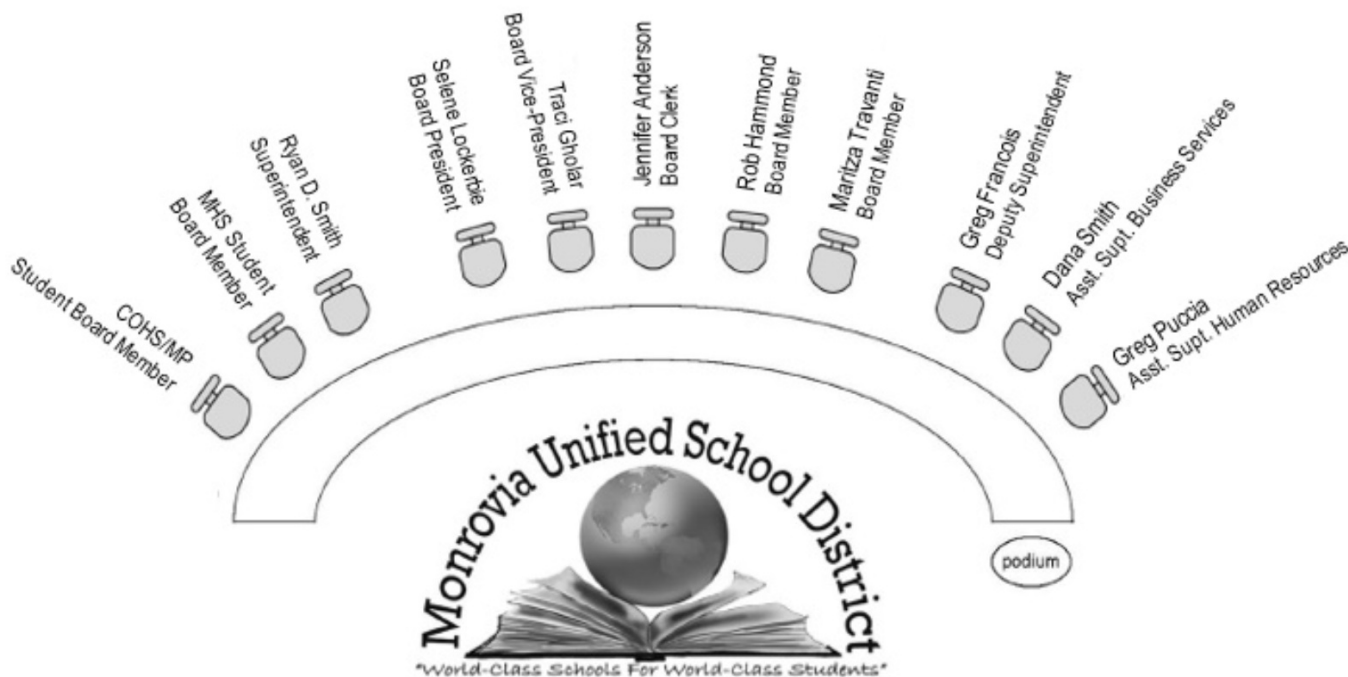




In accordance with the Americans with Disabilities Act, if you need special assistance to participate in this meeting, please call the Superintendent's Office (626) 471-2010, twenty-four hours prior to the meeting so that reasonable arrangements can be made. The Administration Center Board Room is wheelchair accessible.



In accordance with a recent amendment to the Ralph M. Brown Act, public records related to the public session agenda, that are distributed to the Governing Board less than 72 hours before a regular meeting, may be inspected by the public at the District Administration Office located at 325 E. Huntington Drive, Monrovia, Ca 91016, during regular business hours (8:00am to 4:00pm.)



**MONROVIA UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION**

325 E. Huntington Drive Monrovia, California 91016

**ANNUAL ORGANIZATIONAL AND REGULAR MEETING OF THE BOARD OF EDUCATION
and the
ANNUAL MEETING OF THE MONROVIA UNIFIED SCHOOL DISTRICT
FINANCING CORPORATION
Wednesday, December 14, 2022
6:30 p.m. - Board Room**

**BOARD OF EDUCATION CLOSED SESSION
Wednesday, December 14, 2022
Superintendent's Office**

A. CONVENE REGULAR BOARD OF EDUCATION OPEN SESSION (6:30 p.m.)

1. Meeting called to order by presiding chairperson, _____ at _____ pm.
2. Pledge of Allegiance by MHS Automotive Science Pathways, Richard Montenegro

3. Roll Call:

- | | |
|--|---|
| Selene Lockerbie, Board President _____ | Ryan D. Smith, Superintendent _____ |
| Traci Gholar, Board Vice-President _____ | Gregoire Francois, Deputy Supt. _____ |
| Jennifer Anderson, Board Clerk _____ | Cheryl Plotkin, Int. Asst. Supt. Bus. Svcs. _____ |

Rob Hammond, Board Member _____
Maritza Travanti, Board Member _____
Sarah Tripp, Student Board Member _____

Greg Puccia, Asst. Supt. HR _____

B. RECOGNITIONS

1. MHS Performer, Isabella K. Hurtado
2. Elementary 4th and 5th Grade Choir
3. Middle School Sports Champions

**C. CONVENE BOARD OF EDUCATION ANNUAL ORGANIZATIONAL MEETING
(see attached separate agenda)**

**D. WITHOUT ADJOURNING THE REGULAR BOARD OF EDUCATION MEETING,
CONVENE THE ANNUAL MEETING OF THE MONROVIA UNIFIED SCHOOL DISTRICT
FINANCING CORPORATION**

1. Call to Order
2. Public Comment
3. Designate Officers for the Monrovia Unified School District Financing Corporation pursuant to the By-Laws of Same (Article IV, Section 4.02)
4. Annual Report of Corporation Activities 2021-2022
[Annual Meeting of Financing Corp Rpt 12-14-22.pdf](#)
5. Other Business
6. Adjourn the Monrovia Unified School District Financing Corporation Annual Meeting

E. RECONVENE BOARD OF EDUCATION OPEN SESSION MEETING

F. ORDER OF BUSINESS

1. Board Agenda discussion/ presentation items, which could include input from representatives of agendized matters, may be moved up on the Agenda.
2. Approve the Minutes of the Regular Board of Education Meeting and the Minutes of the Joint Board of Education Personnel Commission Meeting on November 9, 2022.

Motion by _____, seconded by _____, Vote _____

Board Member Lockerbie __, Board Member Travanti __, Board Member Hammond __,

Board Member Anderson __, Board Member Gholar _____

[Board Meeting Minutes 11.09.2022.pdf](#)

[Joint BOE PC Meeting Minutes 11.09.2022.pdf](#)

G. COMMUNICATIONS

1. Board Member Reports
2. Student Board Member Report
3. Report from the Superintendent

H. PUBLIC COMMENTS - *The Board of Education encourages public participation, and invites you to share your views on school business.*

Please complete the "Addressing the Board of Education" form and give it to the Secretary of the Board (Superintendent) or the designee, prior to the meeting. In order to accomplish Board business in a timely and efficient manner, public input is limited to no more than three (3) minutes per person, per agenda or non-agenda item, totaling no more than 20

minutes per item.

1. Public Comments for items not on the Agenda -In compliance with the Brown Act, items not on the agenda legally cannot be discussed by the Board tonight. We welcome your input, but are limited to asking clarifying questions and gathering contact information. Items requiring Board discussion or action will have to be calendared for a future meeting, so that all interested parties may provide input.

2. Public Comments for items on the Open Session Agenda

3. Public Comments for items on the Closed Session Agenda

I. STAFF PRESENTATIONS

1. MEASURE MM: NEXT STEPS

The Board of Education is requested to receive a presentation on the next steps for Measure MM.

[12_14_22 Board of Education Meeting - Bond Next Steps.pdf](#)

2. PUBLIC DISCLOSURE OF PROPOSED COLLECTIVE BARGAINING AGREEMENT

The Board of Education is requested to receive for public disclosure, as required by AB 1200, the summary of a tentative agreement with the Monrovia Teachers' Association (MTA), California School Employees Association (CSEA), Monrovia Association of School Administrators (MASA), and Confidential/Classified Management (CCM) for 2022-23 school year

[AB 1200 Public Disclosure of Proposed Collective Bargaining Agreement - 2022-23.pdf](#)

3. 21st CENTURY CLASSROOM FURNITURE

The Board of Education is requested to receive a presentation about 21st-century classroom furniture for all Monrovia Unified School District school sites.

J. CONSENT AGENDA

Routine items of business placed on the consent agenda have been carefully screened by members of the staff and will be acted upon by the Board with one motion. Upon request of any person, an item on the consent agenda may be considered separately at its location on the meeting's agenda.

Consent Agenda Item(s) Pulled, if any: _____

Approval of Consent Agenda:

Motion by _____, seconded by _____, Vote _____

Board Member Lockerbie __, Board Member Travanti __, Board Member Hammond __,

Board Member Anderson __, Board Member Gholar ____

EDUCATIONAL SERVICES

1. 22/23-1063 - AGREEMENT WITH FOOD ED FOR SANTA FE COMPUTER SCIENCE MAGNET SCHOOL

The Board of Education is requested to approve an agreement with Food ED for a Cougar EcoLab and Heritage Learning Garden at Santa Fe Computer Science Magnet School for the 2022/23 school year.

[Food Ed Agreement - Santa Fe - 20221214.pdf](#)

2. 22/23-1064 - FINAL SETTLEMENT AGREEMENT

The Board of Education is requested to ratify a Final Settlement agreement in regards to Student No. 8260224592 for OAH Case No. 2022-070062 dated November 13, 2022.

[Settlement Agreement Report 4.pdf](#)

3. 22/23-1066 - CONTRACT WITH CURRICULUM ASSOCIATES, LLC, FOR ELLEVATION SUBSCRIPTION RENEWAL

The Board of Education is requested to ratify a contract with Curriculum Associates, LLC, for a one-year subscription renewal for Ellevation for the 2022-23 school year.

[Curriculum Associates - Ellevation Subscription Renewal for 2022-23.pdf](#)

4. 22-23-1067 - THINKING MAPS LEARNING COMMUNITY SITE LICENSE RENEWAL PROPOSAL

The Board of Education is requested to approve a Cost Proposal from Thinking Maps, Inc. for a one-year subscription renewal of the Learning Community Site Licenses for the 2022-23 school year for each of the five elementary schools.

[THINKING MAPS - Learning Community Site 1-Year License - 20221214.pdf](#)

5. 22/23-1068 - SCHOOL SITE "SINGLE PLAN FOR STUDENT ACHIEVEMENT" ANNUAL REVISIONS FOR THE 2022-23 SCHOOL YEAR

The Board of Education is requested to approve revisions to the "Single Plan for Student Achievement" for Bradoaks Elementary Science Academy, Mayflower Elementary School, Monroe Elementary School, Plymouth Elementary School, Wild Rose School of Creative Arts, Clifton Middle School, Santa Fe Computer Science Magnet School, and Monrovia High School for the 2022-23 school year.

[22-23 SPSAs.pdf](#)

6. 22/23-1069 - COMMUNITY ADVISORY COMMITTEE REPRESENTATIVE FOR THE WEST SAN GABRIEL VALLEY SPECIAL EDUCATION LOCAL PLAN AREA

The Board of Education is requested to appoint Atria MacLellan as Monrovia Unified School District's parent representative to the Community Advisory Committee (CAC) for the West San Gabriel Valley Special Education Local Plan Area (SELPA) from December 15, 2022 to June 30, 2024.

7. 22/23-1070 - CONTINUED FUNDING APPLICATION FOR THE PRESCHOOL PROGRAM

The Board of Education is requested to approve the submission of the Continued Funding Application for Canyon Early Learning Center for the Fiscal Year 2023-24.

[2023-24 Preschool Continued Funding Application - 20221214.pdf](#)

BUSINESS SERVICES

8. 22/23-2077 - PURCHASE ORDERS AND PAYMENT OF BILLS

The Board of Education is requested to ratify purchase orders in the amount of \$1,293,818.67 issued October 21, 2022, through November 25, 2022, and payments in the amount of \$6,398,703.68, issued October 27, 2022, through November 30, 2022.

[BA Item 2077\(b-c\) Purchase Order Rpt 12-14-22.pdf](#)

9. 22/23-2078 - DISTRICT CASH RECEIPTS

The Board of Education is requested to receive District cash receipts; Deposit Report No. 16 through No. 18, deposited November 8, 2022, through November 18, 2022, for a total amount of \$900,395.84.

[BA Item 2078\(b-d\) Deposit Rpt #16-18 12-14-22.pdf](#)

10. 22/23-2079 - ACCEPTANCE OF GIFTS

The Board of Education is requested to accept the gifts as described in Acceptance of Gifts Report No. 2023-07.

[Acceptance of Gifts #2023-07-12-14-22.pdf](#)

11. 22/23-2080 - PROFESSIONAL SERVICE AGREEMENTS

The Board of Education is requested to approve the Professional Service Agreements Report #9 for the Monrovia Unified School District 2022-23 SY.

[Professional Service Agmts #9.pdf](#)

HUMAN RESOURCES

12. 22/23-3040 - PERSONNEL ASSIGNMENTS

The Board of Education is requested to approve Personnel Assignments Report #9.

[BRD Report 20221214 Month 9 - Final.pdf](#)

13. 22/23-3041 - CONFERENCE/ IN-SERVICE ATTENDANCE AND TRAVEL

The Board of Education is requested to approve Travel and Conference Report #8.

[12142022TravelConference.pdf](#)

14. 22/23- 3043 - MEMORANDUM OF UNDERSTANDING WITH AZUSA PACIFIC UNIVERSITY

The Board of Education is requested to approve a Memorandum of Understanding (MOU) between Monrovia Unified School District and Azusa Pacific University. Effective December 15, 2022, through June 30, 2028.

[Monrovia_USD_and_Azusa_Pacific_University_MOU_for_Adapted_PE_Fieldwork.pdf](#)

15. 22/23-3044 - CLINICAL AFFILIATION AGREEMENT BETWEEN CAL STATE LOS ANGELES AND THE MONROVIA UNIFIED SCHOOL DISTRICT

The Board of Education is requested to approve the Clinical Affiliation agreement between California State University, Los Angeles, and the Monrovia Unified School District for a term beginning December 14, 2022, through December 14, 2025.

[CAL State Los Angeles Clinical Practice for Speech, SLPA and audiology 6722-0239CL Monrovia USD \(3\).pdf](#)

16. 22/23 3045- APPROVAL OF CONTRACT WITH SYTECH SOLUTIONS

The Board of Education is requested to approve the quotes from Sytech Solutions for records management services for the District.

[SYTECH for December 14 2022 Board Monrovia USD \(2022\).pdf](#)

K. ACTION ITEMS (Non-Consent)

EDUCATIONAL SERVICES – Greg Francois, Ed.D., Deputy Superintendent

1. 22/23-1071 - AGREEMENT FOR DENTAL SERVICES WITH WESTERN UNIVERSITY OF HEALTH SCIENCES

The Board of Education is requested to approve an agreement between Western University of Health Sciences and Monrovia Unified School District (MUSD) to provide dental services to MUSD students at no cost by their College of Dental Medicine.

Motion by _____, seconded by _____, Vote _____

Board Member Lockerbie __, Board Member Travanti __, Board Member Hammond __,

Board Member Anderson __, Board Member Gholar __

[Western University MOU re Dental Services - 20221214.pdf](#)

BUSINESS SERVICES – Cheryl Plotkin, Interim Asst. Supt. of Business Services

2. 22/23-2083 - FIRST INTERIM REPORT FOR THE 2022-23 FISCAL YEAR

The Board of Education is requested to approve a positive certification that the Monrovia Unified School District will be able to meet its financial obligations for the 2022-23 fiscal year and the subsequent two fiscal years.

Motion by _____, seconded by _____, Vote _____

Board Member Lockerbie __, Board Member Travanti __, Board Member Hammond __,

Board Member Anderson __, Board Member Gholar __
[2022-23 First Interim Report Narrative.pdf](#)

3. 22/23-2084 - FOOD CATERING AGREEMENT - PASTA KING

The Board of Education is requested to approve a food catering agreement with Pasta King for a Multicultural Family Night event at Plymouth Elementary School in the Monrovia Unified School District.

