materials and Supplies
			104.73	0100000278	4300		Materials and Supplies
			104.78	0100000279	4300		Materials and Supplies
S99R0197	RIFTON EQUIPMENT	2,902.76	2,902.76	0165010001	4300		Materials and Supplies
S99R0198	BULKBOOK STORE	279.30	279.30	0130100044	4300		Materials and Supplies
S99R0199	ILLUMINATE EDUCATION, INC.	22,407.16	3,611.65	0107090109	5810		Licenses/Technology
			3,276.77	0107090110	5810		Licenses/Technology
			3,087.49	0107090111	5810		Licenses/Technology
			3,800.93	0107090112	5810		Licenses/Technology

LOWELL JOINT SD

PURCHASE ORDER DETAIL REPORT

BOARD OF TRUSTEES MEETING 12/07/2022

FROM 10/01/2022 TO 10/31/2022

PO NUMBER	VENDOR	PO TOTAL	ACCOUNT AMOUNT	ACCOUNT NUMBER	OBJECT DESCRIPTION
S99R0199	*** CONTINUED ***				
S99R0200	806 TECHNOLOGIES INC.	3,850.00	3,174.85	0107090113 5810	Licenses/Technology
S99R0202	ACTION SALES	4,258.48	5,455.47	0107090114 5810	Licenses/Technology
S99S0003	LEADER SERVICES	15,000.00	4,258.48	1353100043 4400	Licenses/Technology
S99S0004	ADMINISTRATIVE SERV. CO-OP	150,000.00	15,000.00	0156400013 5800	Non Capitalized Equipment
S99S0005	SPEECH PATHOLOGY ASSOCIATES	5,000.00	150,000.00	0100000316 5811	Prof/ConsultingServ&Oper Exp
S99T0039	APPLE INC.	5,079.30	5,000.00	0165000012 4300	Materials and Supplies
S99T0040	FRONTIER	626.83	2,539.65	0141270021 4400	Non Capitalized Equipment
S99T0041	FRONTIER	19.18	2,539.65	0141270022 4400	Non Capitalized Equipment
S99T0042	FRONTIER	22.49	2,539.65	0141270022 4400	Non Capitalized Equipment
S99T0043	GOVCONNECTION INC.	661.92	626.83	0108880051 5910	Communications
S99T0044	GOVCONNECTION INC.	661.92	19.18	0108880051 5910	Communications
S99T0045	DELL MARKETING L.P.	273,383.13	22.49	0108880051 5910	Communications
S99T0046	AMERICAN EXPRESS	220.50	661.92	0100890005 4300	Materials and Supplies
S99Z0031	HUNTINGTON HARDWARE CO. INC.	2,500.00	661.92	0100860002 4400	Non Capitalized Equipment
S99Z0032	BEST LAWNMOWER INC.	1,500.00	241,313.13	0108120010 4300	Materials and Supplies
S99Z0033	WALTERS WHOLESALE ELECTRIC	3,500.00	32,070.00	0108120010 5810	Licenses/Technology
S99Z0034	AAA ELECTRIC MOTOR SALES & SER	5,600.00	220.50	1200000001 4300	Materials and Supplies
			220.50	0100000098 4300	Materials and Supplies
			2,500.00	0100000098 4300	Materials and Supplies
			1,500.00	0100001108 5633	Repairs/Tools
			3,500.00	0100000414 4300	Materials and Supplies
			800.00	0100000089 4300	Materials and Supplies
			800.00	0100000090 4300	Materials and Supplies
			800.00	0100000091 4300	Materials and Supplies

LOWELL JOINT SD

PURCHASE ORDER DETAIL REPORT

BOARD OF TRUSTEES MEETING 12/07/2022

FROM 10/01/2022 TO 10/31/2022

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>OBJECT DESCRIPTION</u>
S99Z0034	*** CONTINUED ***		800.00	0100000093 4300	Materials and Supplies
			800.00	0100000094 4300	Materials and Supplies
			800.00	0100000096 4300	Materials and Supplies
			800.00	0100000098 4300	Materials and Supplies
S99Z0035	CITY OF LA HABRA	38,000.00	18,000.00	0100000098 4360	Tires, Fuel and Oil
			18,000.00	0100000108 4360	Tires, Fuel and Oil
			2,000.00	1353100052 4360	Tires, Fuel and Oil
S99Z0036	HOME DEPOT CREDIT SERVICES	16,000.00	2,000.00	0100000089 4300	Materials and Supplies
			2,000.00	0100000090 4300	Materials and Supplies
			2,000.00	0100000091 4300	Materials and Supplies
			2,000.00	0100000093 4300	Materials and Supplies
			2,000.00	0100000094 4300	Materials and Supplies
			2,000.00	0100000095 4300	Materials and Supplies
			2,000.00	0100000096 4300	Materials and Supplies
			2,000.00	0100000098 4300	Materials and Supplies
			807,291.96		
			220.50		
			10,754.84		
			1,861.63		
			360,412.00		
			1,180,540.93		

Total Amount of Purchase Orders:

1,180,540.93

LOWELL JOINT SD
Consolidated Check Register
 from 10/1/2022 to 10/31/2022

Check	Payee ID	Payee Name	Reference	Subs Check Date	Cancel Date	Type	Status	Check Amount
99 00002140	V9903348	BROTHERS AUTOMOTIVE INC	865	OH 10/03/2022		MW	IS	187.75
99 00002141	V9900010	ALLIANCE OF SCHOOLS FOR COOPER	6382WC	OH 10/04/2022		MW	IS	188,446.00
99 00002142	V9903421	ARAZA, ISABEL	SEPT2022CNTRCT	OH 10/04/2022		MW	IS	416.66
99 00002143	V9900020	ATKINSON ANDELSON LOYA RUUD &	660134	OH 10/04/2022		MW	IS	1,435.00
99 00002144	V9900024	BEARCOM	5440075	OH 10/04/2022		MW	IS	1,342.26
99 00002145	V9900028	BUENA PARK PLAQUE & TROPHY	21349	OH 10/04/2022		MW	IS	147.62
99 00002146	V9903475	CA ASSOC OF SCHOOL PSYCHOLOGIS	489	OH 10/04/2022		MW	IS	189.00
99 00002147	V9900033	CALIFORNIA SCHOOL BOARDS ASSOC	INV-63297-D6J8N7	OH 10/04/2022		MW	IS	10,695.39
99 00002148	V9900036	CDW GOVERNMENT INC.	CV09841	OH 10/04/2022		MW	IS	1,021.54
99 00002149	V9900036	CDW GOVERNMENT INC.	BH34891	OH 10/04/2022		MW	IS	370.54
99 00002150	V9900036	CDW GOVERNMENT INC.	CV09841	OH 10/04/2022		MW	IS	158.25
99 00002151	V9900057	DEMCO	7167069	OH 10/04/2022		MW	IS	292.00
99 00002152	V9900070	EXPLORE LEARNING	5739027	OH 10/04/2022		MW	IS	3,295.00
99 00002153	V9900070	EXPLORE LEARNING	5627730	OH 10/04/2022		MW	IS	7,900.20
99 00002154	V9900077	FULLERTON SCHOOL DISTRICT	22SI0231	OH 10/04/2022		MW	IS	679.50
99 00002155	V9900080	GOPHER	IN219579	OH 10/04/2022		MW	IS	1,234.19
99 00002156	V9903282	GOVCONNECTION INC.	73236327	OH 10/04/2022		MW	IS	2,276.39
99 00002157	V9903282	GOVCONNECTION INC.	73236227	OH 10/04/2022		MW	IS	2,054.39
99 00002158	E9900073	HEATHER PFAFF	CLSRMPURCHREI	OH 10/04/2022		MW	IS	52.50
99 00002159	V9900083	HOGENTOGLER & CO. INC.	0297372-IN	OH 10/04/2022		MW	IS	255.78
99 00002160	V9900084	HOUGHTON MIFFLIN HARCOURT	955609266	OH 10/04/2022		MW	IS	874.73
99 00002161	V9900085	HOWARD INDUSTRIES INC	22-00562445	OH 10/04/2022		MW	IS	436.36
99 00002162	I9900007	LEES, DEBRA	032	OH 10/04/2022		MW	IS	1,512.00
99 00002163	E9900127	LINDA TAKACS	093022-CONTRAC	OH 10/04/2022		MW	IS	3,500.00
99 00002164	V9903279	LOPEZ, ALEJANDRO	SEPT2022CNTRAC	OH 10/04/2022		MW	IS	416.66
99 00002165	E9900138	MARIKATE ELMQUIST	091422REIMBRSM	OH 10/04/2022		MW	IS	308.39
99 00002166	V9903496	NAZARI, GILBERT	SEPT2022CNTRAC	OH 10/04/2022		MW	IS	1,000.00
99 00002167	V9900132	NMK CORPORATION	LJSD-0013	OH 10/04/2022		MW	IS	14,985.60
99 00002168	V9900133	NO EXCUSES UNIVERSITY	14544	OH 10/04/2022		MW	IS	262.43
99 00002169	F9900054	PLUMBING WHOLESale OUTLET	S100610208.001	OH 10/04/2022		MW	IS	4,081.56
99 00002170	V9900154	READYREFRESH BY NESTLE	0210032621385,02	OH 10/04/2022		MW	IS	147.70
99 00002171	E9900170	REGINA FISCUS	PURCH REIMB-7/9	OH 10/04/2022		MW	IS	99.06
99 00002172	U9900004	SOUTHERN CALIFORNIA EDISON	0824092222	OH 10/04/2022		MW	IS	3,710.83
99 00002173	U9900008	T-MOBILE	0821092022	OH 10/04/2022		MW	IS	140.36

LOWELL JOINT SD
Consolidated Check Register
 from 10/1/2022 to 10/31/2022

Check	Payee ID	Payee Name	Reference	Subs	Check Date	Cancel Date	Type	Status	Check Amount
99 00002174	V9903300	TECHNICOLOR PRINTING	7238	OH	10/04/2022		MW	IS	834.07
99 00002175	V9903455	TEXAS SCHOOL FOR THE BLIND AND TOOLS4EVER	10455	OH	10/04/2022		MW	IS	120.75
99 00002176	V9900197	TRINIDAD, GINA	17492	OH	10/04/2022		MW	IS	1,735.45
99 00002177	V9900011	WILLIAM V. MACGILL & CO.	092322RS-GT	OH	10/04/2022		MW	IS	520.13
99 00002178	V9900209	A-1 FENCE COMPANY	IN0803355	OH	10/04/2022		MW	IS	1,043.75
99 00002179	F9900001	SCHOOL SPECIALTY LLC	21289	OH	10/04/2022		MW	IS	750.00
99 00002180	V9903299	CITY OF LA HABRA WATER DEPARTM	308104072263	OH	10/05/2022		MW	IS	32,628.48
99 00002181	U9900001	MCI A VERIZON COMPANY	0801090122	OH	10/06/2022		MW	IS	7,020.22
99 00002182	U9900003	SOUTHERN CALIFORNIA GAS CO	409086136	OH	10/06/2022		MW	IS	4.72
99 00002183	U9900005	SUBURBAN WATER SYSTEMS	0829092822	OH	10/06/2022		MW	IS	105.05
99 00002184	U9900006	BEST LAWNMOWER INC.	180071395245	OH	10/06/2022		MW	IS	10,710.52
99 00002185	F9900011	BUG FLIP	107184	OH	10/07/2022		MW	IS	344.40
99 00002186	F9900014	CENGAGE LEARNING	63326	OH	10/07/2022		MW	IS	280.00
99 00002187	V9900037	CHENG, KAITLYN	79052487	OH	10/07/2022		MW	IS	33,396.40
99 00002188	V9903486	DATA IMPRESSIONS	PURCHREIMBRS	OH	10/07/2022		MW	IS	29.94
99 00002189	V9900053	HUNTINGTON HARDWARE CO. INC.	20087-IN	OH	10/07/2022		MW	IS	16,844.71
99 00002190	F9900037	JIM COOMBS	1254150-01	OH	10/07/2022		MW	IS	310.53
99 00002191	E9900084	LOWES	SEPT2022-ADDDL	OH	10/07/2022		MW	IS	595.63
99 00002192	F9900047	PLUMBING WHOLESale OUTLET	958009	OH	10/07/2022		MW	IS	359.84
99 00002193	F9900054	QUADIENT LEASING USA INC.	S100617163.001	OH	10/07/2022		MW	IS	699.97
99 00002194	V9900149	SCHOLASTIC INC.	P9593764	OH	10/07/2022		MW	IS	108.92
99 00002195	V9900168	SPARKLETTS	M7257455	OH	10/07/2022		MW	IS	3,597.57
99 00002196	V9900180	SUBURBAN WATER SYSTEMS	15734879092522	OH	10/07/2022		MW	IS	222.88
99 00002197	U9900006	THINKING MAPS	180061598245	OH	10/07/2022		MW	IS	2,947.01
99 00002198	V9900195	TURF STAR, INC.	INV0064237	OH	10/07/2022		MW	IS	95.27
99 00002199	F9900064	TWO BIT CIRCUS FOUNDATION	7248346-00	OH	10/07/2022		MW	IS	176.21
99 00002200	V9903201	UNITED REFRIGERATION INC.	5034	OH	10/07/2022		MW	IS	150.82
99 00002201	N9900014	WARE DISPOSAL	86859653-00	OH	10/07/2022		MW	IS	4.79
99 00002202	F9900069	WPS	S121588096.002	OH	10/07/2022		MW	IS	914.34
99 00002203	U9900010	SENTRY SIGNS & PRINTING	1050683A	OH	10/07/2022		MW	IS	2,742.48
99 00002204	V9900212	C-BELOW	WPS-439290	OH	10/07/2022		MW	IS	5,656.33
99 00002205	V9900175	PQ BIDS INC.	4124	OH	10/07/2022		MW	IS	1,543.50
99 00002206	V9903461		28266	OH	10/07/2022		MW	IS	16,460.00
99 00002207	F9900055		LJUSD004	OH	10/07/2022		MW	IS	10,000.00