Motion by _____, seconded by _____, Vote _____

Board Member Lockerbie __, Board Member Travanti __, Board Member Hammond __,
Board Member Anderson __, Board Member Gholar __

[BA Item 2084_b_Catering_Services_Agreement_with_Pasta_King.pdf](#)

4. 22/23-2085 – FACILITIES USE AGREEMENT BETWEEN MONROVIA UNIFIED SCHOOL DISTRICT AND FELLOWSHIP MONROVIA

The Board of Education is requested to ratify a facilities use agreement between Monrovia Unified School District and Fellowship Monrovia, from January 1, 2023 to December 24, 2023.

Motion by _____, seconded by _____, Vote _____

Board Member Lockerbie __, Board Member Travanti __, Board Member Hammond __,
Board Member Anderson __, Board Member Gholar __

[BA Item 2082\(b\) Facility Use Agreement between MUSD and Fellowship Monrovia 12-14-22.pdf](#)

HUMAN RESOURCES – Greg Puccia, Ed.D., Asst. Supt. of Human Resources

5. 22/23-3046 - CREATION OF NEW CLASSIFIED POSITION, COLLEGE TUTOR (ENGLISH LEARNER)

The Board of Education is requested to establish a new classified position, *College Tutor (English Learner)*.

Motion by _____, seconded by _____, Vote _____

Board Member Lockerbie __, Board Member Travanti __, Board Member Hammond __,
Board Member Anderson __, Board Member Gholar __

[College Tutor \(English Learner\).pdf](#)

6. 22/23-3047 - CREATION OF NEW CLASSIFIED POSITION, INSTRUCTIONAL AIDE - ELEMENTARY INTERVENTION

The Board of Education is requested to establish a new classified position, *Instructional Aide - Elementary Intervention*.

Motion by _____, seconded by _____, Vote _____

Board Member Lockerbie __, Board Member Travanti __, Board Member Hammond __,
Board Member Anderson __, Board Member Gholar __

[Instructional Aide - Elementary Intervention.pdf](#)

7. 22/23-3048 - MEMORANDUM OF UNDERSTANDING (MOU) BETWEEN MONROVIA TEACHERS ASSOCIATION (MTA) AND MONROVIA UNIFIED SCHOOL DISTRICT

The Board of Education is requested to approve a Memorandum of Understanding (MOU) between the Monrovia Teachers Association (MTA) and Monrovia Unified School District.

Motion by _____, seconded by _____, Vote _____

Board Member Lockerbie __, Board Member Travanti __, Board Member Hammond __,
Board Member Anderson __, Board Member Gholar __

[MTA Counselors MOU 07122022.pdf](#)

8. 22/23-3049 - APPROVAL OF COLLECTIVE BARGAINING AGREEMENT WITH THE MONROVIA TEACHERS ASSOCIATION (MTA)

The Board of Education is requested to approve a 6.5% increase to salary and longevity

schedules for MTA, Confidential/Classified Managers (CCM), Monrovia Association of School Administrators (MASA), and Governing Board members, retroactive to July 01, 2022.

The Board of Education is also requested to approve one time 3.00% increase, retroactive to July 1, 2022, or an employee's start date in the 2022-23 school year, to salary and longevity schedules for MTA, Confidential/Classified Managers (CCM), Monrovia Association of School Administrators (MASA), and Governing Board members.

Motion by _____, seconded by _____, Vote _____

Board Member Lockerbie __, Board Member Travanti __, Board Member Hammond __,

Board Member Anderson __, Board Member Gholar ____

[MTA salary increase 22_23.pdf](#)

9. 22/23 -3050 APPROVAL OF COLLECTIVE BARGAINING AGREEMENT WITH THE CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION (CSEA) VARIOUS ARTICLE AGREEMENTS AND MOU

The Board of Education is requested to approve a 6.5% increase to salary and longevity schedules retroactive to July 01, 2022. This includes a retroactive increase for unrepresented Classified employees paid on the Classified Salary Schedule. The Board is requested to approve a one-time 3.00% increase, retroactive to July 1, 2022, or an employee's start date in the 2022-23 school year, to salary and longevity schedules for unrepresented Classified employees paid on the Classified Salary Schedule. It is also recommended that the Board approve the various article changes and MOU.

Motion by _____, seconded by _____, Vote _____

Board Member Lockerbie __, Board Member Travanti __, Board Member Hammond __,

Board Member Anderson __, Board Member Gholar ____

[CSEA Tentative Salary agreement and articles for 22_23.pdf](#)

10. 22/23-3051 - APPROVAL OF CONTRACT WITH MUSICK & PEELER LLP

The Board of Education is requested to approve a contract with Musick & Peeler LLP to provide professional development training for classified managers on January 9 and 10, 2023.

Motion by _____, seconded by _____, Vote _____

Board Member Lockerbie __, Board Member Travanti __, Board Member Hammond __,

Board Member Anderson __, Board Member Gholar ____

[MusickPeeler Contract - 120722.pdf](#)

BOARD BUSINESS – Ryan D. Smith, Ed.D., Superintendent of Schools

11. 22/23-5030 - AGREEMENT WITH FAGEN FRIEDMAN AND FULFROST LLP AND MONROVIA UNIFIED SCHOOL DISTRICT

The Board of Education is requested to approve an agreement for special services between Fagen Friedman and Fulfrost, LLP, Attorneys at Law and Monrovia Unified School District, beginning December 15, 2022, through June 30, 2023.

Motion by _____, seconded by _____, Vote _____

Board Member Lockerbie __, Board Member Travanti __, Board Member Hammond __,

Board Member Anderson __, Board Member Gholar ____

[Contract ID 877 - Monrovia Unified School District \(2\).pdf](#)

L. INFORMATION ITEMS

1. BOARD POLICY 5141.21, ADMINISTERING MEDICATION AND MONITORING HEALTH CONDITIONS, AND ACCOMPANYING ADMINISTRATIVE REGULATION

The Board of Education is requested to receive for first reading Board Policy 5141.21, *Administering Medication and Monitoring Health Conditions*, and its accompanying Administrative Regulation as recommended by the California School Boards Association (CSBA).

2. PENDING BOARD ISSUES

The Board of Education will receive status information on identified tasks and review issues of interest for future attention.

[Pending Board Issues 12142022.pdf](#)

M. FUTURE MEETING DATES

- January 18, 2023; 6:30 p.m. - Regular Board of Education Meeting
- February 8, 2023; 6:30 p.m. - Regular Board of Education Meeting
- February 22, 2023; 6:30 p.m. - Regular Board of Education Meeting

N. NEW BUSINESS

Winter Break (ALL SITES CLOSED) - December 23, 2022 - January 6, 2023

Pupil Free Days (Professional Development) - January 9-10, 2023

Martin Luther King Jr. Day (ALL SITES CLOSED) - January 16, 2023

Parent-Teacher Conferences (6-8) - January 30, 2023 - February 3, 2023

MUSD School Showcase - February 16, 2023

O. RECESS BOARD OF EDUCATION OPEN SESSION MEETING

P. CONVENE BOARD OF EDUCATION CLOSED SESSION

1. Collective Bargaining Session (Government Code Section 54957.6) - for the purpose of discussing matters within the scope of representation and instructing its designated representatives for negotiations with the California School Employees Association (CSEA) and the Monrovia Teachers' Association (MTA).
2. Public Employee Discipline/Dismissal/Release (Government Code Section 54957)
3. Public Employee Appointment Assistant Principal, Middle School (Government Code Section 54957)
4. Public Employee Appointment Principal, Elementary School (Government Code Section 54957)

Q. ADJOURN BOARD OF EDUCATION CLOSED SESSION

R. RECONVENE REGULAR BOARD OF EDUCATION OPEN SESSION MEETING

1. Call to Order
2. Report out on Closed Session

S. ADJOURN REGULAR BOARD OF EDUCATION OPEN SESSION MEETING

Agenda Item Details

Meeting Date: 2022-12-14 18:30:00

AGENDA ITEM TITLE:

4. Annual Report of Corporation Activities 2021-2022

RECOMMENDATION

ATTACHMENTS

- [Annual Meeting of Financing Corp Rpt 12-14-22.pdf](#)

**MONROVIA UNIFIED SCHOOL DISTRICT
BUSINESS DEPARTMENT**

**ANNUAL REPORT OF THE
MONROVIA UNIFIED SCHOOL DISTRICT FINANCING CORPORATION**

DECEMBER 14, 2022

Monrovia Unified School District issued Certificates of Participation (COP) in January 1997 for \$3,200,000. The COP was refinanced in November 2011 for \$2,150,000. The funding was used for the Mountain Avenue Building construction project that was completed as of June 30, 2000. The facility houses the Canyon Oaks High School, Mountain Park Alternative Program and the Monrovia Community Adult School.

2021-22

Interfund transfers through the following resources was used for debt payment:

◆ Unrestricted General Fund	\$ 73,469
◆ Adult Education Fund (Fund was transferred from Unrestricted General Fund)	\$ 146,939
	<hr/>
Total Paid	<u>\$ 220,408</u>



**MONROVIA UNIFIED SCHOOL
DISTRICT BOARD OF EDUCATION
District Office Administration
Center 325 E. Huntington Drive
Monrovia, California 91016**

BOARD OF EDUCATION OPEN SESSION MEETING

Wednesday, November 9, 2022

6:30 p.m. - Board Room

BOARD OF EDUCATION CLOSED SESSION

Wednesday, November 9, 2022

Superintendent's Office

UNADOPTED MINUTES

A. CONVENE BOARD OF EDUCATION OPEN SESSION MEETING

1. Call to Order

2. Public Comments for Items on the Closed Session Agenda

B. CONVENE REGULAR BOARD OF EDUCATION OPEN SESSION (6:30 p.m.)

1. Meeting called to order by presiding chairperson, Board President Lockerbie at 6:30 pm.

2. Pledge of Allegiance by Bradoaks Elementary Science Academy, Jayne Nickles, Principal

3. Roll Call:

Selene Lockerbie, Board President Present
Traci Gholar, Board Vice-President Present
Jennifer Anderson, Board Clerk Present
Rob Hammond, Board Member Present
Maritza Travanti, Board Member Present
Emma Nahapetian, Student Board Member Present

Ryan D. Smith, Superintendent Present
Gregoire Francois, Deputy Supt. Present
Greg Puccia, Asst. Supt. of HR Present
Cheryl Plotkin, Int. Asst. Sup. Bus. Svcs. Present

C. ORDER OF BUSINESS

1. Board Agenda discussion/ presentation items, which could include input from representatives of agendized matters, may be moved up on the Agenda.

- Board President Lockerbie asked to pull from Consent and moved into Action items number 1 and 2.

2. Approve the Minutes of the Regular Board of Education Meeting on October 26, 2022. Motion by Board Member Hammond, seconded by Board Member Travanti, **Vote 4-0, 1 abstention**

Board Member Travanti - Y, Board Member Hammond - Y, Board Member Anderson - Y, Board Vice-President Gholar - Y, Board President Lockerbie - Abstain

[Board Meeting Minutes 10262022](#)

D. RECOGNITIONS AND COMMUNICATIONS

1. Policy Review Committee Recognition

- Members of the Policy Review Committee Angela Blackshere, Maria Estevez-Salgado, Annie Fan, Aaron Hinojosa, Kymberly Hirst, William Kelly, Chris Loos, Danyelle Rucker, Terrence Williams were recognized for the work they did to ensure equity in Board policies.

2. Board Member Reports

- Board President Travanti shared about the Native Plant Sale by California Native Plant Society, San Gabriel Mountains Chapter, on Saturday, November 12, 2022.
- Board Member Gholar shared about the 9th Annual Pulmonary Hypertension Association Breathe Walk she participated in on November 5 at Library Park. Over \$3,000 was raised for PH research.
- Board Member Anderson shared about the hilarious play, performed at the Louise K. Taylor Performing Arts Center, *The Play That Goes Wrong, Murder at Haversham Manor*. Ms. Anderson praised the performers as well as the stage techs for their work on the sets. Board Member Anderson also invited everyone to the kick-off for Robotics in Monrovia on Saturday, November 12. Lastly, she shared about the students that volunteered on election day at the MHS polling center.
- Board Member Hammond thanked the community, on behalf of the Board, for voting in the election. Measure MM was in a positive position at the time of the meeting, so thank you to the community for expressing their opinion. Board Member Hammond also thanked the people that helped get Measure MM to election day.

3. Student Board Member Report

- Student Board Member Emma Nahapetian reported on Homecoming 2022, Red Ribbon Week, Senior nights for MHS Football, Band, Cheer, Water Polo, The Play That Goes Wrong, and the MHS Football CIF Playoff Game.

4. Report from the Superintendent

- Dr. Smith congratulated Student Board Member Emma on submitting eight college applications. He also welcomed back Cheryl Plotkin serving as interim Assistant Superintendent of Business Services and reported on the Fall Festival at Bradoaks, Trunk or Treat at Plymouth, and the employee appreciation lunches held at MHS, Monroe, and the District Office.
- Dr. Puccia welcomed the new Principal of CELC, Angel Arias.

E. **PUBLIC COMMENTS - *The Board of Education encourages public participation, and invites you to share your views on school business.***

Please complete the "Addressing the Board of Education" form and give it to the Secretary of the Board (Superintendent) or the designee, prior to the meeting. In order to accomplish Board business in a timely and efficient manner, public input is limited to no more than three (3) minutes per person, per agenda or non-agenda item, totaling no more than 20 minutes per item.

1. Public Comments for items not on the Agenda -In compliance with the Brown Act, items not on the agenda legally cannot be discussed by the Board tonight. We welcome your input, but are limited to asking clarifying questions and gathering contact information. Items requiring Board discussion or action will have to be calendared for a future meeting, so that all interested parties may provide input.

There are none.

2. Public Comments for items on the Open Session Agenda

There are none.

3. Public Comments for items on the Closed Session Agenda

There are none.

F. STAFF PRESENTATIONS

1. DEVELOPER FEE ANNUAL AND FIVE-YEAR REPORT

The Board of Education is requested to receive the 2021-22 Developer Fee Report.

[2021-22 Developer Fee Report.pdf](#)

Board President Lockerbie asked for clarification on the \$10 million current funding available. Mr. Conway clarified that this amount includes other funds, including redevelopment funds.

Board President Lockerbie asked about project timelines. Mr. Conway answered that these projects take time because of regulations from DSA, Division of State Architects

G. CONSENT AGENDA

Routine items of business placed on the consent agenda have been carefully screened by members of the staff and will be acted upon by the Board with one motion. Upon request of any person, an item on the consent agenda may be considered separately at its location on the meeting's agenda.

Consent Agenda Item(s) Pulled, if any: Items 1 and 2 moved to Action

Approval of Consent Agenda:

Motion by Board Member Gholar, seconded by Board Member Anderson, **Vote 5-0**

Board Member Travanti - Y, Board Member Hammond - Y, Board Member Anderson - Y, Board Vice-President Gholar - Y, Board President Lockerbie - Y

EDUCATIONAL SERVICES

1. 22/23-1060 - CONTRACT WITH CAPTURING KIDS' HEARTS Moved to Action

The Board of Education is requested to approve a contract with Capturing Kids' Hearts for professional development for district staff for the 2022-23 school year.

[2023 CKH1, CKH2 Proposal \(dated 10.27.22\).pdf](#)

2. 22/23-1061 - RENEWAL OF GENERAL SERVICE AGREEMENT BETWEEN CARE SOLACE, INC., AND MONROVIA UNIFIED SCHOOL DISTRICT Moved to Action

The Board of Education is requested to ratify the renewal of a General Service Agreement with Care Solace, Inc., formerly Addiction Treatment Technologies, LLC, dba Care Solace, for a district license to access an online platform at caresolace.com, effective July 1, 2022, through June 30, 2023.

[CARE SOLACE - Renewal Agreement - 20221021.pdf](#)

3. 22/23-1062 - AGREEMENT WITH FOOD ED

The Board of Education is requested to approve an agreement with Food ED for STEAM

Garden Revitalization Program at Monrovia High School for the 2022/23 school year.

[Food ED Proposal for MHS - 20221027.pdf](#)

BUSINESS SERVICES

4. 22/23-2069 - PURCHASE ORDERS AND PAYMENT OF BILLS

The Board of Education is requested to ratify purchase orders in the amount of \$1,446,638.19 issued October 7, 2022, through October 21, 2022, and payments in the amount of \$1,800,920.64, issued October 13, 2022, through October 26, 2022.

[BA Item 2069\(b-c\) Purchase Order Rpt 11-9-22.pdf](#)

5. 22/23-2070 - DISTRICT CASH RECEIPTS

The Board of Education is requested to receive District cash receipts; Deposit Report No. 14 through No. 15, deposited October 18, 2022, through October 24, 2022, for a total amount of \$240,501.27.

[BA Item 2070\(b\) Deposit Rpt #14-15 11-9-22.pdf](#)

6. 22/23-2071 - BUDGETARY TRANSFERS AND REVISIONS

The Board of Education is requested to approve the budgetary adjustments as submitted.

[BA Item 2071\(b\) Budgetary Transfers 11-9-22.pdf](#)

7. 22/23-2072 - ACCEPTANCE OF GIFTS

The Board of Education is requested to accept the gifts as described in Acceptance of Gifts Report No. 2023-06.

[Acceptance of Gifts #2023-06-11-09-22.pdf](#)

8. 22/23-2073 - PROFESSIONAL SERVICE AGREEMENTS

The Board of Education is requested to approve the Professional Service Agreements Report #8 for the Monrovia Unified School District 2022-23 SY.

[Professional Service Agmts #8.pdf](#)

9. 21/22-2074 - ANNUAL AGREEMENT WITH EMS LINQ

The Board of Education is requested to approve an annual Software agreement with EMS LINQ, the parent company to Meal Plus, Food Services Computer Back Office (CBO) and Point of Sale (POS) System used to accurately facilitate, monitor, and report child nutrition program accounting operations to the California Department of Education (CDE).

[BA Item 2064\(b\) Annual Agreement with EMS Linq 11-9-22.pdf](#)

10. 22/23-2075 - BOARD POLICY 1230, SCHOOL-CONNECTED ORGANIZATIONS

The Board of Education is requested to approve Board Policy 1230, *School-Connected Organizations*, and its accompanying administrative regulation as recommended by the California School Boards Association (CSBA).

[BP 1230 - School Connected Organizations 11.09.2022.pdf](#)

[AR 1230.pdf](#)

11. 22/23-2076 - BOARD POLICY 7211, DEVELOPER FEES

The Board of Education is requested to approve Board Policy 7211, *Developer Fees*, and its accompanying administrative regulation as recommended by the California School Boards Association (CSBA).

[BP 7211 and Accompanying AR Developer Fees 11.09.2022.pdf](#)

HUMAN RESOURCES

12. 22/23-3038 - PERSONNEL ASSIGNMENTS

The Board of Education is requested to approve Personnel Assignments Report #8.

[2022-11-09 final.pdf](#)

H. ACTION ITEMS (Non-Consent)

EDUCATIONAL SERVICES – Greg Francois, Ed.D., Deputy Superintendent

1. 22/23-1060 - CONTRACT WITH CAPTURING KIDS' HEARTS

The Board of Education is requested to approve a contract with Capturing Kids' Hearts for professional development for district staff for the 2022-23 school year.

[2023 CKH1, CKH2 Proposal \(dated 10.27.22\).pdf](#)

Motion by Board Member Hammond, seconded by Board Member Anderson, **Vote 5-0**
Board Member Travanti - Y, Board Member Hammond - Y, Board Member Anderson - Y,
Board Vice-President Gholar - Y, Board President Lockerbie - Y

2. 22/23-1061 - RENEWAL OF GENERAL SERVICE AGREEMENT BETWEEN CARE SOLACE, INC., AND MONROVIA UNIFIED SCHOOL DISTRICT

The Board of Education is requested to ratify the renewal of a General Service Agreement with Care Solace, Inc., formerly Addiction Treatment Technologies, LLC, dba Care Solace, for a district license to access an online platform at caresolace.com, effective July 1, 2022, through June 30, 2023.

[CARE SOLACE - Renewal Agreement - 20221021.pdf](#)

Motion by Board Member Anderson, seconded by Board Member Hammond, **Vote 5-0**
Board Member Travanti - Y, Board Member Hammond - Y, Board Member Anderson - Y,
Board Vice-President Gholar - Y, Board President Lockerbie - Y

1. 22/23-1055 - MEMORANDUM OF UNDERSTANDING BETWEEN COLTON-REDLANDS-YUCAIPA REGIONAL OCCUPATIONAL PROGRAM AND MONROVIA UNIFIED SCHOOL DISTRICT

The Board of Education is requested to approve the Memorandum of Understanding between the Colton-Redlands-Yucaipa Regional Occupational Program and Monrovia Unified School District for a partnership in the Career Technical Education Teach Mentor Grant Program in 2022-23.

Motion by Board Member Anderson, seconded by Board Member Hammond, **Vote 5-0**
Board Member Travanti - Y, Board Member Hammond - Y, Board Member Anderson - Y,
Board Vice-President Gholar - Y, Board President Lockerbie - Y

[CTE Teach - MOU 2022-23.pdf](#)

2. 22/23-1056 - CONTRACT BETWEEN ED CONSULTING CSC AND MONROVIA UNIFIED SCHOOL DISTRICT

The Board of Education is requested to approve the Professional Learning Contract between Ed Consulting CSC and Monrovia Unified School District for professional learning sessions focused on Cognitively Guided Instruction (CGI) for the term of November 10, 2022, through June 30, 2023.

Motion by Board Member Anderson, seconded by Board Member Gholar, **Vote 5-0**
Board Member Travanti - Y, Board Member Hammond - Y, Board Member Anderson - Y,
Board Vice-President Gholar - Y, Board President Lockerbie - Y

[PSA - Ed Consulting CSC - 20221026.pdf](#)

3. 22/23-1058 - MEMORANDUM OF UNDERSTANDING BETWEEN MONROVIA COMMUNITY ADULT SCHOOL AND GOODWILL EAST SAN GABRIEL VALLEY AMERICA'S JOB CENTER OF CALIFORNIA

The Board of Education is requested to approve a Memorandum of Understanding between Goodwill East San Gabriel Valley America's Job Center of California (ESGV AJCC) and

Monrovia Community Adult School (MCAS) to provide comprehensive Workforce Innovation and Opportunity Act (WIOA) services to MCAS students and regional adults for the term November 10, 2022, through June 30, 2025.

Motion by Board Member Travanti, seconded by Board Member Anderson, **Vote 5-0**
Board Member Travanti - Y, Board Member Hammond - Y, Board Member Anderson - Y,
Board Vice-President Gholar - Y, Board President Lockerbie - Y
[ESGV MUSD MOU 2022-23.pdf](#)

4. 22/23-1059 - MEMORANDUM OF UNDERSTANDING BETWEEN LOS ANGELES CENTERS FOR ALCOHOL AND DRUG ABUSE AND MONROVIA COMMUNITY ADULT SCHOOL

The Board of Education is requested to approve a Memorandum of Understanding between Los Angeles Centers for Alcohol and Drug Abuse and Monrovia Community Adult School to provide professional quality, short-term Peer Support Specialist training programs for Monrovia Community Adult School student to earn a California Mental Health Services Authority certification as a Peer Support Specialist for the term of November 10, 2022, through June 30, 2025.

Motion by Board Member Anderson, seconded by Board Member Gholar, **Vote 5-0**
Board Member Travanti - Y, Board Member Hammond - Y, Board Member Anderson - Y,
Board Vice-President Gholar - Y, Board President Lockerbie - Y
[LA CADA MUSD Draft MOU 2022-23.pdf](#)

I. INFORMATION ITEMS

1. PENDING BOARD ISSUES

The Board of Education will receive status information on identified tasks and review issues of interest for future attention.

- Upcoming reports on transfers, Single Plan Student Achievement, First Interim Budget
- Board Member Gholar asked that new administrators be given time to acclimate in regards to Single Plan of Student Achievement.
- Board President Lockerbie discussed Board Bylaw 9141

[Pending Board Issues 11092022.pdf](#)

J. FUTURE MEETING DATES

- December 14, 2022; 6:30 p.m. - Regular Board of Education Meeting
- January 18, 2023; 6:30 p.m. - Regular Board of Education Meeting
- February 8, 2023; 6:30 p.m. - Regular Board of Education Meeting

K. NEW BUSINESS

- Veteran's Day (ALL SITES CLOSED) - November 11, 2022
- Thanksgiving Break (ALL SITES CLOSED) - November 21-25, 2022

L. RECESS BOARD OF EDUCATION OPEN SESSION MEETING

M. CONVENE BOARD OF EDUCATION CLOSED SESSION

1. Collective Bargaining Session (Government Code Section 54957.6) - for the purpose of discussing matters within the scope of representation and instructing its designated representatives for negotiations with the California School Employees Association (CSEA) and the Monrovia Teachers' Association (MTA).

2. Public Employee Discipline/Dismissal/Release (Government Code Section 54957)
3. Public Employee Appointment - *Director of Expanded Learning and Enrichment Programs* (Government Code Section 54957)

N. ADJOURN BOARD OF EDUCATION CLOSED SESSION

O. RECONVENE BOARD OF EDUCATION OPEN SESSION MEETING

1. Call to Order
2. Report out on Closed Session

Board unanimously voted to appoint David Torres to the position of Director of Expanded Learning and Enrichment.

P. ADJOURN REGULAR BOARD OF EDUCATION OPEN SESSION MEETING at 9:41 pm

Ryan D. Smith, Superintendent and Board Secretary

Rob Hammond, Board Clerk



**MONROVIA UNIFIED SCHOOL
DISTRICT BOARD OF EDUCATION**
District Office Administration
Center 325 E. Huntington Drive
Monrovia, California 91016

SPECIAL JOINT BOARD OF EDUCATION/PERSONNEL COMMISSION MEETING

Wednesday, November 9, 2022

5:30 p.m. - Board Room

UNADOPTED MINUTES

**A. CONVENE JOINT BOARD OF EDUCATION/ PERSONNEL COMMISSION OPEN
SESSION MEETING (5:30 p.m.)**

1. Meeting called to order by presiding chairperson Board President Lockerbie at 5:35 p.m.

2. Pledge of Allegiance

3. Roll Call:

Selene Lockerbie, Board President Present
Traci Gholar, Board Vice-President Present
Jennifer Anderson, Board Clerk Present
Rob Hammond, Board Member Present
Maritza Travanti, Board Member Present

Ryan D. Smith, Superintendent Present
Gregoire Francois, Deputy Supt. Present
Greg Puccia, Asst. Supt. of HR Present
Cheryl Plotkin, Int. Asst. Sup. Bus. Svcs. Present

Personnel Commission Roll Call:

Lupe Davis, Chairperson Present
Jeanne Tyler, Vice-Chairperson Present

Norberto "Tito" Moraga, Commissioner Present

B. PUBLIC COMMENTS - *The Board of Education encourages public participation and invites you to share your views on school business.*

Please complete the "Addressing the Board of Education" form and give it to the Secretary of the Board (Superintendent) or the designee, prior to the meeting. In order to accomplish Board business in a timely and efficient manner, public input is limited to no more than three (3) minutes per person, per agenda or non-agenda item, totaling no more than 20 minutes per item.

1. Public comments for items on the Special Jt. Board of Education/ Personnel Commission Agenda There are none.

C. RECOGNITIONS

1. The Board of Education and the Personnel Commission would like to congratulate Maria Lomelin on being named the "2022 Teacher of the Year" for Monrovia Unified School District.

Introductions by Board President Lockerbie

Dr. Puccia introduced dignitaries:

- Monrovia Chamber of Commerce President, Juliana Oriante
- Monrovia Chamber of Commerce Ambassador, John Watson
- Foothill Federal Credit Union, Melissa Alcantar

Paige Ramos, Principal, Wild Rose Elementary

Board President Lockerbie

Lupe Davis, Personnel Commission

Dr. Ryan Smith, Superintendent

Randy Medina, MTA President

John Watson and Juliana Oriante, Monrovia Chamber of Commerce

Melissa Alcantar, Foothill Federal Credit Union

Maria Lomelin

D. ADJOURN SPECIAL JOINT BOARD OF EDUCATION/ PERSONNEL COMMISSION OPEN SESSION MEETING at 6:02 pm.

Ryan D. Smith, Superintendent and Board Secretary

Rob Hammond, Board Clerk

Agenda Item Details

Meeting Date: 2022-12-14 18:30:00

AGENDA ITEM TITLE:

1. MEASURE MM: NEXT STEPS

RECOMMENDATION

The Board of Education is requested to receive a presentation on the next steps for Measure MM.

ATTACHMENTS

- [12_14_22 Board of Education Meeting - Bond Next Steps.pdf](#)



Monrovia Unified School District

Measure MM: Next Steps

December 14, 2022

Measure MM Passed! Thank You!



The District would like to thank the community for its support of our schools. We would also like to thank the Board of Education and staff that worked so hard to make this happen as well as all of the volunteers who were a part of the “Yes on MM” campaign.

Measure MM will assist the District in improving the conditions and the safety and security at each of our schools and facilities.





What happens now?

- ❖ The Los Angeles County Supervisors sends the District a letter certifying the election results on December 8, 2022 (62.56% of votes cast were “yes”)
- ❖ The Board of Education accepts the certified election result at the Board meeting in January or February
- ❖ The Board of Education has 60 days after acceptances to form a CBOC committee
- ❖ The Board of Education, Superintendent and staff will work to prioritize projects
- ❖ The District retains Architects, Engineers and other consultants to scope projects and provide estimated costs
- ❖ District works with Financial Advisor and Attorney to strategic size of initial bond sale and sell bonds



Citizens Bond Oversight Committee (CBOC)

The purpose of the CBOC is to inform the public concerning the expenditures of the Bond revenue. The committee shall actively review and report that Bond revenues were expended only for the purposes described in Measure MM.

The CBOC must have at least seven (7) members including, but not limited to:

- ❖ One member active in a business organization representing the business community located in the District
- ❖ One member active in a senior citizens organization
- ❖ One member active in a bona fide taxpayers' organization
- ❖ One member who is a parent/guardian of a District student
- ❖ One Member who is a parent/guardian of a District student and is active in a parent-teacher organization, such as the PTA or school site council



Citizens Bond Oversight Committee (CBOC)

- ❖ Members of the citizens' oversight committee shall be subject to the conflict of interest prohibitions.
- ❖ No employee, Board member, vendor, contractor, or consultant of the District shall be appointed to the citizens' oversight committee.
- ❖ Members of the citizens' oversight committee may serve for no more than three (3) consecutive terms of two (2) years each.
- ❖ The oversight committee shall issue regular reports, at least once a year, on the results of its activities.
- ❖ Meetings are subject to the Brown Act.
- ❖ Ideal size: 9 or 11 individuals, so long as required criteria are met by 5.
- ❖ An application process is recommended.



Prioritizing Projects

The District's 2019 Facilities Master Plan identified \$31 million (in 2019 costs) to address high priority needs. Several other modernization projects totaling \$320 million were identified in that plan.

The District has also had Safety Assessments completed.

Funds available:

The Bond	\$75,000,000
Developer Fees	3,000,000
Special Reserve Capital	<u>3,000,000*</u>
Total	\$81,000,000

The District will work to maximize funds by other revenue opportunities

**This represents only about half of these available funds in order to remain prepared for emergencies*



Prioritizing Projects

The District has taken the data available from the 2019 Master Plan and the Safety Assessments to start the process of looking at projects.

- ❖ Safety and security of sites
 - Fencing
 - Remote entry
 - CCTV Cameras
 - Upgrades to PA/Phones/Bell systems
- ❖ Technology
- ❖ Classroom facelifts
 - Painting
 - Installation of sufficient electrical outlets for 21st Century Learning
 - TV in the rooms
 - Furniture to allow flexible teaching
 - One-on-One computers

7



Prioritizing Projects

- ❖ Building repairs and upgrades to assure the ability to sustain 21st Century Learning
 - Roofs
 - HVAC
 - Painting
- ❖ Playgrounds, Playfields, Outdoor Spaces
 - Playground equipment
 - All weather turf
 - Parking lots
 - Landscaping
 - Drainage and grading
 - Drought tolerate
 - Educational spaces
- ❖ Modernization for 21st Century learning
 - Science labs
 - Flexible room arrangement

8



Prioritizing Projects

The District has to take these projects and prioritize them knowing that there are not sufficient funds to complete all the projects. Additionally, the District needs to take into consideration that when a project requires DSA approval there are time delays and often additional requirements not originally included in the project scope.