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Check	Payee ID	Payee Name	Reference	Subs	Check Date	Cancel Date	Type	Status	Check Amount
99 00002208	V9900160	RMA GROUP	81610	OH	10/07/2022		MW	IS	413.77
99 00002209	V9903470	WHITTIER CHRISTIAN HIGH SCHOOL	149825	OH	10/07/2022		MW	IS	3,300.00
99 00002210	B9990012	HANCOCK PARK & DELONG INC	6129	OH	10/07/2022		MW	IS	350.00
99 00002211	V9903379	SAVVAS LEARNING COMPANY LLC	7028208328,40268	OH	10/10/2022		MW	IS	518,139.44
99 00002212	F9900011	BEST LAWNMOWER INC.	107203	OH	10/12/2022		MW	IS	909.47
99 00002213	F9900015	CANNINGS HARDWARE LA HABRA	493893	OH	10/12/2022		MW	IS	258.03
99 00002214	U9900002	FRONTIER	0810090922	OH	10/12/2022		MW	IS	626.83
99 00002215	V9903376	GoTo Communications Inc.	IN7101469534	OH	10/12/2022		MW	IS	9,302.59
99 00002216	V9900087	IMAGE APPAREL FOR BUSINESS	296640	OH	10/12/2022		MW	IS	7,203.80
99 00002217	V9900088	IMPERIAL BAND INSTRUMENTS	72039	OH	10/12/2022		MW	IS	91.26
99 00002218	V9900093	INTRADO INTERACTIVE SERVICE	298130	OH	10/12/2022		MW	IS	2,729.65
99 00002219	V9903303	iPRINT TECHNOLOGIES	930663	OH	10/12/2022		MW	IS	325.28
99 00002220	V9900094	J.W.PEPPER & SON INC.	364465936	OH	10/12/2022		MW	IS	50.00
99 00002221	V9900103	LAKESHORE LEARNING MATERIALS	385156083122	OH	10/12/2022		MW	IS	8,763.86
99 00002222	V9903262	NEARPOD INC	57387	OH	10/12/2022		MW	IS	2,690.94
99 00002223	F9900059	THE HOME DEPOT PRO INSTITUTION	709915474	OH	10/12/2022		MW	IS	5,509.89
99 00002224	N9900014	UNITED REFRIGERATION INC.	86681331-00	OH	10/12/2022		MW	IS	1,616.25
99 00002225	F9900069	WALTERS WHOLESale ELECTRIC	S121588096.001	OH	10/12/2022		MW	IS	2,759.63
99 00002226	F9900014	BUG FLIP	AUG/SEP22022	OH	10/12/2022		MW	IS	260.00
99 00002227	N9900015	Continental Sales	SEPT2022	OH	10/12/2022		MW	IS	5,259.66
99 00002228	N9900004	DRIFTWOOD DAIRY	SEPT2022	OH	10/12/2022		MW	IS	13,846.65
99 00002229	N9900007	GOLD STAR FOODS	SEPT2022	OH	10/12/2022		MW	IS	34,605.05
99 00002230	F9900045	LADY BUGS ENVIRONMENTAL TERMIT	24990	OH	10/12/2022		MW	IS	55.00
99 00002231	V9903228	LOVE TO SNACK LLC	34808,37038	OH	10/12/2022		MW	IS	1,315.44
99 00002232	N9900009	P & R PAPER SUPPLY COMPANY	SEPT2022	OH	10/12/2022		MW	IS	6,275.18
99 00002233	N9900013	SOUTHERN CALIFORNIA PIZZA	SEPT2022	OH	10/12/2022		MW	IS	16,233.40
99 00002234	F9900038	ICS SERVICE COMPANY	36367	OH	10/13/2022		MW	IS	185.30
99 00002235	V9900104	LEADER SERVICES	CDS5959	OH	10/13/2022		MW	IS	3,462.95
99 00002236	V9900114	LRP PUBLICATIONS	4559737	OH	10/13/2022		MW	IS	40.00
99 00002237	U9900004	SOUTHERN CALIFORNIA EDISON	0901093022	OH	10/13/2022		MW	IS	12,566.26
99 00002238	U9900006	SUBURBAN WATER SYSTEMS	181003338136	OH	10/13/2022		MW	IS	10,561.30
99 00002239	V9903449	LEARNING GENIE	INV-11148	OH	10/13/2022		MW	IS	2,356.00
99 00002240	B9990010	ERICKSON-HALL CONSTRUCTION	PAY 4-8/12-8/20	OH	10/13/2022		MW	IS	823,302.29
99 00002241	B9990010	ERICKSON-HALL CONSTRUCTION	PAY3 9/1-9/30/22	OH	10/13/2022		MW	IS	833,341.90

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99 00002242	B9990011	GHATAODE BANNON ARCHITECTS	4979	OH	10/13/2022		MW	IS	66,551.00
99 00002243	B9990011	GHATAODE BANNON ARCHITECTS	4978	OH	10/13/2022		MW	IS	16,872.80
99 00002244	B9990013	HAUFFE COMPANY	443	OH	10/13/2022		MW	IS	6,720.00
99 00002245	B9990013	HAUFFE COMPANY	453	OH	10/13/2022		MW	IS	17,920.00
99 00002246	V9903436	PARK WAREHOUSE	15007109	OH	10/13/2022		MW	IS	22,823.15
99 00002247	VOID.CONTIVoid - Continued Stub		CONTINUE	OH	10/14/2022		VM	VD	0.00
99 00002248	VOID.CONTIVoid - Continued Stub		CONTINUE	OH	10/14/2022		VM	VD	0.00
99 00002249	VOID.CONTIVoid - Continued Stub		CONTINUE	OH	10/14/2022		VM	VD	0.00
99 00002250	V9999999	CALIFORNIA DEPARTMENT OF TAX A	SWEETWATER-89	OH	10/14/2022		MW	IS	729.65
99 00002251	U9900002	FRONTIER	910100922B	OH	10/14/2022		MW	IS	41.67
99 00002252	V9903420	Granite Telecommunications LLC	1001103122	OH	10/14/2022		MW	IS	2,430.54
99 00002253	U9900004	SOUTHERN CALIFORNIA EDISON	096100422	OH	10/14/2022		MW	IS	8,045.19
99 00002254	V9999999	CALIFORNIA DEPARTMENT OF TAX A	IGLOO 829765	OH	10/14/2022		MW	IS	17.55
99 00002255	V9999999	CALIFORNIA DEPARTMENT OF TAX A	43982	OH	10/14/2022		MW	IS	32.51
99 00002256	B9903329	HAULAWAY STORAGE CONTAINERS	2081588	OH	10/14/2022		MW	IS	291.20
99 00002257	B9903329	HAULAWAY STORAGE CONTAINERS	2076165	OH	10/14/2022		MW	IS	291.20
99 00002258	V9999999	CALIFORNIA DEPARTMENT OF TAX A	6694-8	OH	10/14/2022		MW	IS	199.01
99 00002259	F9900002	AAA ELECTRIC MOTOR SALES & SER	ASI-64844	OH	10/17/2022		MW	IS	55.85
99 00002260	F9900033	GLASBY MAINTENANCE SUPPLY	328027A	OH	10/17/2022		MW	IS	7,993.29
99 00002261	F9900040	JAMES HARDWARE COMPANY	2209-025153	OH	10/17/2022		MW	IS	151.83
99 00002262	V9903377	AC PRO	S7168078.001	OH	10/18/2022		MW	IS	30.14
99 00002263	F9900014	BUG FLIP	63832	OH	10/18/2022		MW	IS	145.00
99 00002264	V9900037	CENGAGE LEARNING	79340069	OH	10/18/2022		MW	IS	169.79
99 00002265	V9903362	DELL MARKETING L.P.	10618722750	OH	10/18/2022		MW	IS	9,690.30
99 00002266	V9903473	DISCOVERY EDUCATION INC	CINV-069060	OH	10/18/2022		MW	IS	264.60
99 00002267	V9900068	EMERGENCY MEDICAL PRODUCTS	2486341	OH	10/18/2022		MW	IS	187.97
99 00002268	V9900094	J.W.PEPPER & SON INC.	364558582	OH	10/18/2022		MW	IS	78.99
99 00002269	V9900104	LEADER SERVICES	CDS6021	OH	10/18/2022		MW	IS	33.02
99 00002270	V9900123	MONOPRICE INC.	22954061	OH	10/18/2022		MW	IS	551.14
99 00002271	F9900052	PDQ EQUIPMENT RENTAL	758846	OH	10/18/2022		MW	IS	189.75
99 00002272	V9900144	PRO-ED	2954386	OH	10/18/2022		MW	IS	1,043.77
99 00002273	N9900008	HEARTLAND PAYMENT SYSTEMS INC.	1756086	OH	10/18/2022		MW	IS	7,051.16
99 00002274	F9900001	A-1 FENCE COMPANY	21325	OH	10/18/2022		MW	IS	1,336.00
99 00002275	V9903492	123 LOCK-DOWN LATCH	0000121	OH	10/19/2022		MW	IS	1,652.10

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99 00002276	VOID.CONTINUIT	VOID - Continued Stub	CONTINUE	OH 10/19/2022		VM	VD	0.00
99 00002277	V9900013	AMERICAN EXPRESS	ZOOM SEPT2022	OH 10/19/2022		MW	IS	16,419.38
99 00002278	V9900092	INTERQUEST DETECTION	145-0922	OH 10/19/2022		MW	IS	430.00
99 00002279	V9903303	iPRINT TECHNOLOGIES	931041	OH 10/19/2022		MW	IS	70.56
99 00002280	V9903506	RIVERSIDE COUNTY OFFICE OF EDU	10132022	OH 10/19/2022		MW	IS	485.00
99 00002281	V9903508	CALIFORNIA SCHOOL NUTRITION AS	OCT222022	OH 10/19/2022		MW	IS	525.00
99 00002282	N9900006	FORM PLASTICS COMPANY	IV-121014	OH 10/19/2022		MW	IS	2,059.86
99 00002283	F9900052	PDQ EQUIPMENT RENTAL	758713	OH 10/20/2022		MW	IS	908.54
99 00002284	V9900008	ADMINISTRATIVE SERV. CO-OP	15001	OH 10/24/2022		MW	IS	20,394.15
99 00002285	V9903208	AMERICAN TIME	859529	OH 10/24/2022		MW	IS	1,188.17
99 00002286	V9900015	APPLE INC.	AK08775999	OH 10/24/2022		MW	IS	5,079.30
99 00002287	V9900020	ATKINSON ANDELSON LOYA RUUD &	655616	OH 10/24/2022		MW	IS	745.00
99 00002288	V9903398	BENCHMARK EDUCATION COMPANY	472461	OH 10/24/2022		MW	IS	43,993.46
99 00002289	V9903348	BROTHERS AUTOMOTIVE INC	944	OH 10/24/2022		MW	IS	2,165.36
99 00002290	V9900036	CDW GOVERNMENT INC.	DC17615	OH 10/24/2022		MW	IS	85.53
99 00002291	E9900044	CHRISTIAN MANGOLD	9/27/22 REIMB	OH 10/24/2022		MW	IS	170.15
99 00002292	F9900019	CITY OF LA HABRA	LH23-432AR	OH 10/24/2022		MW	IS	2,887.96
99 00002293	F9900031	F.M. THOMAS AIR CONDITIONING	44425	OH 10/24/2022		MW	IS	3,403.14
99 00002294	V9903291	JEANETTE TREVINO	REIMB-10/19/22	OH 10/24/2022		MW	IS	35.90
99 00002295	E9900087	JOHN ZAPPULLA	MILEAGE	OH 10/24/2022		MW	IS	54.45
99 00002296	V9900103	LAKESHORE LEARNING MATERIALS	552710092922	OH 10/24/2022		MW	IS	1,779.92
99 00002297	E9900122	LECIA GUNSALUS	REIMB-CLSRM	OH 10/24/2022		MW	IS	10.75
99 00002298	F9900046	LEONARD CHAIDEZ TREE SERVICE	32259	OH 10/24/2022		MW	IS	400.00
99 00002299	V9900148	QUADIANT FINANCE USA INC.	OCT2022 STMT	OH 10/24/2022		MW	IS	3,000.00
99 00002300	E9900163	RANDI VASQUEZ	MILEAGE	OH 10/24/2022		MW	IS	61.58
99 00002301	E9900225	SELAH BAUTISTA	9162022-POSTAGE	OH 10/24/2022		MW	IS	22.42
99 00002302	E9900189	SHERYL MCDONALD	COSTCO 9142022	OH 10/24/2022		MW	IS	86.05
99 00002303	U9900004	SOUTHERN CALIFORNIA EDISON	0913101222	OH 10/24/2022		MW	IS	13,699.50
99 00002304	U9900005	SOUTHERN CALIFORNIA GAS CO	0914101322	OH 10/24/2022		MW	IS	454.56
99 00002305	V9903504	SPEECH PATHOLOGY ASSOCIATES	1	OH 10/24/2022		MW	IS	1,000.00
99 00002306	V9900188	THE HARTFORD	GL-99501 OCT22	OH 10/24/2022		MW	IS	170.79
99 00002307	U9900010	WARE DISPOSAL	1074477	OH 10/24/2022		MW	IS	3,898.34
99 00002308	V9903446	COMMITTEE FOR CHILDREN - SECON	2036818	OH 10/24/2022		MW	IS	1,490.61
99 00002309	F9900019	CITY OF LA HABRA	LH23-432AR	OH 10/24/2022		MW	IS	228.11

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99 00002310	F9900031	F.M. THOMAS AIR CONDITIONING	44492	OH	10/24/2022		MW	IS	525.53
99 00002311	E9900022	ARIANA CAZARES	BLICK9142022	OH	10/25/2022		MW	IS	115.66
99 00002312	E9900218	YUMI YAMAMOTO	AUGUST 2022	OH	10/25/2022		MW	IS	92.92
99 00002313	U9900001	CITY OF LA HABRA WATER DEPARTM	0903100122	OH	10/26/2022		MW	IS	960.20
99 00002314	V9900103	LAKESHORE LEARNING MATERIALS	385156100522	OH	10/26/2022		MW	IS	2,918.10
99 00002315	V9900129	NCS PEARSON INC.	19217434	OH	10/26/2022		MW	IS	6,519.58
99 00002316	V9900134	OCDE	94SI1328	OH	10/26/2022		MW	IS	216.09
99 00002317	U9900004	SOUTHERN CALIFORNIA EDISON	0913101222A	OH	10/26/2022		MW	IS	13,182.99
99 00002318	B9990010	ERICKSON-HALL CONSTRUCTION	PAY APP 15	OH	10/26/2022		MW	IS	278,964.31
99 00002319	B9990010	ERICKSON-HALL CONSTRUCTION	PAY APP 16	OH	10/26/2022		MW	IS	375,747.03
99 00002320	B9990011	GHATAODE BANNON ARCHITECTS	5061	OH	10/26/2022		MW	IS	84,420.00
99 00002321	B9990011	GHATAODE BANNON ARCHITECTS	5062	OH	10/26/2022		MW	IS	377,121.00
99 00002322	V9900160	RMA GROUP	81813	OH	10/26/2022		MW	IS	4,986.97
99 00002323	V9903514	MARIA MEDINA	POS910869	OH	10/27/2022		MW	IS	9.40
99 00002324	V9903517	MARY TUCK	POS410367/8/9	OH	10/27/2022		MW	IS	150.00
99 00002325	U9900001	CITY OF LA HABRA WATER DEPARTM	0923102022	OH	10/28/2022		MW	IS	3,471.20
99 00002326	F9900035	HOME DEPOT CREDIT SERVICES	8900885	OH	10/28/2022		MW	IS	687.66
99 00002327	U9900005	SOUTHERN CALIFORNIA GAS CO	0921102022	OH	10/28/2022		MW	IS	198.42
99 00002328	U9900009	VERIZON WIRELESS-LA	9918350537	OH	10/28/2022		MW	IS	657.06
99 00002329	V9900152	RCF JIM COOMBS	RCF-JUL-SEPT22	OH	10/31/2022		MW	IS	18,925.42

Issued: 4,206,450.64
99 Bank Total: 4,206,450.64

Grand Total: 4,206,450.64

LOWELL JOINT SCHOOL DISTRICT
EMPLOYER-EMPLOYEE RELATIONS PERSONNEL REPORT 2022/2023 #5

December 12, 2022

I. CERTIFICATED EMPLOYEE

A. CHANGE OF STATUS

NAME	<u>EFFECTIVE DATE</u>	<u>END DATE</u>	SITE	COMMENTS
Saieva, Alyson	08/15/2022	12/23/2022	OL	(AB375) FMLA Medical Leave Correction of EER 2022-2023 #5
Rutledge, Stephanie	11/14/2022	11/18/2022	MA	(AB375) CFRA Medical Leave
Kosareff, Breanna	12/05/2022	12/23/2022	JO	(AB375) CFRA Medical Leave
Kosareff, Breanna	01/09/2023	02/03/2023	JO	(AB375) CFRA Maternity Leave
Casey, Kaleen	01/09/2023	01/20/23	MA	(AB375) CFRA Baby Bonding Leave
Casey, Kaleen	03/06/2023	03/17/2023	MA	(AB375) CFRA Baby Bonding Leave
Austin, Stephanie	03/08/2023	03/14/2023	RS	(AB375) CFRA Family Leave

B. RESIGNATION

NAME	<u>EFFECTIVE DATE</u>	SITE	COMMENTS
Becerra, Chris	11/30/2022	DO	Resignation. Coordinator, Child Development

C. CERTIFICATED SALARIES FOR 2022-2023**

<u>NAME</u>	<u>SITE</u>	<u>CLASS</u>	<u>STEP</u>	<u>COMMENTS</u>
Jimenez, Yovanna	Jordan	4	3	Units to move. Effective January 1, 2023. Was C1/S3 EER #11 2021-2022
Carrillo, Valerie	Jordan	3	6	Units to move. Effective January 1, 2023. Was C2/S6 EER #11 2021-2022
McCoy Stacey	Jordan	3	1	TK Teacher Jordan Elementary. Temporary Contract 01/09/2023-06/02/2023
Dixon, Ronica	DO	Column 1		Child Development Coordinator 01/09/2022

* It is further recommended that these individuals be approved for substitute teaching at the rate of \$200.00 per day and/or \$35.00 an hour rate (not to exceed six hours) as applicable and to include: Professional Development, Saturday School, Site Support Duties, 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 LCFE 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.

Michael Gaber
 Michele Chevallier
 Jessica Lau
 Nicole Azucar
 William Hoover
 Ryana Murch
 Jennifer Perez

E. SUBSTITUTE CHANGE OF PAY

NAME	EFFECTIVE DATE	END DATE	SITE	COMMENT
Wallace, Gregory	08/15/2022	12/23/2022	DO	To be paid special long term rate of \$250.00 Third Grade Teacher Olita.
Petersen, Kaycee	12/05/2022	12/23/2022	DO	To be paid special long term rate of \$250.00 Fourth Grade Teacher Jordan.
Petersen, Kaycee	01/09/2023	02/03/2023	DO	To be paid special long term rate of \$250.00 Fourth Grade Teacher Jordan.
Zavala, Kimberly	01/09/2023	01/20/23	DO	To be paid rate of \$200.00 Second Grade Teacher Macy.
Sauceda, Antoinette	03/06/2023	03/17/2023	DO	To be paid rate of \$200.00 Second Grade Teacher Macy.
Carr, Candice	01/09/2022	06/02/2023	DO	To be paid special long term rate of \$250 for Dance/ Movement and Recorder Teacher. District.

II. CLASSIFIED EMPLOYEES December 12, 2022

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>
Allstun, Brenda	08/29/22			MA	Longevity: Instructional Assistant SE/MOD Classified HR 25 yrs 10.00%
Aragon, Yvonne	11/19/22			OL	Longevity: Instructional Aide Special Education Classified HR 15 yrs 5.00%
Cardenas, Marina	12/01/22		RN/S06	DO	Reclassification: Admin Assist. to the Assist. Superintendent of Admin. Srvs Classified Personnel

Douville, Jamie	12/05/2022	R14/S01	EP	New Hire Instructional Aide Early Learning TK
Erickson, Carl	11/28/22	R02/S08	DO	New Hire: Assistant Superintendent of Administrative Services Classified Personnel Management
Evanoff, Mary Jo	12/01/22	RZ/S03	DO	Range Increase: Executive Assist to the Superintendent - Certificated Personnel
Herman, Kathleen	03/04/23		OL	Longevity: Instructional Aide Early Learning Classified HR 10 yrs 2.50%
Hernandez, Frances	12/1/2022	R14/S01	DO	Substitute Instructional Aide
Hutcherson, Angela	01/07/23		MG	Longevity: Instructional Assistant SE/MOD Classified HR 10 yrs 2.50%
Johnson, Rachel	11/01/22	R14/S02	JO	Step Increase: Instructional Aide Early Learning from S01 to S02
Kim, Elizabeth	10/20/22		DO	New Hire: Noon Duty Aide Substitute
Lawson, Jennifer	11/01/22	R07/S05	OL	Step Increase: Cafeteria Worker from S04 to S05
Lawson, Jennifer	11/01/22	R07/S05	OL	Step Increase: Cafeteria Worker Extra Hours from S04 to S05
Lepe, Caroline	11/13/22	R14/S05	MG	Step Increase: Bilingual Instructional Aide from S04 to S05
Martinez, Veronica	08/27/22		RS	Longevity: Cafeteria Manager Classified HR 10 yrs 2.50%
Muravez, Alicia	01/14/23		EL	Longevity: Satellite Cafeteria Worker Classified HR 15 yrs 5.00%
Rivera, Ismael	10/09/22	R21/S06	MG	Step increase: Day Custodian from S05 to S06
Shrainer, Chelsea	10/01/22	R16/S02	MA	Step increase: Clerk Typist from S01 to S02
Solis, Wendy	11/10/2022		DO	New Hire: Instructional Aide SE/MOD Substitute
Soto, Denise	12/1/2022	RI/S07	DO	Reclassification: Admin. Assist.to the Superintendent of Business Services
Swisshelm, Lisa	4/23/2023		OL	Longevity: Satellite Cafeteria Worker Classified HR 15 yrs 5.00%
Vazquez, Maricela	11/10/2022		MA	Instructional Aide Site Transfer : OL to MA
Verbeck, Renee Marie	10/14/2022		DO	Longevity: Administrative Secretary of Education Services 25 yrs 10.00%
Villarino, Kathleen (Pillar)	10/23/2022	R14/S05	MA	Step increase: Instructional Assistant SE/MOD from S04 to S05
Villalovos, Mary Jane	12/01/2022	RF/S04	DO	Step increase: Asst. to Supt Office from S03 to S04

C. CLASSIFIED JOB DESCRIPTIONS

Addition:

- Administrative Assistant to the Assistant Superintendent of Administrative Services Classified Personnel
- Administrative Assistant to the Assistant Superintendent of Business Services
- Executive Assistant to the Superintendent- Certificated Personnel
- Expanded Learning Site Coordinator
- Maintenance and Operations Supervisor
- Secretary- Maintenance & Operations



LOWELL JOINT SCHOOL DISTRICT

ADMINISTRATIVE ASSISTANT- ADMINISTRATIVE SERVICES/CLASSIFIED PERSONNEL



Confidential Salary Schedule
Range N

JOB SUMMARY:

Under general direction serves as confidential assistant to the Assistant Superintendent of Administrative Services and the District Superintendent of Schools, performing a full range of responsible technical and complex tasks of a confidential nature; works with minimal supervision using independent judgment, requiring knowledge of District programs, State federal laws and District regulations and requirements for business related issues; performs functions in the operation of the personnel program for classified employees; and performs related duties as assigned.

ESSENTIAL FUNCTIONS:

The duties listed below are intended only as illustrations of the various types of work that may be performed. The omission of specific statements of duties does not exclude them from the position if the work is similar, related, or a logical assignment to the class.

Business Services

- Organizes and schedules appointments, meetings, and conferences; maintains appointment calendar for the Assistant Superintendent of Administrative Services.
- Greets and screens callers, visitors, employees, administrators, parents, vendors and the public; provides information or directs parties to appropriate personnel; receives, opens, and screens incoming mail.
- Composes and types letters, bulletins, memos, forms, etc.; prepares Board agenda items; and maintains records and files.
- Provides ancillary support to the programs and departments that the Assistant Superintendent of Administrative Services directly supervises.
- Prepares Board agenda items for Business Services and other departments that the Assistant Superintendent of Administrative Services directly supervises.
- Assists Assistant Superintendent of Administrative Services with preparation for confidential proceedings of collective bargaining negotiations; updates and distributes classified collective bargaining agreement.
- Creates and maintains presentation materials for Assistant Superintendent of Administrative Services to use in conjunction with business meetings, Board information, or community events.
- Compiles information pertaining to related administrative activities and prepares drafts of reports; develops procedures to expedite transmittal of information or to facilitate implementation of policies and programs.
- Maintains control files of matters in progress and expedites their completion; prepares reports by finding, assembling, and summarizing information and data.
- Updates and maintains Administrative Services page on District's website.
- Performs other related duties as assigned.

Classified Personnel

- Responds to inquiries from applicants, employees and the general public regarding classified employment and District policies and procedures and regulations.
- Performs functions in support of recruitment, selection, and processing of classified employees and classified substitutes.
- Composes correspondence, bulletins, memos, annual notifications, offers of employment and regret letters.
- Communicates with administrators to determine staffing needs and recruitment status; confirm assignments with school sites and departments throughout the school year; generate assignment changes as needed.

- Assists in drafting discipline documentation for managers, schedules discipline meetings and hearings.
- Administers CSEA collective bargaining unit agreement.
- Maintains Human Resources employee database (excluding health benefits and voluntary deductions).
- Prepares and updates job descriptions, salary schedules and work calendars, and conducts salary surveys.
- Prepares Board agenda items for classified personnel; compiles data and submit to administrators for collective bargaining activities; researches data and compiles reports and spreadsheets for multiple purposes throughout the school year; work with auditors as needed.
- Maintain employee personnel files.
- Maintains seniority data, layoff and reemployment lists for classified personnel.
- Communicates regularly with legal counsel regarding classified personnel issues.
- Screens and maintains classified substitute call list; Maintains substitute-calling system.
- .Assists with the administration of Workers' Compensation claims.
- Tracks modified duty accommodations and employees who are on leave status; notifies employees of FMLA and all leave balances in coordination with payroll department.
- Coordinates and attends Good Faith Interactive Process meetings.
- Tracks and monitors TB results and sends notices regarding expiration.
- Maintains records of unemployment insurance claims, responds to inquiries from EDD, and represents the District at unemployment appeals hearings.
- Maintains and updates Classified Personnel page on District's website.
- Performs other related duties as assigned.

QUALIFICATION GUIDELINES:

Knowledge of:

- Office administration practices and procedures, including filing systems and telephone techniques and etiquette.
- Employment laws, State Education Code and fair employment laws and regulations; District policies and procedures regarding classified personnel and bargaining agreements.
- Record keeping and methods of collecting and organizing data and information.
- Principles of business letter and report writing including correct English usage, grammar, spelling, and proofreading.
- Workers' Compensation benefits and risk management practices.
- Oral and written communication skills.
- General knowledge of modern office equipment and computer programs.

Ability to:

- Pass a typing test at 55 words per minute; operate a computer using presentation, word processing, spreadsheet, and database software applications.
- Interpret, explain, and apply District policies, procedures, and collective bargaining contracts.
- Perform complex and responsible secretarial duties requiring confidentiality, independent judgment, and analysis.
- Communicate clearly and effectively, both orally and in writing, with administrators, employees, parents and the public.
- Work independently with minimal supervision, meeting schedules and time lines.
- Establish and maintain cooperative and effective working relationships with others.