Looking Ahead to January

- ❖ Board formally accepts the election results via a resolution
- ❖ Present the Board with an updated project list
- ❖ Presentation from District's Financial Advisor on the process of drawing bond funds
- ❖ Board considers a resolution for establishing a CBOC

Questions/Comments



Agenda Item Details

Meeting Date: 2022-12-14 18:30:00

AGENDA ITEM TITLE:

2. PUBLIC DISCLOSURE OF PROPOSED COLLECTIVE BARGAINING AGREEMENT

RECOMMENDATION

The Board of Education is requested to receive for public disclosure, as required by AB 1200, the summary of a tentative agreement with the Monrovia Teachers' Association (MTA), California School Employees Association (CSEA), Monrovia Association of School Administrators (MASA), and Confidential/Classified Management (CCM) for 2022-23 school year

Rationale:

Rationale: AB 1200 was created to ensure that school districts throughout California are adequately prepared to meet their financial obligations. AB 1200 requires districts to submit a summary of the tentative agreement to the Los Angeles County Office of Education (LACOE) for review at least 10 days prior to the board taking actions, and to make the summary available to the public.

Background:

This proposed agreement presents the tentative settlement with MTA, CSEA, MASA, and CCM for 6.5% ongoing salary increase retroactive to July 1, 2022, and a one-time off-schedule salary increase totaling 3% of salaries for the 2022-23 fiscal year only.

Budget Implication (\$ Amount):

The total 2022-23 budget increase will be \$4,918,491. This includes \$3,924,199 from Unrestricted General Funds of the District, \$337,865 from LCFF Supplemental and Concentration Grant funds, and \$656,427 from other funds and categorical programs. After the Board's approval, the District will revise the 2022-23 budget and multi-year projection accordingly.

Legal References:

Government Code section 3547.5(a) – “Before a public school employer enters into a written agreement with an exclusive representative covering matters within the scope of representation, the major provisions of the agreement ... shall be disclosed at a public meeting”

Additional Information:

A copy of the Public Disclosure of Collective Bargaining Agreement is attached. In accordance with AB 1200 and AB 2756, the proposed agreement has been submitted to LACOE for review, and has been available for Public review in the District Office for 10 days. The agreement will be submitted for Board approval at this

Board meeting.

ATTACHMENTS

Los Angeles County Office of Education
Business Advisory Services

PUBLIC DISCLOSURE OF PROPOSED COLLECTIVE BARGAINING AGREEMENT
in accordance with AB 1200 (Chapter 1213/Statutes 1991), AB 2756 (Chapter 52/Statutes 2004), GC 3547.5

Name of School District: MONROVIA UNIFIED SCHOOL DISTRICT
 Name of Bargaining Unit: TOTAL AGREEMENT
 Certificated, Classified, Other: CERTIFICATED/CLASSIFIED

The proposed agreement covers the period beginning: July 1, 2022 and ending: June 30, 2023
 (date) (date)

The Governing Board will act upon this agreement on: December 14, 2022
 (date)

Note: This form, along with a copy of the proposed agreement, must be submitted to the County Office at least ten (10) working days prior to the date the Governing Board will take action.

A. Proposed Change in Compensation

Bargaining Unit Compensation All Funds - Combined		Fiscal Impact of Proposed Agreement (Complete Years 2 and 3 for multiyear and overlapping agreements only)			
		Annual Cost Prior to Proposed Settlement	Year 1 Increase/(Decrease) 2022-23	Year 2 Increase/(Decrease) 2023-24	Year 3 Increase/(Decrease) 2024-25
1.	Salary Schedule Including Step and Column	\$ 40,364,604	\$ 3,834,625		
			9.50%	0.00%	0.00%
2.	Other Compensation Stipends, Bonuses, Longevity, Overtime, Differential, Callback or Standby Pay, etc.	\$ 3,098,227	\$ 104,575		
			3.38%	0.00%	0.00%
	Description of Other Compensation		Longevity, Extra Hours, Overtime		
3.	Statutory Benefits - S'TRS, PERS, FICA, WC, UI, Medicare, etc.	\$ 10,442,392	\$ 979,291		
			9.38%	0.00%	0.00%
4.	Health/Welfare Plans	\$ 6,540,595			
			0.00%	0.00%	0.00%
5.	Total Bargaining Unit Compensation Add Items 1 through 4 to equal 5	\$ 60,445,818	\$ 4,918,491	\$ -	\$ -
			8.14%	0.00%	0.00%
6.	Total Number of Bargaining Unit Employees (Use FTEs if appropriate)	586.00			
7.	Total Compensation Average Cost per Bargaining Unit Employee	\$ 103,150	\$ 8,393	\$ -	\$ -
			8.14%	0.00%	0.00%

MONROVIA UNIFIED SCHOOL DISTRICT
TOTAL AGREEMENT

8. What was the negotiated percentage change? For example, if the change in "Year 1" was for less than a full year, what is the annualized percentage of that change for "Year 1"?

6.50% salary increase retroactive to July 1, 2022.

9. Were any additional steps, columns, or ranges added to the salary schedules? (If yes, please explain.)

No.

10. Please include comments and explanations as necessary. (If more room is necessary, please attach an additional sheet.)

An additional off-schedule salary adjustment of 3.00% of current salary.

11. Does this bargaining unit have a negotiated cap for Health and Welfare benefits?

Yes No

If yes, please describe the cap amount.

B. Proposed negotiated changes in noncompensation items (i.e., class size adjustments, staff development days, teacher prep time, classified staffing ratios, etc.)

C. What are the specific impacts (positive or negative) on instructional and support programs to accommodate the settlement? Include the impact of changes such as staff reductions or increases, program reductions or increases, elimination or expansion of other services or programs (i.e., counselors, librarians, custodial staff, etc.)

MONROVIA UNIFIED SCHOOL DISTRICT
TOTAL AGREEMENT

D. What contingency language is included in the proposed agreement (e.g., reopeners, etc.)?

N/A.

E. Identify other major provisions that do not directly affect the district's costs, such as binding arbitrations, grievance procedures, etc.

N/A.

F. Source of Funding for Proposed Agreement:

1. Current Year

Increased Local Control Funding Formula (LCFF) revenue, and District Reserves.

2. If this is a single year agreement, how will the ongoing cost of the proposed agreement be funded in subsequent years?

Increased Local Control Funding Formula (LCFF) revenue, and District Reserves.

3. If this is a multiyear agreement, what is the source of funding, including assumptions used, to fund these obligations in subsequent years? (Remember to include compounding effects in meeting obligations.)

Los Angeles County Office of Education
Business Advisory Services

PUBLIC DISCLOSURE OF PROPOSED COLLECTIVE BARGAINING AGREEMENT
in accordance with AB 1200 (Chapter 1213/Statutes 1991), AB 2756 (Chapter 52/Statutes 2004), GC 3547.5

Name of School District: MONROVIA UNIFIED SCHOOL DISTRICT
 Name of Bargaining Unit: MONROVIA TEACHERS ASSOCIATION (MTA)
 Certificated, Classified, Other: CERTIFICATED

The proposed agreement covers the period beginning: July 1, 2022 and ending: June 30, 2023
(date) (date)

The Governing Board will act upon this agreement on: December 14, 2022
(date)

Note: This form, along with a copy of the proposed agreement, must be submitted to the County Office at least ten (10) working days prior to the date the Governing Board will take action.

A. Proposed Change in Compensation

Bargaining Unit Compensation		Fiscal Impact of Proposed Agreement			
		<small>(Complete Years 2 and 3 for multiyear and overlapping agreements only)</small>			
All Funds - Combined		Annual Cost Prior to Proposed Settlement	Year 1 Increase/(Decrease) 2022-23	Year 2 Increase/(Decrease) 2023-24	Year 3 Increase/(Decrease) 2024-25
1.	Salary Schedule Including Step and Column	\$ 24,912,767	\$ 2,366,709		
			9.50%	0.00%	0.00%
2.	Other Compensation Stipends, Bonuses, Longevity, Overtime, Differential, Callback or Standby Pay, etc.	\$ 1,525,888	\$ 14,420		
			0.95%	0.00%	0.00%
	Description of Other Compensation		Longevity Hours		
3.	Statutory Benefits - STRS, PERS, FICA, WC, UI, Medicare, etc.	\$ 5,971,699	\$ 559,949		
			9.38%	0.00%	0.00%
4.	Health/Welfare Plans	\$ 3,700,272			
			0.00%	0.00%	0.00%
5.	Total Bargaining Unit Compensation Add Items 1 through 4 to equal 5	\$ 36,110,626	\$ 2,941,078	\$ -	\$ -
			8.14%	0.00%	0.00%
6.	Total Number of Bargaining Unit Employees (Use FTEs if appropriate)	323.00			
7.	Total Compensation Average Cost per Bargaining Unit Employee	\$ 111,798	\$ 9,106	\$ -	\$ -
			8.14%	0.00%	0.00%

MONROVIA UNIFIED SCHOOL DISTRICT
MONROVIA TEACHERS ASSOCIATION (MTA)

8. What was the negotiated percentage change? For example, if the change in "Year 1" was for less than a full year, what is the annualized percentage of that change for "Year 1"?

6.50% salary increase retroactive to July 1, 2022.

9. Were any additional steps, columns, or ranges added to the salary schedules? (If yes, please explain.)

No.

10. Please include comments and explanations as necessary. (If more room is necessary, please attach an additional sheet.)

An additional off-schedule salary adjustment of 3.00% of current salary.

11. Does this bargaining unit have a negotiated cap for Health and Welfare benefits?

Yes No

If yes, please describe the cap amount.

B. Proposed negotiated changes in noncompensation items (i.e., class size adjustments, staff development days, teacher prep time, classified staffing ratios, etc.)

N/A.

C. What are the specific impacts (positive or negative) on instructional and support programs to accommodate the settlement? Include the impact of changes such as staff reductions or increases, program reductions or increases, elimination or expansion of other services or programs (i.e., counselors, librarians, custodial staff, etc.)

N/A.

MONROVIA UNIFIED SCHOOL DISTRICT
MONROVIA TEACHERS ASSOCIATION (MTA)

D. What contingency language is included in the proposed agreement (e.g., reopeners, etc.)?

N/A.

E. Identify other major provisions that do not directly affect the district's costs, such as binding arbitrations, grievance procedures, etc.

N/A.

F. Source of Funding for Proposed Agreement:

1. Current Year

Increased Local Control Funding Formula (LCFF) revenue, and District Reserves.

2. If this is a single year agreement, how will the ongoing cost of the proposed agreement be funded in subsequent years?

Increased Local Control Funding Formula (LCFF) revenue, and District Reserves.

3. If this is a multiyear agreement, what is the source of funding, including assumptions used, to fund these obligations in subsequent years? (Remember to include compounding effects in meeting obligations.)

Los Angeles County Office of Education
Business Advisory Services

PUBLIC DISCLOSURE OF PROPOSED COLLECTIVE BARGAINING AGREEMENT
in accordance with AB 1200 (Chapter 1213/Statutes 1991), AB 2756 (Chapter 52/Statutes 2004), GC 3547.5

Name of School District:	MONROVIA UNIFIED SCHOOL DISTRICT
Name of Bargaining Unit:	CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION (CSEA)
Certificated, Classified, Other:	CLASSIFIED

The proposed agreement covers the period beginning: July 1, 2022 and ending: June 30, 2023
(date) (date)

The Governing Board will act upon this agreement on: December 14, 2022
(date)

Note: This form, along with a copy of the proposed agreement, must be submitted to the County Office at least ten (10) working days prior to the date the Governing Board will take action.

A. Proposed Change in Compensation

Bargaining Unit Compensation	Annual Cost Prior to Proposed Settlement	Fiscal Impact of Proposed Agreement (Complete Years 2 and 3 for multiyear and overlapping agreements only)		
		Year 1 Increase/(Decrease) 2022-23	Year 2 Increase/(Decrease) 2023-24	Year 3 Increase/(Decrease) 2024-25
All Funds - Combined				
1. Salary Schedule Including Step and Column	\$ 9,683,048	\$ 919,882		
		9.50%	0.00%	0.00%
2. Other Compensation Stipends, Bonuses, Longevity, Overtime, Differential, Callback or Standby Pay, etc.	\$ 1,543,707	\$ 89,029		
		5.77%	0.00%	0.00%
Description of Other Compensation				
3. Statutory Benefits - STRS, PERS, FICA, WC, UI, Medicare, etc.	\$ 2,962,741	\$ 276,341		
		9.33%	0.00%	0.00%
4. Health/Welfare Plans	\$ 2,220,801			
		0.00%	0.00%	0.00%
5. Total Bargaining Unit Compensation Add Items 1 through 4 to equal 5	\$ 16,410,297	\$ 1,285,252	\$ -	\$ -
		7.83%	0.00%	0.00%
6. Total Number of Bargaining Unit Employees (Use FTEs if appropriate)	220.00			
7. Total Compensation <u>Average</u> Cost per Bargaining Unit Employee	\$ 74,592	\$ 5,842	\$ -	\$ -
		7.83%	0.00%	0.00%

MONROVIA UNIFIED SCHOOL DISTRICT
CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION (CSEA)

8. What was the negotiated percentage change? For example, if the change in "Year 1" was for less than a full year, what is the annualized percentage of that change for "Year 1"?

6.50% salary increase retroactive to July 1, 2022.

9. Were any additional steps, columns, or ranges added to the salary schedules? (If yes, please explain.)

No.

10. Please include comments and explanations as necessary. (If more room is necessary, please attach an additional sheet.)

An additional off-schedule salary adjustment of 3.00% of current salary.

11. Does this bargaining unit have a negotiated cap for Health and Welfare benefits?

Yes No

If yes, please describe the cap amount.

B. Proposed negotiated changes in noncompensation items (i.e., class size adjustments, staff development days, teacher prep time, classified staffing ratios, etc.)

N/A.

C. What are the specific impacts (positive or negative) on instructional and support programs to accommodate the settlement? Include the impact of changes such as staff reductions or increases, program reductions or increases, elimination or expansion of other services or programs (i.e., counselors, librarians, custodial staff, etc.)

N/A.

MONROVIA UNIFIED SCHOOL DISTRICT
CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION (CSEA)

D. What contingency language is included in the proposed agreement (e.g., reopeners, etc.)?

N/A.

E. Identify other major provisions that do not directly affect the district's costs, such as binding arbitrations, grievance procedures, etc.

N/A.

F. Source of Funding for Proposed Agreement:

1. Current Year

Increased Local Control Funding Formula (LCFF) revenue, and District Reserves.

2. If this is a single year agreement, how will the ongoing cost of the proposed agreement be funded in subsequent years?

Increased Local Control Funding Formula (LCFF) revenue, and District Reserves.

3. If this is a multiyear agreement, what is the source of funding, including assumptions used, to fund these obligations in subsequent years? (Remember to include compounding effects in meeting obligations.)

Los Angeles County Office of Education
Business Advisory Services

PUBLIC DISCLOSURE OF PROPOSED COLLECTIVE BARGAINING AGREEMENT
in accordance with AB 1200 (Chapter 1213/Statutes 1991), AB 2756 (Chapter 52/Statutes 2004), GC 3547.5

Name of School District:	MONROVIA UNIFIED SCHOOL DISTRICT
Name of Bargaining Unit:	MONROVIA ASSOCIATION OF SCHOOL ADMINISTRATORS (MASA)
Certificated, Classified, Other:	CERTIFICATED/CLASSIFIED

The proposed agreement covers the period beginning: July 1, 2022 and ending: June 30, 2023
(date) (date)

The Governing Board will act upon this agreement on: December 14, 2022
(date)

Note: This form, along with a copy of the proposed agreement, must be submitted to the County Office at least ten (10) working days prior to the date the Governing Board will take action.

A. Proposed Change in Compensation

Bargaining Unit Compensation All Funds - Combined		Fiscal Impact of Proposed Agreement (Complete Years 2 and 3 for multiyear and overlapping agreements only)		
		Annual Cost Prior to Proposed Settlement	Year 1 Increase/(Decrease) 2022-23	Year 2 Increase/(Decrease) 2023-24
1. Salary Schedule Including Step and Column	\$ 4,603,941	\$ 437,374		
		9.50%	0.00%	0.00%
2. Other Compensation Stipends, Bonuses, Longevity, Overtime, Differential, Callback or Standby Pay, etc.	\$ 26,148	\$ 965		
		3.69%	0.00%	0.00%
Description of Other Compensation				
3. Statutory Benefits - STRS, PERS, FICA, WC, UI, Medicare, etc.	\$ 1,098,720	\$ 104,150		
		9.48%	0.00%	0.00%
4. Health/Welfare Plans	\$ 422,693			
		0.00%	0.00%	0.00%
5. Total Bargaining Unit Compensation Add Items 1 through 4 to equal 5	\$ 6,151,502	\$ 542,489	\$ -	\$ -
		8.82%	0.00%	0.00%
6. Total Number of Bargaining Unit Employees (Use FTEs if appropriate)	31.00			
7. Total Compensation Average Cost per Bargaining Unit Employee	\$ 198,436	\$ 17,500	\$ -	\$ -
		8.82%	0.00%	0.00%

Public Disclosure of Proposed Collective Bargaining Agreement
MONROVIA UNIFIED SCHOOL DISTRICT
MONROVIA ASSOCIATION OF SCHOOL ADMINISTRATORS (MASA)

8. What was the negotiated percentage change? For example, if the change in "Year 1" was for less than a full year, what is the annualized percentage of that change for "Year 1"?