Education/Training/Experience:

High school diploma or its equivalent to assure the ability to read and write English and to perform mathematical calculations at a level required for successful job performance PLUS a minimum of two (2) years of formal, related education beyond a high school diploma or other combination of training, education, and experience that demonstrates possession of the knowledge and abilities to perform the duties of the position. A combination of training and experience equivalent to five (5) years of progressively responsible clerical, administrative, secretarial, and/or technical experience, preferably in the field of public education/services (including classified personnel), which has provided the applicant with the required knowledge and abilities to successfully perform job duties. Ability to type 55 words per minute required and high-level computer skills preferred, including word processing, presentation, spreadsheet and database software applications.

PHYSICAL STANDARDS AND WORKING CONDITIONS:

The physical and mental demands and work environment described here are representative of those that must be met by employees to successfully perform the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. These physical demands are generic in nature and tasks may vary dependent on specific trade and or specialized work assignment.

Physical Demands:

While performing the duties of this position, employees are subject to constant interruption and are in direct contact with the public and employees. Negative interactions resulting from these contacts can result in stressful situations. Employees are required to constantly sit for periods of time. Talk or hear, in person and by telephone. Use hands and fingers to touch, handle, feel or operate standard office equipment, reaching with hands and arms. Employees are frequently required to stand and walk, bend and stoop and to grasp, lift and move records and documents.

Mental Demands:

Employees must be able to comprehend and follow written and oral instructions; read and interpret data, information and documents; interpret policies and procedures; work under deadlines with interruptions; and interact cooperatively with District staff, students and parents.

Work Environment:

Employees work under typical office conditions, and the noise level is usually quiet or moderately quiet. The employee occasionally drives to District sites to provide administrative support for the department and District.

The information contained in the physical standards description is for compliance with ADA and is not an exhaustive list of duties performed. Individuals who hold this position may perform additional duties and additional duties may be assigned.



LOWELL JOINT SCHOOL DISTRICT



ADMINISTRATIVE ASSISTANT- BUSINESS SERVICES

Confidential Salary Schedule
Range I

JOB SUMMARY:

Under general direction serves as confidential assistant to the Assistant Superintendent of Business Services and the District Superintendent of Schools, performing a full range of responsible technical and complex tasks of a confidential nature; works with minimal supervision using independent judgment, requiring knowledge of District programs, State federal laws and District regulations and requirements for business related issues and related confidential employee documentation; and performs related duties as assigned.

ESSENTIAL FUNCTIONS:

The duties listed below are intended only as illustrations of the various types of work that may be performed. The omission of specific statements of duties does not exclude them from the position if the work is similar, related, or a logical assignment to the class.

Business Services

- Organizes and schedules appointments, meetings, and conferences; maintains appointment calendar for the Assistant Superintendent of Business Services.
- Greets and screens callers, visitors, employees, administrators, parents, vendors and the public; provides information or directs parties to appropriate personnel; receives, opens, and screens incoming mail.
- Composes and types letters, bulletins, memos, forms, etc.; prepares Board agenda items; and maintains records and files.
- Maintains records for leases including lease insurance, rent, and agreements.
- Assist in maintaining confidential employee records and employee evaluation records.
- Provides ancillary support to the programs and departments that the Assistant Superintendent of Business Services directly supervises.
- Prepares Board agenda items for Business Services and other departments that the Assistant Superintendent of Business Services directly supervises.
- Assists Assistant Superintendent of Business Services with preparation for confidential proceedings of collective bargaining negotiations.
- Creates and maintains presentation materials for Assistant Superintendent of Business Services to use in conjunction with business meetings, Board information, or community events.
- Compiles information pertaining to related administrative activities and prepares drafts of reports; develops procedures to expedite transmittal of information or to facilitate implementation of policies and programs.
- Maintains control files of matters in progress and expedites their completion; prepares reports by finding, assembling, and summarizing information and data.
- Records and processes incoming property and liability claims.
- Reviews and ensures certificates of insurance meet the contractual requirements.
- Updates and maintains Business Services page on District's website.
- Performs other related duties as assigned.
- Assist with inquiries from applicants, employees and the general public regarding classified employment and District policies and procedures and regulations.
- Assist with functions in support of recruitment, selection, and processing of classified employees and classified substitutes.
- Composes correspondence, bulletins, memos, annual notifications, offers of employment and regret letters.
- Communicates with administrators to determine staffing needs and recruitment status; confirm assignments with school sites and departments throughout the school year; generate assignment changes as needed.

- Assists in drafting discipline documentation for managers, schedules discipline meetings and hearings.
- Assist the maintenance of the Human Resources employee database (excluding health benefits and voluntary deductions).
- Prepares Board agenda items for classified personnel; compiles data and submit to administrators for collective bargaining activities; researches data and compiles reports and spreadsheets for multiple purposes throughout the school year; work with auditors as needed.
- Communicates regularly with legal counsel regarding classified personnel issues.
- Screens and maintains classified substitute call list; Maintains substitute-calling system.
- Assist in tracking modified duty accommodations and employees who are on leave status; notifies employees of FMLA and all leave balances in coordination with payroll department.
- Performs other related duties as assigned.

QUALIFICATION GUIDELINES:

Knowledge of:

- Office administration practices and procedures, including filing systems and telephone techniques and etiquette.
- Employment laws, State Education Code and fair employment laws and regulations; District policies and procedures regarding classified personnel and bargaining agreements.
- Record keeping and methods of collecting and organizing data and information.
- Principles of business letter and report writing including correct English usage, grammar, spelling, and proofreading.
- Workers' Compensation benefits and risk management practices.
- Oral and written communication skills.
- General knowledge of modern office equipment and computer programs.

Ability to:

- Pass a typing test at 55 words per minute; operate a computer using presentation, word processing, spreadsheet, and database software applications.
- Interpret, explain, and apply District policies, procedures, and collective bargaining contracts.
- Perform complex and responsible secretarial duties requiring confidentiality, independent judgment, and analysis.
- Communicate clearly and effectively, both orally and in writing, with administrators, employees, parents and the public.
- Work independently with minimal supervision, meeting schedules and time lines.
- Establish and maintain cooperative and effective working relationships with others.

Education/Training/Experience:

High school diploma or its equivalent to assure the ability to read and write English and to perform mathematical calculations at a level required for successful job performance PLUS a minimum of two (2) years of formal, related education beyond a high school diploma or other combination of training, education, and experience that demonstrates possession of the knowledge and abilities to perform the duties of the position. A combination of training and experience equivalent to five (5) years of progressively responsible clerical, administrative, secretarial, and/or technical experience, preferably in the field of public education/services (including classified personnel), which has provided the applicant with the required knowledge and abilities to successfully perform job duties. Ability to type 55 words per minute required and high-level computer skills preferred, including word processing, presentation, spreadsheet and database software applications.

PHYSICAL STANDARDS AND WORKING CONDITIONS:

The physical and mental demands and work environment described here are representative of those that must be met by employees to successfully perform the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. These physical demands are generic in nature and tasks may vary dependent on specific trade and or specialized work assignment.

Physical Demands:

While performing the duties of this position, employees are subject to constant interruption and are in direct contact with the public and employees. Negative interactions resulting from these contacts can result in stressful situations. Employees are required to constantly sit for periods of time. Talk or hear, in person and by telephone. Use hands and fingers to touch, handle, feel or operate standard office equipment, reaching with hands and arms. Employees are frequently required to stand and walk, bend and stoop and to grasp, lift and move records and documents.

Mental Demands:

Employees must be able to comprehend and follow written and oral instructions; read and interpret data, information and documents; interpret policies and procedures; work under deadlines with interruptions; and interact cooperatively with District staff, students and parents.

Work Environment:

Employees work under typical office conditions, and the noise level is usually quiet or moderately quiet. The employee occasionally drives to District sites to provide administrative support for the department and District.

The information contained in the physical standards description is for compliance with ADA and is not an exhaustive list of duties performed. Individuals who hold this position may perform additional duties and additional duties may be assigned.



LOWELL JOINT SCHOOL DISTRICT

EXECUTIVE ASSISTANT TO THE SUPERINTENDENT/CERTIFICATED PERSONNEL



Confidential Range Z

JOB SUMMARY:

Under direction of the District Superintendent, the Executive Assistant to the Superintendent coordinates work activities of the Superintendent's office and provides administrative support for the Superintendent and Board of Trustees including but not limited to communications, agendas, schedules, meetings, travel arrangements, and official proceedings. The Executive Assistant assists with interpretations of policies and regulations to officials, staff, and the public; and is responsible for the operation and administration of services related to certificated personnel; maintain records, compile data and prepare complex reports; provide technical assistance and complex assistance and supervise assigned staff.

ESSENTIAL FUNCTIONS:

The duties listed below are intended only as illustrations of the various types of work that may be performed. The omission of specific statements of duties does not exclude them from the position if the work is similar, related, or a logical assignment to the classification.

- Assists Superintendent in coordinating operation procedures, public relations, communications, and administrative support functions.
- Serves as a contact for the Superintendent with the public, department officials, media, and other employees as needed.
- Serves as the initial contact/resource for the Superintendent's office for the purpose of screening calls, visitors, and mail to organize the flow of communication.
- Organizes, develops and implements office practices and procedures as required by the California Department of Education, the County Offices of Education and the school district.
- Reviews correspondence directed to the Superintendent; independently prepares written communications, reports, manuals, minutes, and complex, confidential data and information on behalf of and/or for the Superintendent.
- Researches and obtains information, and computes data for reports, and/or special projects as assigned.
- Preparation, compilation, and distribution of agenda for Board of Trustees' meetings and Administrative Staff meetings.
- Attends District Board Meetings, completes minutes, and maintains official records; prepares public agenda items, reports and correspondence regarding Board actions; coordinates publication and distribution of Board policies and administrative regulations.
- Maintains and updates Board policies, legislative information, budget records, and subject index of major Board actions.
- Meets regularly with office managers to collaborate and coordinate District protocols.
- Interprets, communicates, and applies District rules, legal requirements, procedures and policies.
- Assists families and community members with complaints and requests for services or information.
- Performs secretarial duties related to the Superintendent's office.
- Maintains confidentiality and provides follow-up assistance on sensitive and confidential collective bargaining materials, legal issues, and other District actions.
- Coordinate and administer the inter and intra-district student transfer process.
- Makes reservations and travel arrangements for Board of Trustees and the Superintendent.

Certificated Personnel

- Coordinate the recruitment and selection process of certificated personnel, to include but not limited to transfers, and reassignments.
- Coordinate the employment, assignment, leaves of absence, transfers, and retirement of employees.
- Oversee the automated employee absence reporting system for certificated employees.
- Develop recruitment and retention programs to ensure adequate substitute staffing.
- Study and recommend personnel policies and programs, and implement as directed standard personnel procedures.
- Assists with interpretation and provide information on certificated human resources policies, rules and regulations to administrators and employees.
- Develop and maintain essential personnel records for all certificated District employees.

- Compile data for the negotiation process; maintain confidentiality of sensitive negotiation and other personnel-related information.
- Assists with interpretation of employee association contracts and implementation.
- Maintain HRS employee database.
- Prepare and update job descriptions and conducts salary surveys.
- Prepare Board agenda items for personnel; compile data and submit to administrators for collective bargaining activities; research data and compile reports and spreadsheets for multiple purposes throughout the school year.
- Maintain seniority data, layoff and reemployment lists, vacancy listings, job descriptions, salary placement, college unit posting, orientation and testing.
- Communicate as directed with legal counsel regarding personnel issues.
- Supervise and evaluate assigned personnel.
- Performs other related duties as assigned.

QUALIFICATION GUIDELINES:

Knowledge of:

- Office procedures and practices, including filing systems, telephone techniques, principles of business letter and report writing.
- Relevant statutes, legal requirements, policies, practices, and regulations.
- Collection and organization of data and information.
- General knowledge of modern office equipment and computer programs.
- Technology-based competencies required to satisfactorily perform the functions of the job including word processing, presentations, communications, databases and spreadsheets.
- Oral and written communication skills.
- English usage, spelling, grammar and manuscript and report formatting.
- Interpersonal skills using tact, patience and courtesy.
- Principles and procedures of teacher certification, compensation, employment, conflict resolution, and other personnel services.
- Applicable sections of the Education Code and other laws related to certificated personnel practices and procedures, including Board and District policies, procedures, and regulations.
- Principles of public administration, management, organization, employee training and supervision.
- Modern office practices, procedures and equipment.
- Computer software applications.
- Principles and practices of supervision and evaluation.

Ability to:

- Effectively and efficiently perform clerical, secretarial, and administrative assistant functions and activities.
- Analyze situations and use independent judgment to develop effective options in resolving problems and/or complex situations.
- Interpret and apply statutes, legal requirements, school district policies, practices and regulations, as well as those of local, county, State and national agencies.
- Produce complex documents and reports.
- Establish and maintain procedural systems and controls, and work priorities.
- Work under pressure and maintain effective and harmonious working relationships with school officials, other employees, outside agencies and the public.
- Provide excellent customer service.
- Find accurate sources of information in order to respond to requests for information.
- Maintain confidentiality of information.
- Effectively multi-task and work with disruptions.
- Pass a typing test at 60 words per minute.
- Effectively work with minimal direction.
- Establish and maintain cooperative relationships with staff, parents, students and District administrators.
- Communicate clearly and concisely, both orally and in writing.
- Interpret and apply a wide variety of rules and regulations relating to the operation of the personnel department under the Education Code and the California Commission on Teacher Credentialing.
- Perform a variety of professional and technical duties involved in the conduct of the District's recruitment, selection, and employee discipline.

- Effectively advise appropriate personnel on disciplinary hearings, procedures and problems.
- Perform in situations requiring specialized knowledge, using tact, discretion and good judgment.
- Assume responsibility for assigned related activities and programs; plan and organize work meeting schedules and deadlines.
- Establish and maintain cooperative relationships with school staff, parents, students and District administrators.
- Communicate clearly and concisely, both orally and in writing.
- Effectively train, supervise and evaluate assigned personnel.

Education/Training/Experience:

Four (4) years of administrative or secretarial experience involving public contact. School district experience preferred.

Licenses/Certificates/Special Requirements:

A valid California Driver's License and the ability to maintain insurability under the District's Vehicle Insurance Policy.

PHYSICAL STANDARDS AND WORKING CONDITIONS:

The physical and mental demands and work environment described here are representative of those that must be met by employees to successfully perform the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. These physical demands are generic in nature and tasks may vary dependent on specific trade and or specialized work assignment.

Work Environment:

While performing the duties of this class, employees are subject to constant interruption and are in direct contact with the public and employees. Negative interactions resulting from these contacts can result in stressful situations. These positions may be high volume positions and may work without direct and/or constant supervision. The noise level in an office environment is moderate.

Mental Demands:

Employee must be able to use written and oral communication skills; read and interpret data, information, and documents; interpret policies and procedures; use math and mathematical reasoning; learn and apply new information or new skills; work under deadlines with constant interruptions; and interact cooperatively with District staff, parents, community members, vendors, and other organizations; occasionally required to deal with conflict situations.

Physical Demands: Ability to sit for extended periods of time. Walking, standing, bending, and reaching below and above shoulder level. Lifting, pulling or pushing objects generally not exceeding twenty pounds may also be required. Repetitive use of fingers and hands to operate a keyboard and other office equipment is necessary. Talk or hear, in person and by telephone. Specific vision abilities including close vision, depth perception and the ability to focus are required.

The information contained in the physical standards description is for compliance with ADA and is not an exhaustive list of duties performed. Individuals who hold this position may perform additional duties and additional duties may be assigned.

WORK PERIOD:

12 months per year, 5 days per week, 8 hours per day



LOWELL JOINT SCHOOL DISTRICT

EXPANDED LEARNING SITE COORDINATOR

Classified Salary Schedule
Range 17

JOB SUMMARY:

Under supervision, assists in the supervision, management, safety and well being of students of school age during the before and/or after school expanded learning program a district school age before and after school program.

DISTINGUISHING CHARACTERISTICS:

This classification is distinguished from other Instructional Assistant classifications in that the primary responsibility is working with students in the Expanded Learning Opportunities Program (PowerSource) department.

ESSENTIAL FUNCTIONS:

The duties listed below are intended only as illustrations of the various types of work that may be performed. The omission of specific statements of duties does not exclude them from the position if the work is similar, related, or a logical assignment to the position.

- Assist vendors and teachers in a learning environment designed to develop the physical, cognitive, emotional, creative and social skills of child development students.
- Assist in the preparation of a variety of instructional materials and learning aids designed for learning of expanded learning students.
- Supervise groups or individual students under the directions of the assigned supervisor;
- Demonstrate standards of behavior and utilize a positive approach while working with children.
- Distribute snacks and other meals as appropriate; set up plates and meals; clean serving area after meals; assist students with cleanliness and toileting as needed.
- Maintain and assure a clean, safe, attractive and positive learning environment; perform light housekeeping duties, including cleaning the classroom after students leave and ensuring the classroom is ready for the next day.
- May set up and operate simple audio-visual equipment, assisting students to learn through the use of computers and other teaching aids.
- Assist in administering routine first aid to students as needed; assist in toileting, administering medication and medical procedures in accordance with specific medical instructions as assigned
- Participate in meetings and in-service training programs as assigned.
- Assist with classroom preparation and materials.
- Routinely squat, crouch, sit on small chairs, and hard surfaces with students.
- Maintains student, classified, certificated, and community partner attendance records.
- Coordinates student dismissal procedures, communicating with community partners, parents and guardians in an ongoing manner
- Perform other related duties as assigned.

QUALIFICATION GUIDELINES:

Knowledge of:

- Basic concepts used in Education/Child Development
- Program policies, practices and procedures.
- Safe classroom and playground practices.
- Health and safety precautions and procedures
- Basic first aid procedures and health and safety regulations.
- Interpersonal relations skills using tact, patience and courtesy.

Ability to:

- Appropriately manage student behavior and guide students toward acceptable social behavior.
- Implement learning activities for children while maintaining a healthy and safe environment.
- Monitor and assist students.

- Communicate clearly and effectively, both orally and in writing, with administrators, employees, parents and the public.
- Maintain confidentiality.
- Work independently with minimal supervision, meeting schedules and time lines.
- Establish and maintain cooperative and effective working relationships with others.
- Squat, crouch or sit on small chairs low to the ground or hard floors.
- Demonstrate understanding, patient and receptive attitude toward students, staff, community partners and parents.
- Work confidentially with discretion and independently with little supervision.
- Communicate clearly and concisely, both orally and in writing.
- Establish and maintain cooperative and effective working relationships with others.
- Perform routine clerical duties.
- Lift and move items weighing up to 50 pounds.

Education/Training/Licenses/Experience:

- (1) Graduation from high school or its equivalent and must successfully pass the District's local assessment test; and
- (2) 24 college level units, 12 of which need to be in Education, Child Development, or related field; and
- (3) At least one year of experience working with children in a child development program or equivalent

PHYSICAL STANDARDS AND WORKING CONDITIONS:

The physical and mental demands and work environment described here are representative of those that must be met by employees to successfully perform the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. These physical demands are generic in nature and tasks may vary dependent on specific trade and or specialized work assignment.

Physical Demands:

Physical demands of this position include sitting and standing for extended periods of time. The employee may frequently move or lift children weighing up to 50 pounds unassisted. Occasional bending at the waist is required, as is kneeling, crouching, squatting, pushing and pulling. Employees may reach overhead as well as above the shoulders and horizontally.

Mental Demands:

Employee must be able to comprehend and follow written and oral instructions; interpret policies and procedures; and interact cooperatively with District staff, parents, and the general public.

Work Environment:

While performing the duties of this job, the employee works in several environments including classroom, indoor and outdoor environments and on or near student playground equipment.

The information contained in the physical standards description is for compliance with ADA and is not an exhaustive list of duties performed. Individuals who hold this position may perform additional duties and additional duties may be assigned.

WORK PERIOD:

10 months per year, 5 days per week, up to 3.75 hours/day before and or after school



Maintenance & Operations Supervisor

JOB SUMMARY:

The job of Maintenance & Operations Lead is established for the purpose/s of performing skilled work in one or more of the following areas: electrical, painting, plumbing, welding, asbestos removal and/or carpentry work in the alteration, repair and construction of equipment and structures; resolving emergency situations; ensuring that assignments are completed in a safe, proper and timely manner and assisting the oversight and support of assigned maintenance personnel in the performance of their assignments.

This job is distinguished from similar jobs by the following characteristics: Incumbents in this class are assigned a variety of tasks requiring skills in various trades, which are performed under minimal supervision, and assist with the oversight of assigned maintenance and operational personnel.

ESSENTIAL FUNCTIONS:

The duties listed below are intended only as illustrations of the various types of work that may be performed. The omission of specific statements of duties does not exclude them from the position if the work is similar, related, or a logical assignment to the classification.

- Applies finishes to walls and other surfaces (e.g. undercoat, sizing, texture, tints, plaster, etc.) for the purpose of finishing new construction and/or preparing surfaces after repairs
- Builds articles and structures of wood (e.g. office furniture, fixtures, room additions, partitions, counters, doors, window frames, sheds, scaffolds, forms, fences, gates, etc.) for the purpose of modifying and/or adapting facilities to specific needs.
- Coordinates with administration and other trades for the purpose of completing projects/work orders efficiently.
- Estimates materials and/or equipment needed to complete work projects for the purpose of ensuring timely completion of projects.
- Inspects facilities, systems and their components for the purpose of identifying necessary repairs.
- Installs systems and/or components (e.g. cabinets, woodwork, electrical and air conditioning control equipment, transformers, conduit, ducting, motors, bells, clocks, lighting circuits, gutters, flooring, etc.) for the purpose of completing projects safely and within established time frames.
- Maintains tools, equipment, systems and/or components (e.g. hand tools, power tools, etc.) for the purpose of ensuring the availability of equipment in safe operating condition.
- Monitors District premises and facilities for the purpose of ensuring the welfare of students and staff and/or minimizing loss and/or liability.
- Oversees maintenance and custodial personnel as assigned for the purpose of maximizing the efficiency of the work force and meeting shift requirements. Assists in the assignment of shift assignments and task to be completed.
- Pours and finishes concrete walks and curbs for the purpose of providing safe and attractive access to facilities.
- Prepares and paints various surfaces for the purpose of protecting District property and/or maintaining attractive facilities.
- Prepares documentation (e.g. requisitions, purchase orders, etc.) for the purpose of providing written support and/or conveying information.
- Repairs various items, systems and/or components (e.g. office furniture, wooden fixtures, woodwork, flooring, doors, windows, sashes, screens, plaster walls, gutters, etc.) for the purpose of ensuring that items are available and in safe working condition.
- Responds to emergency situations for the purpose of resolving immediate safety concerns.
- Transports various items (e.g. tools, equipment, supplies, etc.) for the purpose of ensuring the availability of materials required at job site.
- Assists other personnel as may be required for the purpose of supporting them in the completion of their work activities.
- Supports the preparation of monthly, quarterly, semiannual, and annual reports.
- Prepares written and oral reports and correspondence.

- Assist in the planning, organization, control and direction of a variety of programs, projects and activities related to operations including facility planning and management.
- Provide technical expertise regarding assigned functions; provide input for the development of policies and procedures; review and evaluate services and make necessary adjustments.
- Assist in the preparation and maintenance of a variety of narrative and statistical reports, records and files; assure accuracy of federal and state reporting regarding operational services; prepare and maintain records and reports, including property contracts, insurance policies, legislative updates and other related reports.
- Communicate with administrators and District personnel to coordinate activities and programs, resolve issues and conflicts and exchange information to assure effective services.
- Provide input in the supervision, development, and evaluation of the performance of support staff members; interview and select employees; help to plan, coordinate and arrange for appropriate training of staff; manage personnel-related issues in the division.
- Perform all other related duties as assigned by the Superintendent

QUALIFICATION GUIDELINES:

Knowledge of:

How to perform basic math, including calculations using fractions, percent's, and/or ratios; read a variety of manuals, write documents following prescribed formats, and/or present information to others; and solve practical problems. Specific knowledge-based competencies required to satisfactorily perform the functions of the job include: safety practices and procedures; and fundamentals of carpentry, painting, electrical and plumbing work. Ability to review and apply laws, rules, ordinances, regulations, policies and procedures related to assigned divisional activities and operating practices relative to the above listed divisional responsibilities; business related data processing; principles and practices of personnel management, accounting and payroll, purchasing, electronic data processing, risk management, contracts, budget preparation and control, and debt issuance. Demonstrate oral and written communication skills; understanding of applicable laws, codes, regulations, policies and procedures affecting facilities and operations; operation of computer equipment and specified software; computer programs that support efficient processing and managing of data for facilities planning; public contract code.

Ability to:

Schedule activities and/or meetings; gather and/or collate data; and consider a variety of factors when using equipment. Flexibility is required to work with others in a variety of circumstances; work with data utilizing specific, defined processes; and operate equipment using a variety of standardized methods. Ability is also required to work with a wide diversity of individuals; work with similar types of data; and utilize a variety of types of job-related equipment. Problem solving is required to analyze issues and create action plans. Problem solving with data requires independent interpretation of guidelines; and problem solving with equipment is moderate. Specific ability-based competencies required to satisfactorily perform the functions of the job include: adapting to changing work priorities; displaying mechanical aptitude; meeting deadlines and schedules; setting priorities; and working as part of a team; lift, carry, push, pull or guide up to 50 pounds individually or more than 50 pounds with assistance.

Responsibility

Responsibilities include: working under limited supervision using standardized practices and/or methods; directing other persons within a small work unit; and monitoring budget expenditures. Utilization of some resources from other work units is often required to perform the job's functions. There is a continual opportunity to impact the organization's services.

Education/Training/Experience:

Experience – Completion of apprenticeship in the trade or craft (i.e., carpenter, roofer, glazier, painter, electronics technician, etc.), plus one (1) additional year experience in the same trade or craft; or, Five (5) years experience in the skilled trade or craft; plus, journeyman certification (i.e., carpenter, roofer, glazier, painter, electronics technician, etc.); or, Five (5) years experience in a District skilled trade or craft position (i.e., carpenter, roofer, glazier, painter, electronics technician, etc.).

Education – High school graduation or other equivalent is required, (i.e., General Educational Development (GED), foreign equivalency, etc.) At least two years of college education in a related field is preferred.

Licenses/Certificates/Special Requirements:

A valid California Driver's License and the ability to maintain insurability under the District's Vehicle Insurance Policy.

PHYSICAL STANDARDS AND WORKING CONDITIONS:

The physical and mental demands and work environment described here are representative of those that must be met by employees to successfully perform the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. These physical demands are generic in nature and tasks may vary dependent on specific trade and or specialized work assignment.

Physical Demands:

The usual and customary methods of performing the job's functions require the following physical demands: significant lifting, carrying, pushing, and/or pulling; frequent climbing and balancing; significant stooping, kneeling, crouching, and/or crawling; and significant fine finger dexterity. Generally, the job requires 5% sitting, 50% walking, and 45% standing. The job is performed under some temperature extremes and under conditions with exposure to risk of injury and/or illness.

While performing the duties of this position, the employee is subject to constant interruptions and is in direct contact with the public and employees. Negative interactions resulting from this contact can result in stressful situations. Employee is required to constantly sit for periods to time. Talk or hear, in person and by telephone. Use hands and fingers to touch, handle, feel or operate standard office equipment, reaching with hands and arms. Employee is frequently required to stand and walk, bend and stoop and to grasp, lift and move records and documents weighing less than 30 pounds. Specific vision abilities required by this job include close vision and the ability to adjust focus.