6.50% salary increase retroactive to July 1, 2022.

9. Were any additional steps, columns, or ranges added to the salary schedules? (If yes, please explain.)

No.

10. Please include comments and explanations as necessary. (If more room is necessary, please attach an additional sheet.)

An additional off-schedule salary adjustment of 3.00% of current salary.

11. Does this bargaining unit have a negotiated cap for Health and Welfare benefits?

Yes No

If yes, please describe the cap amount.

B. Proposed negotiated changes in noncompensation items (i.e., class size adjustments, staff development days, teacher prep time, classified staffing ratios, etc.)

N/A.

C. What are the specific impacts (positive or negative) on instructional and support programs to accommodate the settlement? Include the impact of changes such as staff reductions or increases, program reductions or increases, elimination or expansion of other services or programs (i.e., counselors, librarians, custodial staff, etc.)

N/A.

D. What contingency language is included in the proposed agreement (e.g., reopeners, etc.)?

N/A.

E. Identify other major provisions that do not directly affect the district's costs, such as binding arbitrations, grievance procedures, etc.

N/A.

F. Source of Funding for Proposed Agreement:

1. Current Year

Increased Local Control Funding Formula (LCFF) revenue, and District Reserves.

2. If this is a single year agreement, how will the ongoing cost of the proposed agreement be funded in subsequent years?

Increased Local Control Funding Formula (LCFF) revenue, and District Reserves.

3. If this is a multiyear agreement, what is the source of funding, including assumptions used, to fund these obligations in subsequent years? (Remember to include compounding effects in meeting obligations.)

Los Angeles County Office of Education
Business Advisory Services

PUBLIC DISCLOSURE OF PROPOSED COLLECTIVE BARGAINING AGREEMENT
in accordance with AB 1200 (Chapter 1213/Statutes 1991), AB 2756 (Chapter 52/Statutes 2004), GC 3547.5

Name of School District:	MONROVIA UNIFIED SCHOOL DISTRICT
Name of Bargaining Unit:	CONFIDENTIAL/CLASSIFIED MANAGEMENT (CCM)
Certificated, Classified, Other:	CLASSIFIED

The proposed agreement covers the period beginning: July 1, 2022 and ending: June 30, 2023
(date) (date)

The Governing Board will act upon this agreement on: December 14, 2022
(date)

Note: This form, along with a copy of the proposed agreement, must be submitted to the County Office at least ten (10) working days prior to the date the Governing Board will take action.

A. Proposed Change in Compensation

Bargaining Unit Compensation All Funds - Combined		Fiscal Impact of Proposed Agreement (Complete Years 2 and 3 for multiyear and overlapping agreements only)			
		Annual Cost Prior to Proposed Settlement	Year 1 Increase/(Decrease) 2022-23	Year 2 Increase/(Decrease) 2023-24	Year 3 Increase/(Decrease) 2024-25
1.	Salary Schedule Including Step and Column	\$ 1,164,848	\$ 110,660		
			9.50%	0.00%	0.00%
2.	Other Compensation Stipends, Bonuses, Longevity, Overtime, Differential, Callback or Standby Pay, etc.	\$ 2,484	\$ 161		
			6.48%	0.00%	0.00%
	Description of Other Compensation		Longevity		
3.	Statutory Benefits - STRS, PERS, FICA, WC, UI, Medicare, etc.	\$ 409,232	\$ 38,851		
			9.49%	0.00%	0.00%
4.	Health/Welfare Plans	\$ 196,829			
			0.00%	0.00%	0.00%
5.	Total Bargaining Unit Compensation Add Items 1 through 4 to equal 5	\$ 1,773,393	\$ 149,672	\$ -	\$ -
			8.44%	0.00%	0.00%
6.	Total Number of Bargaining Unit Employees (Use FTEs if appropriate)	12.00			
7.	Total Compensation Average Cost per Bargaining Unit Employee	\$ 147,783	\$ 12,473	\$ -	\$ -
			8.44%	0.00%	0.00%

MONROVIA UNIFIED SCHOOL DISTRICT
CONFIDENTIAL/CLASSIFIED MANAGEMENT (CCM)

8. What was the negotiated percentage change? For example, if the change in "Year 1" was for less than a full year, what is the annualized percentage of that change for "Year 1"?

6.50% salary increase retroactive to July 1, 2022.

9. Were any additional steps, columns, or ranges added to the salary schedules? (If yes, please explain.)

No.

10. Please include comments and explanations as necessary. (If more room is necessary, please attach an additional sheet.)

An additional off-schedule salary adjustment of 3.00% of current salary.

11. Does this bargaining unit have a negotiated cap for Health and Welfare benefits?

Yes No

If yes, please describe the cap amount.

B. Proposed negotiated changes in noncompensation items (i.e., class size adjustments, staff development days, teacher prep time, classified staffing ratios, etc.)

N/A.

C. What are the specific impacts (positive or negative) on instructional and support programs to accommodate the settlement? Include the impact of changes such as staff reductions or increases, program reductions or increases, elimination or expansion of other services or programs (i.e., counselors, librarians, custodial staff, etc.)

N/A.

MONROVIA UNIFIED SCHOOL DISTRICT
CONFIDENTIAL/CLASSIFIED MANAGEMENT (CCM)

D. What contingency language is included in the proposed agreement (e.g., reopeners, etc.)?

N/A.

E. Identify other major provisions that do not directly affect the district's costs, such as binding arbitrations, grievance procedures, etc.

N/A.

F. Source of Funding for Proposed Agreement:

1. Current Year

Increased Local Control Funding Formula (LCFF) revenue, and District Reserves.

2. If this is a single year agreement, how will the ongoing cost of the proposed agreement be funded in subsequent years?

Increased Local Control Funding Formula (LCFF) revenue, and District Reserves.

3. If this is a multiyear agreement, what is the source of funding, including assumptions used, to fund these obligations in subsequent years? (Remember to include compounding effects in meeting obligations.)

MONROVIA UNIFIED SCHOOL DISTRICT

G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Unrestricted General Fund

Bargaining Unit:

TOTAL AGREEMENT

Object Code	Column 1	Column 2	Column 3	Column 4
	Latest Board- Approved Budget Before Settlement (As of 10/10/2022)	Adjustments as a Result of Settlement (compensation)	Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Total Revised Budget (Columns 1+2+3)
REVENUES				
LCFF Revenue 8010-8099	\$ 59,195,313		\$ -	\$ 59,195,313
Federal Revenue 8100-8299			\$ -	\$ -
Other State Revenue 8300-8599	\$ 1,024,961		\$ -	\$ 1,024,961
Other Local Revenue 8600-8799	\$ 391,342		\$ -	\$ 391,342
TOTAL REVENUES	\$ 60,611,616		\$ -	\$ 60,611,616
EXPENDITURES				
Certificated Salaries 1000-1999	\$ 23,277,135	\$ 2,068,426		\$ 25,345,561
Classified Salaries 2000-2999	\$ 6,798,359	\$ 622,776		\$ 7,421,135
Employee Benefits 3000-3999	\$ 12,195,014	\$ 659,571		\$ 12,854,585
Books and Supplies 4000-4999	\$ 6,966,103		\$ -	\$ 6,966,103
Services and Other Operating Expenditures 5000-5999	\$ 4,547,608		\$ (337,865)	\$ 4,209,743
Capital Outlay 6000-6999			\$ -	\$ -
Other Outgo (excluding Indirect Costs) 7100-7299 7400-7499	\$ 51,615		\$ -	\$ 51,615
Transfers of Indirect Costs 7300-7399	\$ (1,399,337)		\$ -	\$ (1,399,337)
TOTAL EXPENDITURES	\$ 52,436,497	\$ 3,350,773	\$ (337,865)	\$ 55,449,405
OTHER FINANCING SOURCES/USES				
Transfers In and Other Sources 8900-8979		\$ -	\$ -	\$ -
Transfers Out and Other Uses 7600-7699	\$ 322,988	\$ -	\$ -	\$ 322,988
Contributions 8980-8999	\$ (10,396,607)	\$ (904,692)	\$ -	\$ (11,301,299)
OPERATING SURPLUS (DEFICIT)*	\$ (2,544,476)	\$ (4,255,465)	\$ 337,865	\$ (6,462,076)
BEGINNING FUND BALANCE 9791	\$ 12,247,182			\$ 12,247,182
Audit Adjustments/Other Restatements 9793/9795				\$ -
ENDING FUND BALANCE	\$ 9,702,706	\$ (4,255,465)	\$ 337,865	\$ 5,785,106
COMPONENTS OF ENDING FUND BALANCE:				
Nonspendable 9711-9719	\$ 220,000	\$ -	\$ -	\$ 220,000
Restricted 9740				
Committed 9750-9760		\$ -	\$ -	\$ -
Assigned 9780	\$ 2,000	\$ -	\$ -	\$ 2,000
Reserve for Economic Uncertainties 9789	\$ 2,391,890	\$ 135,899	\$ (10,136)	\$ 2,517,653
Unassigned/Unappropriated Amount 9790	\$ 7,088,816	\$ (4,391,364)	\$ 348,001	\$ 3,045,453

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts in Columns 1 and 4 must be positive

MONROVIA UNIFIED SCHOOL DISTRICT

G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Bargaining Unit: Object Code		Restricted General Fund TOTAL AGREEMENT			
		Column 1 Latest Board- Approved Budget Before Settlement (As of 10/10/2022)	Column 2 Adjustments as a Result of Settlement (compensation)	Column 3 Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Column 4 Total Revised Budget (Columns 1+2+3)
REVENUES					
LCFF Revenue	8010-8099	\$ -		\$ -	\$ -
Federal Revenue	8100-8299	\$ 3,440,729		\$ -	\$ 3,440,729
Other State Revenue	8300-8599	\$ 7,756,109		\$ -	\$ 7,756,109
Other Local Revenue	8600-8799	\$ 5,265,058		\$ -	\$ 5,265,058
TOTAL REVENUES		\$ 16,461,896		\$ -	\$ 16,461,896
EXPENDITURES					
Certificated Salaries	1000-1999	\$ 6,476,884	\$ 558,917	\$ -	\$ 7,035,801
Classified Salaries	2000-2999	\$ 4,029,471	\$ 383,006	\$ -	\$ 4,412,477
Employee Benefits	3000-3999	\$ 8,306,611	\$ 237,270	\$ -	\$ 8,543,881
Books and Supplies	4000-4999	\$ 2,038,238		\$ -	\$ 2,038,238
Services and Other Operating Expenditures	5000-5999	\$ 4,199,275		\$ (274,501)	\$ 3,924,774
Capital Outlay	6000-6999	\$ -		\$ -	\$ -
Other Outgo (excluding Indirect Costs)	7100-7299 7400-7499	\$ 666,621		\$ -	\$ 666,621
Transfers of Indirect Costs	7300-7399	\$ 1,069,943		\$ -	\$ 1,069,943
TOTAL EXPENDITURES		\$ 26,787,043	\$ 1,179,193	\$ (274,501)	\$ 27,691,735
OTHER FINANCING SOURCES/USES					
Transfers In and Other Sources	8900-8979	\$ -	\$ -	\$ -	\$ -
Transfers Out and Other Uses	7600-7699	\$ 434,136	\$ -	\$ -	\$ 434,136
Contributions	8980-8999	\$ 10,396,607	\$ 904,692	\$ -	\$ 11,301,299
OPERATING SURPLUS (DEFICIT)*		\$ (362,676)	\$ (274,501)	\$ 274,501	\$ (362,676)
BEGINNING FUND BALANCE					
	9791	\$ 4,196,672			\$ 4,196,672
Audit Adjustments/Other Restatements	9793/9795	\$ -			\$ -
ENDING FUND BALANCE		\$ 3,833,996	\$ (274,501)	\$ 274,501	\$ 3,833,996
COMPONENTS OF ENDING FUND BALANCE:					
Nonspendable	9711-9719	\$ -	\$ -	\$ -	\$ -
Restricted	9740	\$ 3,833,996	\$ (274,501)	\$ 274,501	\$ 3,833,996
Committed	9750-9760				
Assigned Amounts	9780				
Reserve for Economic Uncertainties	9789		\$ -	\$ -	\$ -
Unassigned/Unappropriated Amount	9790	\$ -	\$ -	\$ -	\$ -

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts in Columns 1 and 4 must be positive

MONROVIA UNIFIED SCHOOL DISTRICT

G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Bargaining Unit: Object Code		Combined General Fund TOTAL AGREEMENT			
		Column 1 Latest Board- Approved Budget Before Settlement (As of 10/10/2022)	Column 2 Adjustments as a Result of Settlement (compensation)	Column 3 Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Column 4 Total Revised Budget (Columns 1+2+3)
REVENUES					
LCFF Revenue	8010-8099	\$ 59,195,313		\$ -	\$ 59,195,313
Federal Revenue	8100-8299	\$ 3,440,729		\$ -	\$ 3,440,729
Other State Revenue	8300-8599	\$ 8,781,070		\$ -	\$ 8,781,070
Other Local Revenue	8600-8799	\$ 5,656,400		\$ -	\$ 5,656,400
TOTAL REVENUES		\$ 77,073,512		\$ -	\$ 77,073,512
EXPENDITURES					
Certificated Salaries	1000-1999	\$ 29,754,019	\$ 2,627,343	\$ -	\$ 32,381,362
Classified Salaries	2000-2999	\$ 10,827,830	\$ 1,005,782	\$ -	\$ 11,833,612
Employee Benefits	3000-3999	\$ 20,501,625	\$ 896,841	\$ -	\$ 21,398,466
Books and Supplies	4000-4999	\$ 9,004,341		\$ -	\$ 9,004,341
Services and Other Operating Expenditures	5000-5999	\$ 8,746,883		\$ (612,366)	\$ 8,134,517
Capital Outlay	6000-6999	\$ -		\$ -	\$ -
Other Outgo (excluding Indirect Costs)	7100-7299 7400-7499	\$ 718,236		\$ -	\$ 718,236
Transfers of Indirect Costs	7300-7399	\$ (329,394)		\$ -	\$ (329,394)
TOTAL EXPENDITURES		\$ 79,223,540	\$ 4,529,966	\$ (612,366)	\$ 83,141,140
OTHER FINANCING SOURCES/USES					
Transfer In and Other Sources	8900-8979	\$ -	\$ -	\$ -	\$ -
Transfers Out and Other Uses	7600-7699	\$ 757,124	\$ -	\$ -	\$ 757,124
Contributions	8980-8999	\$ -	\$ -	\$ -	\$ -
OPERATING SURPLUS (DEFICIT)*		\$ (2,907,152)	\$ (4,529,966)	\$ 612,366	\$ (6,824,752)
BEGINNING FUND BALANCE					
	9791	\$ 16,443,854			\$ 16,443,854
Audit Adjustments/Other Restatements	9793/9795	\$ -			\$ -
ENDING FUND BALANCE		\$ 13,536,702	\$ (4,529,966)	\$ 612,366	\$ 9,619,102
COMPONENTS OF ENDING FUND					
Nonspendable	9711-9719	\$ 220,000	\$ -	\$ -	\$ 220,000
Restricted	9740	\$ 3,833,996	\$ (274,501)	\$ 274,501	\$ 3,833,996
Committed	9750-9760	\$ -	\$ -	\$ -	\$ -
Assigned	9780	\$ 2,000	\$ -	\$ -	\$ 2,000
Reserve for Economic Uncertainties	9789	\$ 2,391,890	\$ 135,899	\$ (10,136)	\$ 2,517,653
Unassigned/Unappropriated Amount	9790	\$ 7,088,816	\$ (4,391,364)	\$ 348,001	\$ 3,045,453

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts in Columns 1 and 4 must be positive

MONROVIA UNIFIED SCHOOL DISTRICT

G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Fund 11 - Adult Education Fund

Bargaining Unit:

TOTAL AGREEMENT

Object Code	Column 1	Column 2	Column 3	Column 4
	Latest Board- Approved Budget Before Settlement (As of 10/10/2022)	Adjustments as a Result of Settlement (compensation)	Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Total Revised Budget (Columns 1+2+3)
REVENUES				
Federal Revenue 8100-8299	\$ 213,756		\$ -	\$ 213,756
Other State Revenue 8300-8599	\$ 1,603,092		\$ -	\$ 1,603,092
Other Local Revenue 8600-8799	\$ 256,000		\$ -	\$ 256,000
TOTAL REVENUES	\$ 2,072,848		\$ -	\$ 2,072,848
EXPENDITURES				
Certificated Salaries 1000-1999	\$ 986,827	\$ 93,695	\$ -	\$ 1,080,522
Classified Salaries 2000-2999	\$ 112,413	\$ 10,640	\$ -	\$ 123,053
Employee Benefits 3000-3999	\$ 550,330	\$ 26,240	\$ -	\$ 576,570
Books and Supplies 4000-4999	\$ 66,027		\$ -	\$ 66,027
Services and Other Operating Expenditures 5000-5999	\$ 331,330		\$ -	\$ 331,330
Capital Outlay 6000-6999	\$ -		\$ -	\$ -
Other Outgo (excluding Indirect Costs) 7100-7299 7400-7499	\$ -		\$ -	\$ -
Transfers of Indirect Costs 7300-7399	\$ 89,264		\$ -	\$ 89,264
TOTAL EXPENDITURES	\$ 2,136,191	\$ 130,575	\$ -	\$ 2,266,766
OTHER FINANCING SOURCES/USES				
Transfers In and Other Sources 8900-8979	\$ 250,000	\$ -	\$ -	\$ 250,000
Transfers Out and Other Uses 7600-7699	\$ 145,983	\$ -	\$ -	\$ 145,983
OPERATING SURPLUS (DEFICIT)*	\$ 40,674	\$ (130,575)	\$ -	\$ (89,901)
BEGINNING FUND BALANCE 9791	\$ 859,023			\$ 859,023
Audit Adjustments/Other Restatements 9793/9795	\$ -			\$ -
ENDING FUND BALANCE	\$ 899,697	\$ (130,575)	\$ -	\$ 769,122
COMPONENTS OF ENDING FUND BALANCE:				
Nonspendable 9711-9719		\$ -	\$ -	\$ -
Restricted 9740	\$ 27,525	\$ -	\$ -	\$ 27,525
Committed 9750-9760	\$ -	\$ -	\$ -	\$ -
Assigned 9780	\$ -	\$ -	\$ -	\$ -
Reserve for Economic Uncertainties 9789	\$ -	\$ -	\$ -	\$ -
Unassigned/Unappropriated Amount 9790	\$ 872,172	\$ (130,575)	\$ -	\$ 741,597

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts in Columns 1 and 4 must be positive

Los Angeles County Office of Education
Business Advisory Services

Revised 06/11/2021

MONROVIA UNIFIED SCHOOL DISTRICT

G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Fund 12 - Child Development Fund

Bargaining Unit:

TOTAL AGREEMENT

Object Code		Column 1	Column 2	Column 3	Column 4
		Latest Board- Approved Budget Before Settlement (As of 10/10/2022)	Adjustments as a Result of Settlement (compensation)	Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Total Revised Budget (Columns 1+2+3)
REVENUES					
Federal Revenue	8100-8299	\$ -		\$ -	\$ -
Other State Revenue	8300-8599	\$ 1,299,245		\$ -	\$ 1,299,245
Other Local Revenue	8600-8799	\$ 43,322		\$ -	\$ 43,322
TOTAL REVENUES		\$ 1,342,567		\$ -	\$ 1,342,567
EXPENDITURES					
Certificated Salaries	1000-1999	\$ 394,914	\$ 35,754	\$ -	\$ 430,668
Classified Salaries	2000-2999	\$ 378,450	\$ 32,782	\$ -	\$ 411,232
Employee Benefits	3000-3999	\$ 364,221	\$ 17,264	\$ -	\$ 381,485
Books and Supplies	4000-4999	\$ 60,974		\$ -	\$ 60,974
Services and Other Operating Expenditures	5000-5999	\$ 27,209		\$ -	\$ 27,209
Capital Outlay	6000-6999	\$ -		\$ -	\$ -
Other Outgo (excluding Indirect Costs)	7100-7299 7400-7499	\$ -		\$ -	\$ -
Transfers of Indirect Costs	7300-7399	\$ 76,896		\$ -	\$ 76,896
TOTAL EXPENDITURES		\$ 1,302,664	\$ 85,800	\$ -	\$ 1,388,464
OTHER FINANCING SOURCES/USES					
Transfers In and Other Sources	8900-8979	\$ -	\$ -	\$ -	\$ -
Transfers Out and Other Uses	7600-7699	\$ -	\$ -	\$ -	\$ -
OPERATING SURPLUS (DEFICIT)*		\$ 39,903	\$ (85,800)	\$ -	\$ (45,897)
BEGINNING FUND BALANCE					
Audit Adjustments/Other Restatements	9791	\$ 351,319			\$ 351,319
	9793/9795	\$ -			\$ -
ENDING FUND BALANCE		\$ 391,222	\$ (85,800)	\$ -	\$ 305,422
COMPONENTS OF ENDING FUND BALANCE:					
Nonspendable	9711-9719	\$ -	\$ -	\$ -	\$ -
Restricted	9740	\$ 391,222	\$ (85,800)	\$ -	\$ 305,422
Committed	9750-9760	\$ -	\$ -	\$ -	\$ -
Assigned	9780	\$ -	\$ -	\$ -	\$ -
Reserve for Economic Uncertainties	9789	\$ -	\$ -	\$ -	\$ -
Unassigned/Unappropriated Amount	9790	\$ -	\$ -	\$ -	\$ -

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts in Columns 1 and 4 must be positive

Los Angeles County Office of Education
Business Advisory Services

MONROVIA UNIFIED SCHOOL DISTRICT

G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET**Fund 13/61 - Cafeteria Fund**

Bargaining Unit:

TOTAL AGREEMENT

Object Code	Column 1	Column 2	Column 3	Column 4
	Latest Board- Approved Budget Before Settlement (As of 10/10/2022)	Adjustments as a Result of Settlement (compensation)	Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Total Revised Budget (Columns 1+2+3)
REVENUES				
LCFF Revenue	8010-8099	\$ -	\$ -	\$ -
Federal Revenue	8100-8299	\$ 4,905,366	\$ -	\$ 4,905,366
Other State Revenue	8300-8599	\$ 343,040	\$ -	\$ 343,040
Other Local Revenue	8600-8799	\$ 22,500	\$ -	\$ 22,500
TOTAL REVENUES		\$ 5,270,906	\$ -	\$ 5,270,906
EXPENDITURES				
Certificated Salaries	1000-1999	\$ -	\$ -	\$ -
Classified Salaries	2000-2999	\$ 1,290,081	\$ 111,680	\$ 1,401,761
Employee Benefits	3000-3999	\$ 591,885	\$ 35,179	\$ 627,064
Books and Supplies	4000-4999	\$ 1,738,188	\$ -	\$ 1,738,188
Services and Other Operating Expenditures	5000-5999	\$ 67,656	\$ -	\$ 67,656
Capital Outlay	6000-6999	\$ 1,066,717	\$ -	\$ 1,066,717
Other Outgo (excluding Indirect Costs)	7100-7299 7400-7499	\$ -	\$ -	\$ -
Transfers of Indirect Costs	7300-7399	\$ 163,234	\$ -	\$ 163,234
TOTAL EXPENDITURES		\$ 4,917,761	\$ 146,859	\$ 5,064,620
OTHER FINANCING SOURCES/USES				
Transfers In and Other Sources	8900-8979	\$ -	\$ -	\$ -
Transfers Out and Other Uses	7600-7699	\$ -	\$ -	\$ -
OPERATING SURPLUS (DEFICIT)*		\$ 353,145	\$ (146,859)	\$ 206,286
BEGINNING FUND BALANCE				
Audit Adjustments/Other Restatements	9791 9793/9795	\$ 3,426,238	\$ -	\$ 3,426,238
ENDING FUND BALANCE		\$ 3,779,383	\$ (146,859)	\$ 3,632,524
COMPONENTS OF ENDING FUND BALANCE:				
Nonspendable	9711-9719	\$ 80,000	\$ -	\$ 80,000
Restricted	9740	\$ 3,699,383	\$ (146,859)	\$ 3,552,524
Committed	9750-9760	\$ -	\$ -	\$ -
Assigned	9780	\$ -	\$ -	\$ -
Reserve for Economic Uncertainties	9789	\$ -	\$ -	\$ -
Unassigned/Unappropriated Amount	9790	\$ -	\$ -	\$ -

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts in Columns 1 and 4 must be positive

Los Angeles County Office of Education

Business Advisory Services

Revised 06/11/2021

MONROVIA UNIFIED SCHOOL DISTRICT

G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Enter Fund: Fund 63 - Fee Based Fund
 Bargaining Unit: TOTAL AGREEMENT

Object Code	Column 1	Column 2	Column 3	Column 4
	Latest Board- Approved Budget Before Settlement (As of 10/10/2022)	Adjustments as a Result of Settlement (compensation)	Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Total Revised Budget (Columns 1+2+3)
REVENUES				
Federal Revenue 8100-8299	\$ -		\$ -	\$ -
Other State Revenue 8300-8599	\$ -		\$ -	\$ -
Other Local Revenues 8600-8799	\$ 242,384		\$ -	\$ 242,384
TOTAL REVENUES	\$ 242,384		\$ -	\$ 242,384
EXPENDITURES				
Certificated Salaries 1000-1999	\$ 95,063	\$ 8,940	\$ -	\$ 104,003
Classified Salaries 2000-2999	\$ 85,486	\$ 5,985	\$ -	\$ 91,471
Employee Benefits 3000-3999	\$ 68,927	\$ 3,767	\$ -	\$ 72,694
Books and Supplies 4000-4999	\$ 5,489		\$ -	\$ 5,489
Services and Other Operating Expenditures 5000-5999	\$ 62,087		\$ -	\$ 62,087
Capital Outlay 6000-6999	\$ -		\$ -	\$ -
Other Outgo (excluding Indirect Costs) 7100-7299 7400-7499	\$ -		\$ -	\$ -
Transfers of Indirect Costs 7300-7399	\$ -		\$ -	\$ -
TOTAL EXPENDITURES	\$ 317,052	\$ 18,692	\$ -	\$ 335,744
OTHER FINANCING SOURCES/USES				
Transfers In and Other Sources 8900-8979	\$ -	\$ -	\$ -	\$ -
Transfers Out and Other Uses 7600-7699	\$ -	\$ -	\$ -	\$ -
OPERATING SURPLUS (DEFICIT)*	\$ (74,668)	\$ (18,692)	\$ -	\$ (93,360)
BEGINNING FUND BALANCE 9791	\$ 198,844			\$ 198,844
Audit Adjustments/Other Restatements 9793/9795	\$ -			\$ -
ENDING FUND BALANCE	\$ 124,176	\$ (18,692)	\$ -	\$ 105,484
COMPONENTS OF ENDING FUND BALANCE:				
Nonspendable 9711-9719	\$ -	\$ -	\$ -	\$ -
Restricted 9740	\$ 124,176	\$ (18,692)	\$ -	\$ 105,484
Committed 9750-9760	\$ -	\$ -	\$ -	\$ -
Assigned 9780	\$ -	\$ -	\$ -	\$ -
Reserve for Economic Uncertainties 9789	\$ -	\$ -	\$ -	\$ -
Unassigned/Unappropriated Amount 9790	\$ -	\$ -	\$ -	\$ -

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts in Columns 1 and 4 must be positive

Los Angeles County Office of Education
 Business Advisory Services

MONROVIA UNIFIED SCHOOL DISTRICT
TOTAL AGREEMENT

Explanations for Column 3 "Other Revisions" entered on Pages 4a through 4h:

Page 4a: Unrestricted General Fund	Amount	Explanation
Revenues	\$ -	
Expenditures	\$ (337,865)	A reduction to other Supplemental & Concentration Grant spending.
Other Financing Sources/Uses	\$ -	

Page 4b: Restricted General Fund	Amount	Explanation
Revenues	\$ -	
Expenditures	\$ (274,501)	A reduction to categorical program spending.
Other Financing Sources/Uses	\$ -	

Page 4d: Fund 11 - Adult Education Fund	Amount	Explanation
Revenues	\$ -	
Expenditures	\$ -	
Other Financing Sources/Uses	\$ -	

Page 4e: Fund 12 - Child Development Fund	Amount	Explanation
Revenues	\$ -	
Expenditures	\$ -	
Other Financing Sources/Uses	\$ -	

Page 4f: Fund 13/61 - Cafeteria Fund	Amount	Explanation
Revenues	\$ -	
Expenditures	\$ -	
Other Financing Sources/Uses	\$ -	

Page 4g: Other	Amount	Explanation
Revenues	\$ -	
Expenditures	\$ -	
Other Financing Sources/Uses	\$ -	

Page 4h: Other	Amount	Explanation
Revenues	\$ -	
Expenditures	\$ -	
Other Financing Sources/Uses	\$ -	

Additional Comments:

MONROVIA UNIFIED SCHOOL DISTRICT

H. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT YEARS

Unrestricted General Fund MYP

Bargaining Unit:

TOTAL AGREEMENT

Object Code	2022-23	2023-24	2024-25
	Total Revised Budget After Settlement	First Subsequent Year After Settlement	Second Subsequent Year After Settlement
REVENUES			
LCFF Revenue 8010-8099	\$ 59,195,313	\$ 60,033,695	\$ 60,365,994
Federal Revenue 8100-8299	\$ -	\$ -	\$ -
Other State Revenue 8300-8599	\$ 1,024,961	\$ 1,020,552	\$ 1,009,147
Other Local Revenue 8600-8799	\$ 391,342	\$ 391,342	\$ 381,342
TOTAL REVENUES	\$ 60,611,616	\$ 61,445,589	\$ 61,756,483
EXPENDITURES			
Certificated Salaries 1000-1999	\$ 25,345,561	\$ 25,078,790	\$ 25,512,190
Classified Salaries 2000-2999	\$ 7,421,135	\$ 7,280,502	\$ 7,324,955
Employee Benefits 3000-3999	\$ 12,854,585	\$ 12,631,396	\$ 12,667,628
Books and Supplies 4000-4999	\$ 6,966,103	\$ 1,260,780	\$ 1,255,908
Services and Other Operating Expenditures 5000-5999	\$ 4,209,743	\$ 3,657,918	\$ 3,820,600
Capital Outlay 6000-6999	\$ -	\$ -	\$ -
Other Outgo (excluding Indirect Costs) 7100-7299 7400-7499	\$ 51,615	\$ 51,615	\$ 51,615
Transfers of Indirect Costs 7300-7399	\$ (1,399,337)	\$ (1,399,337)	\$ (1,399,337)
Other Adjustments			\$ -
TOTAL EXPENDITURES	\$ 55,449,405	\$ 48,561,664	\$ 49,233,559
OTHER FINANCING SOURCES/USES			
Transfers In and Other Sources 8900-8979	\$ -	\$ -	\$ -
Transfers Out and Other Uses 7600-7699	\$ 322,988	\$ 324,066	\$ 323,423
Contributions 8980-8999	\$ (11,301,299)	\$ (10,758,391)	\$ (10,743,598)
OPERATING SURPLUS (DEFICIT)*	\$ (6,462,076)	\$ 1,801,468	\$ 1,455,903
BEGINNING FUND BALANCE			
9791	\$ 12,247,182	\$ 5,785,106	\$ 7,586,574
Audit Adjustments/Other Restatements 9793/9795	\$ -		
ENDING FUND BALANCE	\$ 5,785,106	\$ 7,586,574	\$ 9,042,477
COMPONENTS OF ENDING FUND BALANCE:			
Nonspendable 9711-9719	\$ 220,000	\$ 220,000	\$ 220,000
Restricted 9740			
Committed 9750-9760	\$ -	\$ -	\$ -
Assigned 9780	\$ 2,000	\$ 2,000	\$ 2,000
Reserve for Economic Uncertainties 9789	\$ 2,517,653	\$ 2,234,430	\$ 2,236,723
Unassigned/Unappropriated Amount 9790	\$ 3,045,453	\$ 5,130,144	\$ 6,583,754

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts must be positive

MONROVIA UNIFIED SCHOOL DISTRICT

H. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT YEARS

Restricted General Fund MYP

TOTAL AGREEMENT

Bargaining Unit:

Object Code	2022-23	2023-24	2024-25
	Total Revised Budget After Settlement	First Subsequent Year After Settlement	Second Subsequent Year After Settlement
REVENUES			
LCFF Revenue 8010-8099	\$ -	\$ -	\$ -
Federal Revenue 8100-8299	\$ 3,440,729	\$ 3,440,729	\$ 2,778,567
Other State Revenue 8300-8599	\$ 7,756,109	\$ 6,082,535	\$ 6,076,502
Other Local Revenue 8600-8799	\$ 5,265,058	\$ 5,569,202	\$ 5,651,758
TOTAL REVENUES	\$ 16,461,896	\$ 15,092,466	\$ 14,506,827
EXPENDITURES			
Certificated Salaries 1000-1999	\$ 7,035,801	\$ 6,695,510	\$ 6,534,122
Classified Salaries 2000-2999	\$ 4,412,477	\$ 4,297,122	\$ 4,297,122
Employee Benefits 3000-3999	\$ 8,543,881	\$ 8,316,232	\$ 8,229,268
Books and Supplies 4000-4999	\$ 2,038,238	\$ 1,834,414	\$ 1,834,414
Services and Other Operating Expenditures 5000-5999	\$ 3,924,774	\$ 2,536,879	\$ 2,184,799
Capital Outlay 6000-6999	\$ -	\$ -	\$ -
Other Outgo (excluding Indirect Costs) 7100-7299 7400-7499	\$ 666,621	\$ 666,621	\$ 666,621
Transfers of Indirect Costs 7300-7399	\$ 1,069,943	\$ 1,069,943	\$ 1,069,943
Other Adjustments		\$ -	\$ -
TOTAL EXPENDITURES	\$ 27,691,735	\$ 25,416,721	\$ 24,816,289
OTHER FINANCING SOURCES/USES			
Transfers In and Other Sources 8900-8979	\$ -	\$ -	\$ -
Transfers Out and Other Uses 7600-7699	\$ 434,136	\$ 434,136	\$ 434,136
Contributions 8980-8999	\$ 11,301,299	\$ 10,758,391	\$ 10,743,598
OPERATING SURPLUS (DEFICIT)*	\$ (362,676)	\$ -	\$ -
BEGINNING FUND BALANCE			
9791	\$ 4,196,672	\$ 3,833,996	\$ 3,833,996
Audit Adjustments/Other Restatements 9793/9795	\$ -		
ENDING FUND BALANCE	\$ 3,833,996	\$ 3,833,996	\$ 3,833,996
COMPONENTS OF ENDING FUND BALANCE:			
Nonspendable 9711-9719	\$ -	\$ -	\$ -
Restricted 9740	\$ 3,833,996	\$ 3,833,996	\$ 3,833,996
Committed 9750-9760			
Assigned 9780			
Reserve for Economic Uncertainties 9789	\$ -	\$ -	\$ -
Unassigned/Unappropriated Amount 9790	\$ -	\$ -	\$ -

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts must be positive

MONROVIA UNIFIED SCHOOL DISTRICT

H. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT YEARS

Combined General Fund MYP

Bargaining Unit:

TOTAL AGREEMENT

Object Code	2022-23	2023-24	2024-25
	Total Revised Budget After Settlement	First Subsequent Year After Settlement	Second Subsequent Year After Settlement
REVENUES			
LCFF Revenue 8010-8099	\$ 59,195,313	\$ 60,033,695	\$ 60,365,994
Federal Revenue 8100-8299	\$ 3,440,729	\$ 3,440,729	\$ 2,778,567
Other State Revenue 8300-8599	\$ 8,781,070	\$ 7,103,087	\$ 7,085,649
Other Local Revenue 8600-8799	\$ 5,656,400	\$ 5,960,544	\$ 6,033,100
TOTAL REVENUES	\$ 77,073,512	\$ 76,538,055	\$ 76,263,310
EXPENDITURES			
Certificated Salaries 1000-1999	\$ 32,381,362	\$ 31,774,300	\$ 32,046,312
Classified Salaries 2000-2999	\$ 11,833,612	\$ 11,577,624	\$ 11,622,077
Employee Benefits 3000-3999	\$ 21,398,466	\$ 20,947,628	\$ 20,896,896
Books and Supplies 4000-4999	\$ 9,004,341	\$ 3,095,194	\$ 3,090,322
Services and Other Operating Expenditures 5000-5999	\$ 8,134,517	\$ 6,194,797	\$ 6,005,399
Capital Outlay 6000-6999	\$ -	\$ -	\$ -
Other Outgo (excuding Indirect Costs) 7100-7299 7400-7499	\$ 718,236	\$ 718,236	\$ 718,236
Transfers of Indirect Costs 7300-7399	\$ (329,394)	\$ (329,394)	\$ (329,394)
Other Adjustments		\$ -	\$ -
TOTAL EXPENDITURES	\$ 83,141,140	\$ 73,978,385	\$ 74,049,848
OTHER FINANCING SOURCES/USES			
Transfers In and Other Sources 8900-8979	\$ -	\$ -	\$ -
Transfers Out and Other Uses 7600-7699	\$ 757,124	\$ 758,202	\$ 757,559
Contributions 8980-8999	\$ -	\$ -	\$ -
OPERATING SURPLUS (DEFICIT)*	\$ (6,824,752)	\$ 1,801,468	\$ 1,455,903
BEGINNING FUND BALANCE			
9791	\$ 16,443,854	\$ 9,619,102	\$ 11,420,570
Audit Adjustments/Other Restatements 9793/9795	\$ -		
ENDING FUND BALANCE	\$ 9,619,102	\$ 11,420,570	\$ 12,876,473
COMPONENTS OF ENDING FUND BALANCE:			
Nonspendable 9711-9719	\$ 220,000	\$ 220,000	\$ 220,000
Restricted 9740	\$ 3,833,996	\$ 3,833,996	\$ 3,833,996
Committed 9750-9760	\$ -	\$ -	\$ -
Assigned 9780	\$ 2,000	\$ 2,000	\$ 2,000
Reserve for Economic Uncertainties 9789	\$ 2,517,653	\$ 2,234,430	\$ 2,236,723
Unassigned/Unappropriated Amount 9790	\$ 3,045,453	\$ 5,130,144	\$ 6,583,754

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts must be positive

MONROVIA UNIFIED SCHOOL DISTRICT
TOTAL AGREEMENT

I. IMPACT OF PROPOSED AGREEMENT ON UNRESTRICTED RESERVES

1. State Reserve Standard

		2022-23	2023-24	2024-25
a.	Total Expenditures, Transfers Out, and Uses (Including Cost of Proposed Agreement)	\$ 83,898,264	\$ 74,736,587	\$ 74,807,407
b.	Less: Special Education Pass-Through Funds	\$ -	\$ -	\$ -
c.	Net Expenditures, Transfers Out, and Uses	\$ 83,898,264	\$ 74,736,587	\$ 74,807,407
d.	State Standard Minimum Reserve Percentage for this District Enter percentage →	3.00%	3.00%	3.00%
e.	State Standard Minimum Reserve Amount for this District (For districts with less than 1,001 ADA, this is the greater of Line a, times Line b, or \$50,000)	\$ 2,516,948	\$ 2,242,098	\$ 2,244,222

2. Budgeted Unrestricted Reserve (After Impact of Proposed Agreement)

a.	General Fund Budgeted Unrestricted Designated for Economic Uncertainties (9789)	\$ 2,517,653	\$ 2,234,430	\$ 2,236,723
b.	General Fund Budgeted Unrestricted Unassigned/Unappropriated Amount (9790)	\$ 3,045,453	\$ 5,130,144	\$ 6,583,754
c.	Special Reserve Fund (Fund 17) Budgeted Designated for Economic Uncertainties (9789)	\$ -	\$ -	\$ -
d.	Special Reserve Fund (Fund 17) Budgeted Unassigned/Unappropriated Amount (9790)	\$ -	\$ -	\$ -
e.	Total Available Reserves	\$ 5,563,106	\$ 7,364,574	\$ 8,820,477
f.	Reserve for Economic Uncertainties Percentage	6.63%	9.85%	11.79%

3. Do unrestricted reserves meet the state minimum reserve amount?

2022-23	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
2023-24	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
2024-25	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>

4. If no, how do you plan to restore your reserves?

MONROVIA UNIFIED SCHOOL DISTRICT
TOTAL AGREEMENT**5. Does the Total Compensation Increase/(Decrease) on Page 1, Section A, #5 agree with the Total Increase/(Decrease) for all funds as a result of the settlement(s)? Please explain any variance.**

Total Compensation Increase/(Decrease) on Page 1, Section A, #5	\$ 4,911,892
General Fund balance Increase/(Decrease), Page 4c, Column 2	\$ (4,529,966)
Adult Education Fund balance Increase/(Decrease), Page 4d, Column 2	\$ (130,575)
Child Development Fund balance Increase/(Decrease), Page 4e, Column 2	\$ (85,800)
Cafeteria Fund balance Increase/(Decrease), Page 4f, Column 2	\$ (146,859)
Other Fund balance Increase/(Decrease), Page 4g, Column 2	\$ (18,692)
Other Fund balance Increase/(Decrease), Page 4h, Column 2	\$ -
Total all fund balances Increase/(Decrease) as a result of the settlement(s)	\$ (4,911,892)

Variance \$ -

Variance Explanation:**6. Will this agreement create or increase deficit financing in the current or subsequent years?**

"Deficit Financing" is defined to exist when a fund's expenditures and other financing uses exceed its revenues and other financing sources in a given year. If a deficit is shown below, provide an explanation and any deficit reduction plan, as necessary.

General Fund Combined	Surplus/ (Deficit)	(Deficit) %	Deficit primarily due to:
Current FY Surplus/(Deficit) before settlement(s)?	\$ (2,907,152)	(3.6%)	Spending of S&C carryover.
Current FY Surplus/(Deficit) after settlement(s)?	\$ (6,824,752)	(8.1%)	Planned spending of Reserves.
1st Subsequent FY Surplus/(Deficit) after settlement(s)?	\$ 1,801,468	2.4%	
2nd Subsequent FY Surplus/(Deficit) after settlement(s)?	\$ 1,455,903	1.9%	

Deficit Reduction Plan (as necessary):**7. Were "Other Adjustments" amount(s) entered in the multiyear projections (pages 5a and 5b) for 1st and 2nd Subsequent FY?**

"Other Adjustments" could indicate that a budget reduction plan was/is being developed to address deficit spending, and to rebuild reserves. Any amount shown below must have an explanation. If additional space is needed, attach a separate sheet, or use page 8a.

MYP	Amount	"Other Adjustments" Explanation
1st Subsequent FY Unrestricted, Page 5a	\$ -	
1st Subsequent FY Restricted, Page 5b	\$ -	
2nd Subsequent FY Unrestricted, Page 5a	\$ -	
2nd Subsequent FY Restricted, Page 5b	\$ -	

J. CERTIFICATION NO. 1: CERTIFICATION OF THE DISTRICT'S ABILITY TO MEET THE COSTS OF THE COLLECTIVE BARGAINING AGREEMENT

This certification page must be signed by the district's Superintendent and Chief Business Official at the time of public disclosure and is intended to assist the district's Governing Board in determining whether the district can meet the costs incurred under the tentative Collective Bargaining Agreement in the current and subsequent years. The absence of a certification signature or if "I am unable to certify" is checked should serve as a "red flag" to the district's Governing Board.

In accordance with the requirements of Government Code Sections 3540.2 and 3547.5, the Superintendent and Chief Business Official of the Monrovia Unified School District, hereby certify that the District can meet the costs incurred under this Collective Bargaining Agreement during the term of the agreement from July 1, 2022 to June 30, 2023.

Board Actions

The board actions necessary to meet the cost of the agreement in each year of its term are as follows:

Current Year

Budget Adjustment Categories:

Revenues/Other Financing Sources
 Expenditures/Other Financing Uses
 Ending Balance(s) Increase/(Decrease)

	Budget Adjustment Increase/(Decrease)
\$	-
\$	4,299,526
\$	(4,299,526)

Subsequent Years

Budget Adjustment Categories:

Revenues/Other Financing Sources
 Expenditures/Other Financing Uses
 Ending Balance(s) Increase/(Decrease)

	Budget Adjustment Increase/(Decrease)
\$	-
\$	-
\$	-

Budget Revisions

If the district does not adopt and submit within 45 days all of the revisions to its budget needed in the current year to meet the costs of the agreement at the time of the approval of the proposed collective bargaining agreement, the county superintendent of schools is required to issue a qualified or negative certification for the district on its next interim report.

Assumptions

See attached page for a list of the assumptions upon which this certification is based.

Certifications

I hereby certify I am unable to certify

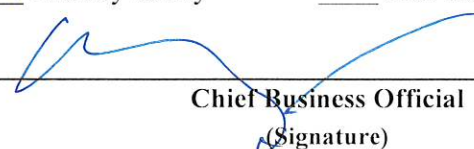


 District Superintendent
 (Signature)

12/5/22

 Date

I hereby certify I am unable to certify



 Chief Business Official
 (Signature)

12/5/2022

 Date

Special Note: The Los Angeles County Office of Education may request additional information, as necessary, to review the district's compliance with requirements.

K. CERTIFICATION NO. 2

The disclosure document must be signed by the district Superintendent at the time of public disclosure and by the President or Clerk of the Governing Board at the time of formal board action on the proposed agreement.

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

Monrovia Unifed School District

District Name

District Superintendent
(Signature)

Date

David C. Conway

Contact Person

(626) 471-2055

Phone

After public disclosure of the major provisions contained in this summary, the Governing Board at its meeting on _____, took action to approve the proposed agreement with the _____ Bargaining Unit(s).

President (or Clerk), Governing Board
(Signature)

Date

Special Note: The Los Angeles County Office of Education may request additional information, as necessary, to review the district's compliance with requirements.

Agenda Item Details

Meeting Date: 2022-12-14 18:30:00

AGENDA ITEM TITLE:

3. 21st CENTURY CLASSROOM FURNITURE

RECOMMENDATION

The Board of Education is requested to receive a presentation about 21st-century classroom furniture for all Monrovia Unified School District school sites.

Rationale:

Background:

Budget Implication (\$ Amount):

Legal References:

Additional Information:

ATTACHMENTS

Agenda Item Details

Meeting Date: 2022-12-14 18:30:00

AGENDA ITEM TITLE:

1. 22/23-1063 - AGREEMENT WITH FOOD ED FOR SANTA FE COMPUTER SCIENCE MAGNET SCHOOL

RECOMMENDATION

The Board of Education is requested to approve an agreement with Food ED for a Cougar EcoLab and Heritage Learning Garden at Santa Fe Computer Science Magnet School for the 2022/23 school year.

Rationale:

Food ED will partner with Santa Fe Computer Science Magnet School's leadership and teachers to spearhead an experiential, hands-on outdoor learning program and bring Next Generation Science Standards (NGSS) focused lessons to students by providing an outstanding STEAM garden experience and reach desired outcomes. Working with teachers, Food ED will deliver concentrated lessons focused on composting, pollinators, food webs, plant exploration, and anatomy. Garden pedagogy will focus on heritage and indigenous growing methods and introducing career pathways to students. Food ED will also provide garden maintenance, management, and training of volunteers and teachers who would like to be involved in the garden program.

Background:

Food ED has partnered with Monrovia Unified School District for the past three years by bringing its strong garden science programs to the schools.

Budget Implication (\$ Amount):

The total program cost for Santa Fe Computer Science Magnet School is \$15,770 and will be paid using site Supplemental and Concentration funds.

Legal References:

Education Code 17604 requires all contracts and agreements to be approved or ratified by the Board of Education.

Additional Information:

A copy of the Food ED agreement is attached.

ATTACHMENTS

- [Food Ed Agreement - Santa Fe - 20221214.pdf](#)



Santa Fe Computer Magnet Middle School Cougar EcoLab & Heritage Learning Garden 2022 to 2023 School Year Program

Overview

Food Exploration and Discovery (Food ED) partners with schools to bring engaging and strong outdoor education programs to San Gabriel Valley schools. In this proposal, we present our plans for 2022-23 Garden and Food Science to MUSD for Santa Fe Computer Magnet Middle School. Our middle school programs feature interdisciplinary learning spaces that utilize ecoliteracy as the primary vehicle for students engaging with nature, their peers, and innovative stewardship solutions. The goal of the middle school program is merge new technologies like hydroponics, robotics, and solar energy with ancient indigenous, and heritage techniques like composting, land stewardship, and organic gardening in one unique space. In this way, we celebrate diversity and culture while also introducing career pathways for students in middle school. With key partnerships, our garden programs continue to serve a larger vision and mission than just growing food as we work with key administrators and teachers to always connect what we do to the classroom experience as well.