Mental Demands:

While performing the duties of this position, the employee may be regularly required to use written and oral communication skills; read and interpret data, information and documents; analyze and solve problems; observe and interpret situations; learn and apply new information or skills; use math and mathematical reasoning; perform highly detailed work; work on multiple and concurrent tasks; work with frequent interruptions; work under intensive deadlines; and interact with District and program personnel, school administrators, managers, staff, vendors, the public, and others encountered in the course of work.

Work Environment:

While performing the duties of this job, the employee will work indoor, outdoor, office shop and construction environment. The employee will work with noise from equipment operation. The employee will be on call to provide administrative support for the department and the District.

The information contained in the physical standards description is for compliance with ADA and is not an exhaustive list of duties performed. Individuals who hold this position may perform additional duties and additional duties may be assigned.

WORK PERIOD: 12 months per year, 5 days per week, Professional Day



LOWELL JOINT SCHOOL DISTRICT
SECRETARY – MAINTENANCE & OPERATIONS

Classified Salary Schedule
Range: 23

JOB SUMMARY

Under general supervision, performs skilled secretarial and clerical work for the Supervisor of Maintenance and Operations; including organization of departmental activities, word processing and typing requiring independent judgment and discretion; and to perform other related clerical duties as assigned.

ESSENTIAL FUNCTIONS:

The duties listed below are intended only as illustrations of the various types of work that may be performed. The omission of specific statements of duties does not exclude them from the position if the work is similar, related, or a logical assignment to the classification.

- Serve as sole secretarial support to Supervisor of Maintenance and Operations; plan, organize and coordinate activities to relieve the Supervisor of routine administrative duties.
- Organize office function, systems and procedures; oversee the flow of clerical work, reviewing work and assuring deadlines are met; establish and maintain filing systems.
- Serve as receptionist and coordinate activities of the department; greet and screen visitors, explain policies, procedures and programs, provide directions and relay information.
- Maintain departmental budget, monitor expenses and maintain records.
- Type a variety of materials from verbal or written instructions.
- Coordinate communications between the Supervisor, other District staff and the public; schedule meetings, workshops and appointments as assigned; maintain calendar.
- Respond to inquiries from staff, District personnel or the community according to established procedures; provide information or direct to appropriate personnel; maintain confidentiality of sensitive information.
- Maintain a variety of specialized reports and records; maintain attendance and work records for department and various employees; format various documents and prepare spreadsheets as assigned.
- Process repair requests and issue work orders while managing the District's work order system.
- Order custodial supplies as needed.
- Keep office operational when management is out; coordinate assignments of substitute custodians and maintain their attendance records.
- Attend to injured employees in accordance with District policy and procedures.
- Operate a variety of office equipment including computer, facsimile machine, typewriter, copier, calculator and others as assigned.
- Performs other related duties as assigned.

MINIMUM QUALIFICATIONS

Knowledge of:

- Modern office methods, procedures and techniques.
- Telephone and public relations techniques.
- Budget monitoring and control.
- Operation of a computer and assigned software.
- Correct English usage, grammar, spelling, punctuation, and vocabulary.
- Interpersonal skills using tact, patience and courtesy.
- Oral and written communication skills.
- Record-keeping techniques.
- Business correspondence, report preparation and composition techniques.

Secretary – Maintenance & Operations

Board Approved: January 14, 2013

Board Approved: May 13, 2019 (was formerly Secretary Maintenance & Operations – Approved Facilities & Operations Secretary/ Technician)

Revised: November 18, 2022 (revised to former Secretary Maintenance & Operations)

Ability to:

- Perform difficult and complex clerical work involving independent judgment and requiring speed and accuracy.
- Compile data and prepare specialized and comprehensive reports.
- Operate a computer with efficiency to word process and for record-keeping.
- Make clear and confidential reports and keep difficult records independently.
- Communicate effectively, both orally and in writing, displaying tact, patience and judgment.
- Type at a rate of 40 wpm.
- Establish and maintain cooperative and effective working relationships with others.
- Apply and explain policies, procedures, rules and regulations.
- Complete work with many interruptions, working independently with little direction.
- Meet schedules and timelines.

Education/Training/Experience:

High school diploma or equivalent supplemented by coursework in general office practices and computer programs; three years increasingly responsible secretarial or clerical experience.

Licenses/Certificates/Special Requirements:

A valid California Driver's License and the ability to maintain insurability under the District's Vehicle Insurance Policy.

PHYSICAL STANDARDS AND WORKING CONDITIONS:

The physical and mental demands and work environment described here are representative of those that must be met by employees to successfully perform the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. These physical demands are generic in nature and tasks may vary dependent on specific trade and or specialized work assignment.

Physical Demands:

Physical demands of this position include sitting most of the time, but may involve walking or standing for brief periods; ability to exert 10 to 20 pounds of force frequently to lift, carry, push, pull, or otherwise move objects; perceiving the nature of sound, near and far vision, depth perception, providing oral information, the manual dexterity to operate business related equipment, and handle and work with various materials and objects are important aspects of this job.

Mental Demands:

Employee must be able to use written and oral communication skills; read and interpret data, information, and documents; interpret policies and procedures; use math and mathematical reasoning; work under deadlines with constant interruptions; and interact cooperatively with District staff, vendors, contractors, other organizations, and the general public.

Work Environment:

While performing the duties of this position, employees will work in an office setting where the noise level is usually quiet. Negative interactions with employees and vendors can result in stressful situations. These positions may be high volume positions and may work without direct and/or constant supervision.

The information contained in the physical standards description is for compliance with ADA and is not an exhaustive list of duties performed. Individuals who hold this position may perform additional duties and additional duties may be assigned.

WORK PERIOD:

12 months per year, 5 days per week, 8 hours per day

**LOWELL JOINT SCHOOL DISTRICT
2022/23 CLASSIFIED MANAGEMENT SALARY SCHEDULE**

*Effective July 1, 2022, employees shall receive a 3.50% increase to base salary earnings (excluding stipends and other remuneration)
Effective September 1, 2022, New Director's Salary Schedule and New Assistant Director Salary Schedule*

MANAGEMENT POSITIONS	RANGE	RANGE	RANGE	RANGE	RANGE	RANGE	RANGE	RANGE	RANGE
	1	2	3	4	5	6	7	8	
Assistant Superintendent of Business Services	13,789	14,516	15,279	16,043	16,845	17,687	18,571	19,499	
Assistant Superintendent of Administrative Services	13,097	13,752	14,439	15,163	15,921	16,717	17,553	18,430	
Occupational Therapist (11 months)	6,923	7,268	7,633	8,016	8,416	8,838	9,279	9,743	
Assistant Director of Fiscal Services	9,888	10,042	10,195	10,348	10,501	10,653	10,807	11,348	
Bond Contracts and Accounting Compliance Manager	6,736	7,005	7,269	7,574	7,892	8,223	8,560	8,905	
Site Supervisor/Teacher - Preschool	3,946	4,144	4,351	4,567	4,797	5,036	X	X	

DIRECTOR/SUPERVISOR POSITIONS

Director of Educational & Information Technology	12,360	12,552	12,743	12,934	13,126	13,316	13,509	13,705
Director of Fiscal Services	12,360	12,552	12,743	12,934	13,126	13,316	13,509	13,705
Maintenance & Operations Supervisor	5,100	5,399	5,715	6,050	6,404	6,779	7,176	7,176
Coordinator of Early Childhood Program	9,755	9,939	10,106	10,272	10,457	10,623	10,808	X

Twelve-month Classified Management employees receive 22 days vacation per year.

LONGEVITY

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

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



LOWELL JOINT SCHOOL DISTRICT
2022/23 CLASSIFIED CONFIDENTIAL SALARY SCHEDULE
Effective December 1, 2022

Effective July 1, 2022, employees shall receive a 3.5% increase to their base salary earnings (excluding stipends and other remuneration).

RANGE	PERFORMANCE RECOGNITION INCREASES							
	1	2	3	4	5	6	7	8
(A)	3,869	4,062	4,265	4,478	4,702	4,937	5,185	5,443
(B)	3,980	4,178	4,399	4,613	4,851	5,102	5,361	5,632
(C)	4,080	4,283	4,507	4,736	4,977	5,228	5,494	5,766
(D)	4,193	4,403	4,614	4,851	5,102	5,361	5,632	5,912
(E)	4,296	4,508	4,737	4,977	5,228	5,494	5,766	6,062
(F)	4,398	4,617	4,852	5,102	5,361	5,632	5,912	6,212
(G)	4,506	4,733	4,977	5,228	5,494	5,766	6,062	6,365
(H)	4,613	4,844	5,103	5,361	5,632	5,912	6,212	6,533
(I)	4,736	4,974	5,228	5,494	5,766	6,062	6,365	6,689
(J)	4,851	5,093	5,361	5,632	5,912	6,212	6,533	6,858
(K)	4,977	5,225	5,493	5,766	6,062	6,365	6,689	7,035
(L)	5,102	5,356	5,635	5,912	6,212	6,533	6,858	7,206
(M)	5,228	5,490	5,765	6,062	6,365	6,689	7,035	7,388
(N)	5,361	5,629	5,912	6,212	6,533	6,858	7,206	7,571
(O)	5,494	5,767	6,062	6,365	6,689	7,035	7,388	7,763
(P)	5,632	5,914	6,211	6,533	6,858	7,206	7,571	7,955
(Q)	5,766	6,055	6,366	6,689	7,035	7,388	7,763	8,154
(R)	5,912	6,207	6,533	6,858	7,206	7,571	7,955	8,365
(S)	6,062	6,366	6,689	7,035	7,388	7,763	8,154	8,565
(T)	6,212	6,522	6,856	7,206	7,571	7,955	8,365	8,777
(U)	6,365	6,684	7,035	7,388	7,763	8,154	8,565	8,995
(V)	6,533	6,859	7,204	7,571	7,955	8,365	8,777	9,230
(W)	6,689	7,024	7,388	7,763	8,154	8,565	8,995	9,456
(X)	6,858	7,199	7,571	7,955	8,365	8,777	9,230	9,690
(Y)	7,035	7,386	7,763	8,154	8,565	8,995	9,456	9,927
(Z)	7,206	7,567	7,956	8,365	8,777	9,230	9,690	10,179

CONFIDENTIAL EMPLOYEES

RANGE

LONGEVITY

- Exec. Asst. and Secretary to Superintendent/Cert. Personnel
- Administrative Assistant - Admin. Services/Classified Personnel
- Administrative Assistant - Business Services
- Assistant to the Superintendent's Office

- Z
- N
- I
- F

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

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

[Signature]
11.16.22

LOWELL JOINT SCHOOL DISTRICT
January 9, 2023

To: President Shaw and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Submission of Williams Litigation Settlement – ACTION
Quarterly Uniform Complaint Report for Quarter
October 1, 2022 – December 31, 2022

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

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

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

To meet the Uniform Complaint Reporting requirements per *Education Code* Section 35186(d), the January 9, 2023, Board agenda will include a Report on the Nature and Resolution of All *Williams Settlement* Complaints received from October 1, 2021 through December 31, 2021.

It is recommended that the submission of the Williams Litigation Settlement – Quarterly Uniform Complaint Report for Quarter October 1, 2022 – December 31, 2022, with one complaint, be approved, and that the Superintendent or designee be authorized to execute the necessary documents.

Superintendent’s Comment:

APPROVAL RECOMMENDED.



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

- | | | | |
|-------------------------------------|------------|-------------------------------|---------------------------------------|
| <input type="checkbox"/> | Quarter #1 | July 1 – September 30, 2022 | Report due by October 31, 2022 |
| <input checked="" type="checkbox"/> | Quarter #2 | October 1 – December 31, 2022 | Report due by January 31, 2023 |
| <input type="checkbox"/> | Quarter #3 | January 1 – March 31, 2023 | Report due by April 28, 2023 |
| <input type="checkbox"/> | 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 20223 |

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

LOWELL JOINT SCHOOL DISTRICT

January 9, 2022

To: President Shaw and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Presentation of Audit Report for 2021/22 INFORMATION/
(ACTION)

Education Code 41020 requires school districts to annually obtain an independent audit report of its financial statements. The firm of Nigro and Nigro performed the 2021/22 financial audit of Lowell Joint School District financial statements.

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

DB:ds

Superintendent's Comment:

APPROVAL RECOMMENDED.

LOWELL JOINT SCHOOL DISTRICT
January 9, 2023

To: President Shaw and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Approval of the 2021/22 School Accountability Report Cards INFORMATION/
ACTION

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.

It is recommended that the 2021/22 School Accountability Report Cards, for each school site, be approved and that the Superintendent or designee be authorized to execute the necessary documents.

Superintendent's Comment:

APPROVAL RECOMMENDED.

El Portal Elementary School

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		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

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			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

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/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			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

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
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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	2016-17 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			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

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	2016-2017 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		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
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. Trauma 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 SCHOOL DISTRICT
January 9, 2023

To: President Shaw and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Approval of Educational Practice Teaching Agreement with Hope University, Fullerton, Effective January 1, 2023, through June 30, 2028. ACTION

Hope University, Fullerton, is requesting Lowell Joint School District to enter into an education practice teaching agreement, effective January 1, 2023, and shall remain in effect until terminated earlier by either party or through June 30, 2028, to provide teaching experience through practice teaching to students enrolled in teacher training curricula of such institutions, at no cost to the district.

It is recommended that the Educational Practice Teaching agreement with Hope University, Fullerton, effective January 1, 2023, through June 30, 2028, at no cost to the district, be approved, and that the Superintendent or designee be authorized to execute the necessary documents.

Superintendent's Comment:

APPROVAL RECOMMENDED.

LOWELL JOINT SCHOOL DISTRICT
January 9, 2023

To: President Shaw and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

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

In accordance with Education Code Sections 56365 and 56366, a school district is required to enter into separate agreements with nonpublic nonsectarian schools/agencies to provide the services included in a pupil's Individualized Education Program (IEP) when such services cannot be provided by the district. Staffs at these agencies are fully qualified, meet State and Federal guidelines and are available to provide services for District students immediately.

Arrangements have been made with Behavior and Education Inc., a nonpublic nonsectarian agency, to provide direct Behavioral Intervention Services for the 2022/2023 school year for select District students.

It is recommended that the Agreement with Behavior and Education Inc., a nonpublic nonsectarian agency, to provide additional direct Behavioral Intervention Services for a select District Students for the 2022/2023 school year be approved, 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.

Superintendent's Comment:

APPROVAL RECOMMENDED.

LOWELL JOINT SCHOOL DISTRICT

January 9, 2023

To: President Shaw and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

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

In accordance with Education Code Section 56365 and 56366, a school district is required to enter into separate agreements with agencies to provide the services included in a student's Individualized Education Program (IEP) when such services cannot be provided by the District.

Arrangements have been made with *Downey-Montebello SELPA and Montebello Unified School District* to provide direct visual impairment services for a District student who is attending at Sussman Middle School for the 2022/2023 school year. Services are to be provided at the rate of \$94.85 per hour, not to exceed \$5,000.00.

It is recommended that 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 be approved, 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.

Superintendent's Comment:

APPROVAL RECOMMENDED.

LOWELL JOINT SCHOOL DISTRICT
January 9, 2023

To: President Shaw and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

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

In accordance with Education Code Section 56365 and 56366, a school district is required to enter into separate agreements with agencies to provide the services included in a student's Individualized Education Program (IEP) when such services cannot be provided by the District. The Gallagher Pediatric Therapy staff is fully qualified and meets State and Federal guidelines.

Arrangements have been made with *Mary Kay Gallagher, Gallagher Pediatric Therapy*, a nonpublic nonsectarian agency, to provide direct physical therapy services and physical therapy evaluative services for assessments for the 2022/2023 School Year. Services are to be provided at the rate of \$94.85 per hour, not to exceed \$20,000.00.

It is recommended that the agreement with Mary Kay Gallagher, Gallagher Pediatric Therapy, a nonpublic nonsectarian agency, to provide direct physical therapy services and physical therapy evaluative services for assessments for the 2022/2023 School Year be approved, 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.

Superintendent's Comment:

APPROVAL RECOMMENDED.

LOWELL JOINT SCHOOL DISTRICT
January 9, 2023

To: President Shaw and Members, Board of Trustees
From: Jim Coombs, Superintendent of Schools
Subject: Purchase Order Report 2022/23 #6

ACTION/
(RATIFICATION)

In accordance with the law, Purchase Order Report 2022/23 #6 is recommended for approval. The report lists all purchase orders issued November 1, 2022 through November 30, 2022.

DB:ds

Attachment

Superintendent's Comment:

APPROVAL RECOMMENDED.

X-B1-1

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	HAULAWAY 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

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>OBJECT DESCRIPTION</u>
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/Consulting Serv&Oper Exp
S99R0215	YMCA OF GREATER WHITTIER	120,000.00	120,000.00	1226000002 5800	Prof/Consulting Serv&Oper Exp
S99R0216	YMCA OF ORANGE COUNTY	180,000.00	180,000.00	1226000002 5800	Prof/Consulting Serv&Oper Exp
S99R0217	JAMPANA ENTERPRISES LLC DBA CO	60,000.00	60,000.00	1226000008 5800	Prof/Consulting Serv&Oper Exp
S99R0218	US BANK AS CUST FOR TOWER DBW	9,025.84	9,025.84	01 8048	Pnlts & Intrst from Dlgnt Tax
S99R0219	OCDE	289.40	289.40	0165000012 5800	Prof/Consulting Serv&Oper Exp
S99R0220	OCDE	31.98	31.98	0165000012 5800	Prof/Consulting Serv&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

Total Amount of Purchase Orders:

LOWELL JOINT SCHOOL DISTRICT
January 9, 2023

To: President Shaw and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Consolidated Check Register Listing Report
2022/23 #6

ACTION/
(RATIFICATION)

The Consolidated Check Register Listing Report 2022/23 #6 is recommended for approval. The consolidated check register lists all warrants issued November 1, 2022 through November 30, 2022.

DB/ds

Attachment

Superintendent's Comment:

APPROVAL RECOMMENDED.

X-B2-1

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	BRENT ALLSMAN	MEDICAL-NOV	OH	11/01/2022		MW	IS	557.02
99	00002331	CAROLYN KANE	MEDICAL-NOV	OH	11/01/2022		MW	IS	1,290.56
99	00002332	EDDY VEGA	MEDICAL-NOV	OH	11/01/2022		MW	IS	557.02
99	00002333	EMILY WAKEFIELD	MEDICAL-NOV	OH	11/01/2022		MW	IS	570.78
99	00002334	GAYLE ROGERS	MEDICAL-NOV	OH	11/01/2022		MW	IS	232.94
99	00002335	JULIE ROTH	MEDICAL-NOV	OH	11/01/2022		MW	IS	570.78
99	00002336	KATHRYN ALLSMAN	MEDICAL-NOV	OH	11/01/2022		MW	IS	557.02
99	00002337	KATIE MY LADY BOUTIQUE	1	OH	11/01/2022		MW	IS	48.00
99	00002338	MARGARET DUMADAG	MEDICAL-NOV	OH	11/01/2022		MW	IS	557.02
99	00002339	NANCY WHITE	MEDICAL-NOV	OH	11/01/2022		MW	IS	1,290.56
99	00002340	PENNY MAYERCHECK	MEDICAL-NOV	OH	11/01/2022		MW	IS	1,290.56
99	00002341	PEST OPTION INC.	410383	OH	11/01/2022		MW	IS	143.38
99	00002342	RONALD RANDOLPH	MEDICAL-NOV	OH	11/01/2022		MW	IS	614.88
99	00002343	SHELLEY MARKER	MEDICAL-NOV	OH	11/01/2022		MW	IS	570.78
99	00002344	US AIR CONDITIONING DISTRIBUTO	5732060	OH	11/01/2022		MW	IS	400.01
99	00002345	PEST OPTION INC.	410380	OH	11/01/2022		MW	IS	484.01
99	00002346	BRUCE PATTILLO	MEDICAL-NOV	OH	11/01/2022		MW	IS	557.02
99	00002347	DELL MARKETING L.P.	10620800130	OH	11/02/2022		MW	IS	273,383.02
99	00002348	SOUTHERN CALIFORNIA EDISON	0921102022	OH	11/02/2022		MW	IS	2,810.76
99	00002349	SUBURBAN WATER SYSTEMS	181003366810	OH	11/02/2022		MW	IS	6,040.08
99	00002350	BROTHERS AUTOMOTIVE INC	949	OH	11/03/2022		MW	IS	2,262.39
99	00002351	CINTAS FIRE PROTECTION	OF19645562	OH	11/03/2022		MW	IS	4,036.25
99	00002352	ILLUMINATE EDUCATION, INC.	INV0000066826	OH	11/03/2022		MW	IS	22,407.16
99	00002353	PEST OPTION INC.	412174	OH	11/03/2022		MW	IS	59.65
99	00002354	DELL MARKETING L.P.	10611978710	OH	11/04/2022		MW	IS	129,210.92
99	00002355	iPRINT TECHNOLOGIES	939509	OH	11/04/2022		MW	IS	100.34
99	00002356	JONES SCHOOL SUPPLY COMPANY	1909190	OH	11/04/2022		MW	IS	847.23
99	00002357	KRISTA VAN HOOGMOED	10182022	OH	11/04/2022		MW	IS	130.39
99	00002358	LA HABRA ROTARY FOUNDATION	438	OH	11/04/2022		MW	IS	300.00
99	00002359	N2Y	INV-1059248	OH	11/04/2022		MW	IS	3,053.95
99	00002360	SOUTHERN CALIFORNIA EDISON	1221012122A	OH	11/04/2022		MW	IS	21,803.55
99	00002361	SUBURBAN WATER SYSTEMS	180022435718	OH	11/04/2022		MW	IS	6,217.74
99	00002362	T-MOBILE	0921102022	OH	11/04/2022		MW	IS	148.40
99	00002363	WARE DISPOSAL	1074469	OH	11/04/2022		MW	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	POS112151	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	22S10338	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	B9900010	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.CONTI	VOID - 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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 from 11/1/2022 to 11/30/2022

Check	Payee ID	Payee Name	Reference	Subs	Check Date	Cancel Date	Type	Status	Check Amount
99 00002398	U9900002	FRONTIER	1010110922B	OH	11/14/2022		MW	IS	55.96
99 00002399	F9900033	GLASBY MAINTENANCE SUPPLY	328721A	OH	11/14/2022		MW	IS	8,580.60
99 00002400	V9903376	GoTo Communications Inc.	IN7101548450	OH	11/14/2022		MW	IS	4,604.44
99 00002401	V9903404	IMAGINE LEARNING LLC	891950	OH	11/14/2022		MW	IS	16,381.25
99 00002402	V9903303	iPRINT TECHNOLOGIES	941492	OH	11/14/2022		MW	IS	140.03
99 00002403	U9900003	MCI A VERIZON COMPANY	409087873	OH	11/14/2022		MW	IS	8.07
99 00002404	V9903445	MUCKENTHALER CULTURAL CENTER F	1691A	OH	11/14/2022		MW	IS	6,800.00
99 00002405	F9900053	PEST OPTION INC.	408638	OH	11/14/2022		MW	IS	510.00
99 00002406	F9900054	PLUMBING WHOLESALE OUTLET	S100624324.001	OH	11/14/2022		MW	IS	1,895.95
99 00002407	E9900225	SELAH BAUTISTA	MILEAGE92710182	OH	11/14/2022		MW	IS	93.00
99 00002408	U9900004	SOUTHERN CALIFORNIA EDISON	1005110322	OH	11/14/2022		MW	IS	10,233.07
99 00002409	U9900005	SOUTHERN CALIFORNIA GAS CO	0928102722	OH	11/14/2022		MW	IS	120.03
99 00002410	U9900006	SUBURBAN WATER SYSTEMS	180071413541	OH	11/14/2022		MW	IS	8,171.85
99 00002411	F9900059	THE HOME DEPOT PRO INSTITUTION	714533510	OH	11/14/2022		MW	IS	9,269.84
99 00002412	F9900060	THE SHERWIN-WILLIAMS CO.	0722-9	OH	11/14/2022		MW	IS	666.74
99 00002413	N9900014	UNITED REFRIGERATION INC.	87261615-00	OH	11/14/2022		MW	IS	227.74
99 00002414	U9900010	WARE DISPOSAL	1094756	OH	11/14/2022		MW	IS	4,140.34
99 00002415	V9900013	AMERICAN EXPRESS	114431772889466	OH	11/14/2022		MW	IS	211.05
99 00002416	N9900001	ACTION SALES	7145079	OH	11/14/2022		MW	IS	7,512.25
99 00002417	F9900014	BUG FLIP	OCT2022	OH	11/14/2022		MW	IS	235.00
99 00002418	N9900015	Continental Sales	OCT2022	OH	11/14/2022		MW	IS	7,637.03
99 00002419	N9900004	DRIFTWOOD DAIRY	OCT2022	OH	11/14/2022		MW	IS	14,019.41
99 00002420	N9900007	GOLD STAR FOODS	OCT2022	OH	11/14/2022		MW	IS	35,473.91
99 00002421	F9900045	LADY BUGS ENVIRONMENTAL TERMIT	148031	OH	11/14/2022		MW	IS	55.00
99 00002422	V9903228	LOVE TO SNACK LLC	36708	OH	11/14/2022		MW	IS	408.24
99 00002423	N9900009	P & R PAPER SUPPLY COMPANY	OCT2022	OH	11/14/2022		MW	IS	6,954.81
99 00002424	N9900013	SOUTHERN CALIFORNIA PIZZA	OCT2022	OH	11/14/2022		MW	IS	14,883.60
99 00002425	V9903519	KAREY ABBOND	EMPMILEAGEREI	OH	11/15/2022		MW	IS	35.57
99 00002426	F9900015	CANNINGS HARDWARE LA HABRA	494270	OH	11/16/2022		MW	IS	91.26
99 00002427	F9900035	HOME DEPOT CREDIT SERVICES	5946757	OH	11/16/2022		MW	IS	302.88
99 00002428	V9900179	SOUTHWEST SCHOOL SUPPLY	S99X0017OCT22	OH	11/16/2022		MW	IS	37,232.73
99 00002429	F9900059	THE HOME DEPOT PRO INSTITUTION	713117307	OH	11/16/2022		MW	IS	8,454.54
99 00002430	V9900094	J.W.PEPPER & SON INC.	364743168	OH	11/17/2022		MW	IS	12.58
99 00002431	V9900103	LAKESHORE LEARNING MATERIALS	385156102722	OH	11/17/2022		MW	IS	671.55

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 00002432	V9900105	LEARNING A-Z	5986019	OH	11/17/2022		MW	IS	768.00
99 00002433	F9900046	LEONARD CHAIDEZ TREE SERVICE	32245	OH	11/17/2022		MW	IS	700.00
99 00002434	V9900129	NCS PEARSON INC.	20084266	OH	11/17/2022		MW	IS	128.55
99 00002435	V9900134	OCDE	94S10729	OH	11/17/2022		MW	IS	289.40
99 00002436	V9900134	OCDE	94S10704	OH	11/17/2022		MW	IS	272.77
99 00002437	V9903510	PAUL EISENBERG	09202022	OH	11/17/2022		MW	IS	750.00
99 00002438	V9900179	SOUTHWEST SCHOOL SUPPLY	S99X0015OCT22	OH	11/17/2022		MW	IS	6,031.34
99 00002439	V9903520	JAMPANA ENTERPRISES LLC DBA CO	LJSD001	OH	11/17/2022		MW	IS	2,380.00
99 00002440	V9900179	SOUTHWEST SCHOOL SUPPLY	S99X0018 OCT22	OH	11/17/2022		MW	IS	1,170.67
99 00002441	V9903214	806 TECHNOLOGIES INC.	18324	OH	11/18/2022		MW	IS	3,850.00
99 00002442	V9900007	ACTION TROPHY	92075	OH	11/18/2022		MW	IS	20.00
99 00002443	E9900003	ADRIANA PONCE	100722REIMB	OH	11/18/2022		MW	IS	110.18
99 00002444	E9900004	ALAN MAO	SHELVES	OH	11/18/2022		MW	IS	292.21
99 00002445	V9900010	ALLIANCE OF SCHOOLS FOR COOPER	OCT22VLFBU	OH	11/18/2022		MW	IS	2,595.34
99 00002446	V9900014	AMPLIFIED IT	50691	OH	11/18/2022		MW	IS	7,680.00
99 00002447	F9900007	AUTOZONE	5499131577	OH	11/18/2022		MW	IS	7.40
99 00002448	V9900024	BEARCOM	5453407	OH	11/18/2022		MW	IS	16.24
99 00002449	V9900024	BEARCOM	5453407	OH	11/18/2022		MW	IS	108.14
99 00002450	V9903524	BILINGUISTICS INC.	72797	OH	11/18/2022		MW	IS	15.00
99 00002451	V9900025	BLICK ART MATERIALS	9454621	OH	11/18/2022		MW	IS	783.17
99 00002452	F9900014	BUG FLIP	64031	OH	11/18/2022		MW	IS	85.00
99 00002453	I9900002	BYRON FERGUSON DBA ALL AMERICA	1004	OH	11/18/2022		MW	IS	360.00
99 00002454	V9903400	CHARTER COMMUNICATIONS	1218110922	OH	11/18/2022		MW	IS	86.03
99 00002455	E9900044	CHRISTIAN MANGOLD	MILEAGE-9/23/22	OH	11/18/2022		MW	IS	102.75
99 00002456	I9900004	COLLEEN PATTERSON	OCT 2022 SPEC PR	OH	11/18/2022		MW	IS	625.00
99 00002457	E9903244	CRISTIAN BOGDAN	MILEAGE-OCT	OH	11/18/2022		MW	IS	9.74
99 00002458	V9900052	DASH MEDICAL GLOVES	INV1273753	OH	11/18/2022		MW	IS	752.08
99 00002459	V9903531	DAVIS, SUMMER	001-OCT2022	OH	11/18/2022		MW	IS	1,512.00
99 00002460	V9903362	DELL MARKETING L.P.	10627824020	OH	11/18/2022		MW	IS	3,422.66
99 00002461	V9903362	DELL MARKETING L.P.	10614097562	OH	11/18/2022		MW	IS	3,237.16
99 00002462	V9903362	DELL MARKETING L.P.	10627824020	OH	11/18/2022		MW	IS	729.05
99 00002463	V9900056	DELTA DENTAL OF CALIFORNIA	BE005213237	OH	11/18/2022		MW	IS	2,148.70
99 00002464	V9903282	GOVCONNECTION INC.	73393110	OH	11/18/2022		MW	IS	1,314.92
99 00002465	V9903420	Granite Telecommunications LLC	5800115150	OH	11/18/2022		MW	IS	1,674.82

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 00002466	V9900088	IMPERIAL BAND INSTRUMENTS	74154	OH	11/18/2022		MW	IS	5,286.41
99 00002467	V9900092	INTERQUEST DETECTION	145-1022	OH	11/18/2022		MW	IS	215.00
99 00002468	E9900084	JIM COOMBS	MISC 1182022	OH	11/18/2022		MW	IS	175.91
99 00002469	V9903281	LA HABRA COUNCIL PTA	12072022	OH	11/18/2022		MW	IS	600.00
99 00002470	V9903279	LOPEZ, ALEJANDRO	OCT 2022 SVCS	OH	11/18/2022		MW	IS	416.66
99 00002471	V9903518	Marblesoft-Keyguard AT	1421	OH	11/18/2022		MW	IS	85.83
99 00002472	E9900138	MARIKATE ELMQUIST	103122REIMB	OH	11/18/2022		MW	IS	51.96
99 00002473	E9900222	MARY JANE VILLALOVOS	FEDEX 11082022	OH	11/18/2022		MW	IS	22.16
99 00002474	V9900134	OCDE	94PI4504	OH	11/18/2022		MW	IS	31.98
99 00002475	V9900161	RMH DANCE & PRODUCTIONS	102622102722	OH	11/18/2022		MW	IS	4,625.00
99 00002476	V9900172	SCHOOL SERVICES OF CALIFORNIA	0135193-JN	OH	11/18/2022		MW	IS	355.00
99 00002477	U9900004	SOUTHERN CALIFORNIA EDISON	1011110822	OH	11/18/2022		MW	IS	3,567.45
99 00002478	U9900005	SOUTHERN CALIFORNIA GAS CO	1010110822	OH	11/18/2022		MW	IS	380.31
99 00002479	V9903432	SOUTHERN CALIFORNIA SCIENCE OL	2006535	OH	11/18/2022		MW	IS	325.00
99 00002480	V9900180	SPARKLETTS	15734879102322	OH	11/18/2022		MW	IS	176.77
99 00002481	V9903425	SPORTS JACKETS UNLIMITED	2052	OH	11/18/2022		MW	IS	540.23
99 00002482	V9903485	TAKACS, LINDA	OCT2022	OH	11/18/2022		MW	IS	3,500.00
99 00002483	F9900064	TURF STAR INC.	3316055-00	OH	11/18/2022		MW	IS	2,610.80
99 00002484	V9903315	US BANK AS CUST FOR TOWER DBW	2014-2020CONSOLI	OH	11/18/2022		MW	IS	9,025.84
99 00002485	E9900209	VALERIE CARRILLO	10/13/22 REIMB	OH	11/18/2022		MW	IS	53.00
99 00002486	V9903352	ACTIVE EDUCATION	2247	OH	11/18/2022		MW	IS	3,660.62
99 00002487	V9900024	BEARCOM	5449148	OH	11/18/2022		MW	IS	55.13
99 00002488	V9900024	BEARCOM	5449148	OH	11/18/2022		MW	IS	3,197.14
99 00002489	S99212	ADMINISTRATIVE SERVICES	11270	OH	11/18/2022		MW	IS	7,350.00
99 00002490	V9903461	C-BELOW	28610	OH	11/18/2022		MW	IS	750.00
99 00002491	B9990013	HAUFFE COMPANY	455	OH	11/18/2022		MW	IS	18,816.00
99 00002492	B9903229	HAULA WAY STORAGE CONTAINERS	2092669	OH	11/18/2022		MW	IS	330.02
99 00002493	B9990014	KING OFFICE SERVICES	KO-20842-2-003	OH	11/18/2022		MW	IS	7,875.00
99 00002494	B9903230	TWINING CONSULTING	16727	OH	11/18/2022		MW	IS	422.82
99 00002495	B9990013	HAUFFE COMPANY	454	OH	11/18/2022		MW	IS	37,500.00
99 00002496	E9900004	ALAN MAO	ISTE CONF 2022	OH	11/21/2022		MW	IS	4,157.99
99 00002497	F9900031	F.M. THOMAS AIR CONDITIONING	44619	OH	11/21/2022		MW	IS	4,466.65
99 00002498	V9900103	LAKESHORE LEARNING MATERIALS	385157083122	OH	11/22/2022		MW	IS	5,128.65
99 00002499	V9900010	ALLIANCE OF SCHOOLS FOR COOPER	OCT22VSR	OH	11/23/2022		MW	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	I9903532	LOGAN, BRENNEN	LJYT CONTRCT	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	I9900018	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	I9900004	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
January 9, 2023

To: President Shaw and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Approval of Amended Professional Services Agreement to Provide Architectural/Engineering Services for Maybrook Elementary School Campus, Phase II, with Ghataode Bannon Architects (GBA) for the Rancho Starbuck Interim Housing Modernization Project

ACTION/
(RATIFICATION)

Background:

On September 12, 2022, the Board of Trustee's approved a professional services agreement with Ghataode Bannon Architects (GBA) for architectural and design services for the Maybrook ES campus, Phase II, for the addition of 11 Modular buildings and 1 additional age appropriate restroom building to accommodate the Rancho Starbuck staff and student use during the modernization of the Rancho Starbuck campus. The Board of Trustee's approved an amount not to exceed \$5,000 for anticipated reimbursable expenses associated with this contract at that meeting.

Current Considerations:

Ghataode Bannon Architects (GBA) engaged the services of Saxon Engineering to conduct a Topographical survey on the Rancho Starbuck campus for a fee of \$6,150 with no mark-up to GBA.

In order to process the pending reimbursable invoice, it is necessary to increase the amount for reimbursable expenses by \$2,000 and leave a balance of \$850 to use for other reimbursable expenses, if needed. Any unused funds will be de-encumbered and returned to the Bond Fund

Fiscal Implications:

Financial Impact: \$2,000.00
Funding Source: Measure LL General Obligation Bond – Fund 21.0

Recommendation:

Superintendent's Comment:

APPROVAL RECOMMENDED.

It is recommended that the Board of Trustees approve 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 Intermediate School population and that the Superintendent or designee be authorized to execute the necessary documents.

DB/cw

Superintendent's Comment:

APPROVAL RECOMMENDED.

LOWELL JOINT SCHOOL DISTRICT

January 9, 2023

To: President Shaw and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: 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

ACTION

Background:

Public Contract Code Section 7107 defines the District's obligation for final payment on a public improvement project. The District must pay to a contractor all undisputed amounts within 60 days of completion of a project. A Notice of Completion is not mandatory, nor does the date of its filing define the completion of a project. Once a District does file the Notice of Completion with the County Recorder's Office, however, subcontractors and suppliers are allowed 30 days to file a valid stop notice against any funds held by the District for final payment to the general contractor. Not filing the Notice of Completion allows the 30-day window to extend to 90 days or more. If a valid stop notice is filed, the District must withhold 125% to 150% of the value of the stop notice until a release is filed or other legal resolution is reached.

Current Considerations:

On January 10, 2022, the Board of Trustees took action to approve the award of Pre-Construction and Lease-Leaseback (LLB) Services for Jordan Elementary School. The contract was awarded to Erickson Hall Construction Company. On May 3, 2022, the Board of Trustees approved the Guaranteed Maximum Price (GMP) for the LLB contract with Erickson-Hall Construction Company specifically for the Jordan Elementary Portable Building Replacement, HVAC, Roof Replacement, Fire Alarm, ADA, and Related Work at HVAC, Roof Replacement, and Associated Work project. This work is completed at Jordan Elementary School and has been accepted by the District.

Financial Implications:

Financial Impact: \$8,822,633
Funding Source: Measure LL General Obligation Fund – Fund 21.0

Superintendent's Comment:

APPROVAL RECOMMENDED.

Recommendation:

It is recommended that the Board of Trustees accept 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.

Superintendent's Comment:

APPROVAL RECOMMENDED.

LOWELL JOINT SCHOOL DISTRICT
January 9, 2023

To: President Shaw and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Employer-Employee Relations/Personnel Report 2022/2023 #6
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 #6, which includes hiring, resignations, contract adjustments, and retirements for certificated, classified, and confidential employees has been completed without irregularities and in compliance with the law, District policy, administrative regulations, rules, procedures, and direction of the supervisor and all information has been fully disclosed.

It is recommended that Employer-Employee Relations/Personnel Report 2022/2023 #6, which includes hiring, resignations, contract adjustments, and retirements for certificated, classified, and confidential employees, be ratified.

Attachment

JC/me

Superintendent's Comment:

APPROVAL RECOMMENDED.

LOWELL JOINT SCHOOL DISTRICT
EMPLOYER-EMPLOYEE RELATIONS PERSONNEL REPORT 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, Breaunna	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

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>
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
January 9, 2023

To: President Shaw and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

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

ACTION

Arrangements will be made with Eleyo/by Arux Software, Inc. for a “cloud-based Software-as-a-Service platform, providing a comprehensive, easy-to-use software solution and single platform for program scheduling and registration needs.” This much needed registration program may be utilized by both Early and Expanded Learning during the 2022/23 school year. Costs to the district are \$499 a month plus a 0.39 per transaction fee and taxes for a total not to exceed \$5,000.00

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

Superintendent’s Comment:

APPROVAL RECOMMENDED.

LOWELL JOINT SCHOOL DISTRICT
January 9, 2023

To: President Shaw and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

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

ACTION/
(RATIFICATION)

Arrangements were made with Active Education for Expanded Learning to work in partnership with Lowell Joint School District on all 5 elementary school sites, to provide educational enrichment services during the 2022/23 school year. This is ratifying the current contract to add staffing at each site for the rest of the year for \$9000, due to increase demand and success of the program. These learning opportunities are not to exceed \$39,000.00 to be paid by the ELO-P funds.

“We provide a structured activity program, which encompasses fun and healthy activities with an emphasis on social and emotional learning and PBIS best practices. Our curriculum has been designed using evidence-based research and data in alignment with CASEL’s core competency framework. Our programs provide character development to students through a combination of activities and monthly character education focuses.” This organization ran a fantastic program for Meadow Green students last year, and they will be putting a particular emphasis on leadership skills after school.

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

Superintendent’s Comment:

APPROVAL RECOMMENDED.

LOWELL JOINT SCHOOL DISTRICT
January 9, 2023

To: President Shaw and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

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

In order to obtain the best rates for United States Department of Agriculture (USDA) donated commodity foods (USDA Foods), it is recommended that the Nutrition Services Department renew its agreement as a member district with Super Co-Op, a California USDA Foods Cooperative. As a member district, Lowell benefits from economies of scale along with 300 additional districts in California. The Super Co-Op also manages the entitlement for the member districts. Membership in the Co-Op is estimated at \$250 annually.

It is recommended that the Approval to renew the agreement with Super Co-Op 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.