The focus for Santa Fe will be interdisciplinary in nature but starting with a strong science focus with our lead for this launch: Ms. Markiena Madison. We will be collaborating with the science team, Principal Becky Perez, as well as other subject teachers, such as Heather Gak, to design and run a garden program that best fits with the lessons they are already doing and/or new ideas and outcomes they want to achieve in the ecolab space. The desired emphasis by Principal Perez is focused around Project Based Learning with community partnerships where students can solve problems and use the garden as a lab to produce solutions for needs in the community.

Objectives:

- 1) Provide school with NGSS in person lessons in conjunction with a set number of classes each term working with Santa Fe teachers and leadership to align learning outcomes.
- 2) Work with school leadership to plan schedule so most if not all of students are in the garden each year for experiential, hands-on in-person lessons working alongside the Food ED garden education team on garden care, planting, and harvesting.
- 3) Deliver concentrated lessons focus on compost, pollinators, food webs, plant exploration and anatomy while introducing career pathways to students.
- 4) Focus of middle school garden pedagogy on heritage and indigenous growing methods while also introducing technologies of the future like hydroponics and different compost methods.
- 5) Provide partner schools with garden maintenance and management so the garden is well-kept and remains healthy. Plan includes organic fertilizers, pest control, seeds and plants.
- 6) Training for garden volunteers and teachers who would like to be involved in the garden program.
- 7) Showcase the garden program at a school event such as a back-to-school night, providing health education for families of the school.

Opportunities:

- 1) Utilize and continue to build-out the Santa Fe Cougar Ecolab to be a state of the art outdoor learning space.
- 2) Emphasize STEAM garden and food science pedagogy as an interactive method to introduce NGSS requirements in exciting and engaging ways.
- 3) Students will learn not only about gardens and food, but how to apply this learning to problem solving, their culture and heritage, environmental science, and healthy living concepts.
- 4) Food ED is run by local experts in the San Gabriel Valley which means we are dedicated to community partnerships with our schools, teachers, and district for measured success.
- 5) Food ED runs collaboratively, meaning we meet with key stakeholders and community members to make sure the garden is meeting their desires and goals for what they produce and what they want the space to become.

Details:

Food ED collaborates with communities and schools to construct and sustain edible education sites hosting programs on ecosystem stewardship, healthy living, and environmental innovation and entrepreneurship. Food ED welcomes the opportunity to present this proposal for Santa Fe Computer Magnet Middle School for 2022-23.

Our Middle School Garden Lab Program provides Food ED trained educators working with your school's garden leadership team for the desired learning outcomes. We provide expertise, supplies, growing mediums, and care for the space alongside curriculum creation and partnership to make experiential learning come alive. Our agriculture lessons ask students to engage their own heritage as well as the native history of the ecosystem to learn more about the diverse world around them. We also provide the latest tech and hydroponic experiences in the garden as well. These lessons naturally companion science, history, math, culinary arts, social studies, literature, and more. We will work with any teacher to help bring new hands-on experiences in the garden to their lessons and join them with our mission.

Investment

Garden Educator for school year: Weekly September-May; 45-50 minute sessions. (Includes one extra community event per year- Back to school night or Open House).

Weekly educator and NGSS curriculum aligned with teacher and science committee: \$10,820

Annual Supplies**

Soil and organic fertilizers \$600

Plants \$250

Seeds \$100

Irrigation maintenance \$200

Tools (trowels, shovels, pitchforks, gloves, hose replacement) \$300

Summer care - \$1,000 OR \$400 start-up fee if do not elect for summer care.

Total: \$2450

Total for entire 2022-23 school year: \$13,270

**This does not cover large irrigation repairs or irrigation infrastructure matters that stem from the building's or water system's maintenance. Also does not cover major soil (over 2 cubic yards) rebuilding which will need to occur every 4-5 years.

Other programs managed by Food ED at Santa Fe:

Pollinator space and sign rehab \$2500.

This space holds education programming and lessons for the students at Santa Fe. It is a drought tolerant demonstration space where we educate the students and community on bioswales, pollinator plants, drought lessons, and it is a butterfly habitat. We do a handful of community and education programs in the space throughout the year.

Total for this year's pollinator garden program: \$2500.

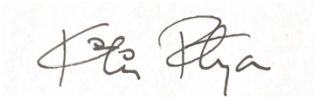
Total for both garden education programs: \$15,770.

Prepared by,
Food ED
Food Exploration and Discovery
EIN 85-1113722

Kristin Ritzau, Founder & Executive Director
(805) 259-8479 cell
krisritzau@explorefooded.org
explorefooded.org



Signatures



11/14/22

Kristin Ritzau, PhD
Executive Director
Food Exploration and Discovery

Date

Dr. Ryan Smith
Superintendent
Monrovia Unified School District

Date

Agenda Item Details

Meeting Date: 2022-12-14 18:30:00

AGENDA ITEM TITLE:

2. 22/23-1064 - FINAL SETTLEMENT AGREEMENT

RECOMMENDATION

The Board of Education is requested to ratify a Final Settlement agreement in regards to Student No. 8260224592 for OAH Case No. 2022-070062 dated November 13, 2022.

Rationale:

Board approval is required for payment of educationally related services and attorney fees for the Final Settlement Agreement, which releases all disputes and claims for Monrovia Unified School District Special Education Student No. 8260224592.

Budget Implication (\$ Amount):

The total cost of the Final Settlement Agreement is \$30, 700.00.

Legal References:

Public Law 94-142; Education Code sections 56361, 56365, 56366, and 56740; and Title 5 CAC 3061 and 3062.

Additional Information:

Settlement Agreement Report #4 is attached.

ATTACHMENTS

- [Settlement Agreement Report 4.pdf](#)

Final Settlement Agreement

Student No. 8260224592

Report #4

Speech and Language through NPA 55 hours to be completed by 6/30/2024	NTE \$9,350.00
Occupational Therapy Services through NPA 55 hours to be completed by 6/30/2024	NTE \$9,350.00
Psycho-Educational IEE through NPA	NTE \$5,000.00
Attorney Fees Yarijanian and Associates.	\$7,000.00

Agenda Item Details

Meeting Date: 2022-12-14 18:30:00

AGENDA ITEM TITLE:

3. 22/23-1066 - CONTRACT WITH CURRICULUM ASSOCIATES, LLC, FOR ELLEVATION SUBSCRIPTION RENEWAL

RECOMMENDATION

The Board of Education is requested to ratify a contract with Curriculum Associates, LLC, for a one-year subscription renewal for Ellevation for the 2022-23 school year.

Rationale:

In accordance with the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act of 2015 (ESSA), Local Education Agencies (LEAs) are required to monitor and regularly assess the progress of all English Learners (ELs) in both English language proficiency and, at least annually, measuring their performance in grade-level core content areas. The Ellevation software platform provides teachers and site administration with tools to closely monitor the academic progress of this subgroup of students while ensuring district administrators remain in compliance with state and federal regulations. The subscription agreement includes educator training, resources, and access to instructional strategies to support ELs with language acquisition and content learning.

Background:

The original Ellevation subscription was approved by the Board of Education on September 9, 2019, for a three-year term ending on September 30, 2022.

Budget Implication (\$ Amount):

The Ellevation subscription cost is \$14,840 and will be funded from Title III and Supplemental and Concentration funds.

Legal References:

Education Code 17604 requires all contracts and agreements to be approved or ratified by the Board of Education.

Additional Information:

A copy of the subscription renewal quote is attached.

ATTACHMENTS

- [Curriculum Associates - Ellevation Subscription Renewal for 2022-23.pdf](#)

Curriculum Associates, LLC Order Form - Q-36270

This Order Form is being entered into between Curriculum Associates, LLC having an address at 153 Rangeway Road, North Billerica, MA 01862 ("Company") and the Customer Name identified as "Customer" below, pursuant to the parties' Master Services Agreement dated 10/1/2022 ("MSA"). In the event of any conflict between this Order Form and the MSA, the terms of this Order Form shall control. This Order Form is effective as of the Subscription Start Date set forth below.

Company: Curriculum Associates, LLC	Customer: Monrovia Unified School District, CA
Representative: Keith Purcaro	Contact Name: Pauline Mariscal
Email: keith.purcaro@ellevationeducation.com	Email: 1417085+pmariscal@monroviaschools.net
Phone: 617-307-5755	Phone:
Address: 153 Rangeway Road, North Billerica, MA 01862	Address: 325 E. Huntington Drive, Monrovia, CA 91016
Start Date: 10/1/2022	End Date: 9/30/2023

Subscription Fees

Product	Quantity	Unit Price	Total Fees
Ellevation (CA)	530	\$13.00	\$6,890.00
Strategies 2022	530	\$15.00	\$7,950.00
Subscription Total:			\$14,840.00

Services Fees

Services Total:	\$0.00
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Total Investment - Q-36270

Grand Total:	\$14,840.00
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Invoicing Schedule: Up Front, In Full

Payment Term: Net 30

Contract Term: 12

To the extent your purchase is subject to sales tax, tax will be applied at final invoicing. If tax exempt, please submit valid exemption certificate with PO and quote in order to avoid processing delays. Exemption certificates can also be submitted to exempt@cainc.com.

Curriculum Associates, LLC

By (Signature): _____
Name (Print): _____
Title: _____
Date: _____

Monrovia Unified School District, CA

By (Signature): _____
Name (Print): _____
Title: _____
Date: _____

Agenda Item Details

Meeting Date: 2022-12-14 18:30:00

AGENDA ITEM TITLE:

4. 22-23-1067 - THINKING MAPS LEARNING COMMUNITY SITE LICENSE RENEWAL PROPOSAL

RECOMMENDATION

The Board of Education is requested to approve a Cost Proposal from Thinking Maps, Inc. for a one-year subscription renewal of the Learning Community Site Licenses for the 2022-23 school year for each of the five elementary schools.

Rationale:

In alignment with our district's goal to improve students' writing achievement, the Learning Community Site License provides teachers and students with an online hub for instruction, professional learning, map creation, and inspiration. The subscription brings a wealth of resources to personalize effective Thinking Maps implementation and promote more impactful use of the maps by teachers, students, and school leaders.

Background:

The Thinking Maps Learning Community was provided as part of our original districtwide contract in the 2021-22 school year. Teachers and administrators who utilize this resource described it as being a valuable resource to promote the implementation of both Thinking Maps and Write From the Beginning. Surveys were sent to all elementary teachers, and results showed that many were interested in utilizing the Thinking Maps Learning Community as a resource. Thinking Maps consultants have committed to incorporating this resource into future training in the winter and spring of the 2022-23 school year.

Budget Implication (\$ Amount):

The total subscription cost for all five elementary schools is \$22,475 and will be paid with Supplemental and Concentration funds.

Legal References:

Education Code 17604 requires all contracts and agreements to be approved or ratified by the Board of Education.

Additional Information:

A copy of the Cost Proposal is attached.

ATTACHMENTS

- [THINKING MAPS - Learning Community Site 1-Year License - 20221214.pdf](#)

Cost Proposal

Thinking Maps, Inc. 401 Cascade Pointe Lane · Cary, NC 27513
Toll Free: (800) 243-9169 · Local (919) 678-8778 · Fax (919) 678-8782
www.thinkingmaps.com

Sep 13, 2022



Representative: **Laura Pitari**
lpitari@thinkingmaps.com
818-395-2253

Thinking Maps® materials are only available as part of *Thinking Maps®* professional development. Contact your local representative with any questions about ordering and/or details regarding implementation.

Quantity	Code	Product Name	Price	Total
5	2660	Thinking Maps® Learning Community Site License - 1 Year	\$ 4,495.00	\$ 22,475.00
			Subtotal	\$ 22,475.00
			Shipping	\$ 0.00
			Tax	\$ 0.00
			Total Material Cost:	\$ 22,475.00

Quantity	Thinking Maps Professional Development	Cost
		\$ 0.00
		\$ 0.00
		\$ 0.00

Additional Training Expenses:

		Total Training Cost:	\$ 0.00
		Grand Total:	\$ 22,475.00

Shipping Charges (% of Subtotal) 6% — Ground 10% — Alaska & Hawaii

Thinking Maps® Learning Community Subscription — No Shipping Charges
(For expedited orders and orders shipped outside the U.S., please call for rates.)

\$7 Minimum on All Orders

Billing Information

School Name/District: Monrovia Unified
Bill To: Greg Gero
Attention: Greg Gero
Billing Address: 325 E Huntington Dr.
City: Monrovia **State:** CA **Zip:** 91016
Phone: 323-243-0407 **Fax:**
Email: ggero@monroviaschools.net

Shipping Information

School Name/District: Monrovia Unified
Ship To: Greg Gero
Attention: Greg Gero
Shipping Address: 325 E Huntington Dr.
City: Monrovia **State:** CA **Zip:** 91016
Phone: 323-243-0407 **Fax:**
Email: ggero@monroviaschools.net

Description Information

091322_Monrovia USD_TMLC 2022-23 school year

Agenda Item Details

Meeting Date: 2022-12-14 18:30:00

AGENDA ITEM TITLE:

5. 22/23-1068 - SCHOOL SITE "SINGLE PLAN FOR STUDENT ACHIEVEMENT" ANNUAL REVISIONS FOR THE 2022-23 SCHOOL YEAR

RECOMMENDATION

The Board of Education is requested to approve revisions to the "Single Plan for Student Achievement" for Bradoaks Elementary Science Academy, Mayflower Elementary School, Monroe Elementary School, Plymouth Elementary School, Wild Rose School of Creative Arts, Clifton Middle School, Santa Fe Computer Science Magnet School, and Monrovia High School for the 2022-23 school year.

Rationale:

As part of the Consolidated Application process, the Board of Education is required to annually approve each site's "Single Plan for Student Achievement" (SPSA) revisions for schools receiving Title I funds. Local Education agencies (LEAs) can require sites not receiving Title I funds to submit a SPSA as well. Plans are submitted when they have been approved by each site's School Site Council in compliance with state regulations.

Background:

The SPSA is required to be revised and updated annually with input from site staff, members of the School Site Council (SSC), and the English Language Advisory Committee (ELAC). The Monrovia Unified School District SPSAs provide a roadmap toward increasing student achievement. Annually, each SSC works to review the plan to ensure effectiveness and coherence with the MUSD Local Control and Accountability Plan (LCAP). These plans are available to the public and on file at each school site.

Budget Implication (\$ Amount):

There is no cost to the district.

Additional Information:

The Single Plan for Student Achievement for each of the five elementary schools is on file in the Educational Services Department.

ATTACHMENTS

- [22-23 SPSAs.pdf](#)

School Year: [2022 - 2023]

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Bradoaks	19647906020424	[10-25-2021]	[Add Local Board Approval date here]

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

The purpose of this plan is targeted student support and improvement.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Bradoaks is committed to creating a safe, caring environment designed to foster individual student success, academic achievement and responsibility. We maintain a climate of high expectations in which all stakeholders believe and demonstrate that all students can attain mastery of grade level standards. Students receive rigorous English Language Arts, Math and Science instruction that challenges our learners and prepares them for their future. Bradoaks provides tiered systems of intervention and support to all students in instruction. Through grade level teams and school leadership teams, the staff follows a professional learning communities (PLC) model of collaboration for the purpose of student achievement. Our focus is on preparing students intellectually, socially, and emotionally for their futures as lifelong learners. Bradoaks emphasizes peaceful conflict resolution and accepting responsibility for one's own actions. Our goal is to personalize behavior management within a consistent, predictable, fair, and productive structure through Positive Behavior Intervention and Support (PBIS). We have school-wide behavior expectations and students are encouraged to R.O.A.R. every day. Students are reminded regularly to be: Respectful, On-task, Attitude in check, and Responsible. Our playground provides a safe and inclusive environment for students during recess and play time. The Renaissance Leaders are comprised of student representatives from grades 4-5, and work to build a positive school community through activities aimed at growing culture and climate. They also work to provide service, and honor student growth and achievement through school-wide celebrations. Just prior to the COVID-19 pandemic, Bradoaks became a science academy. We are committed to developing a strong foundation for our science program which will foster inquiry and project-based learning.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

To plan and prepare for the annual review and update of our SPSA, our school consults with all stakeholders at several points throughout the year. Teachers and staff participate in the process at staff meetings, Instructional Leadership Team, committee meetings, and ongoing communication. Parents and community members provide input through participation in various committees, such as Parent-Teacher Association, School Site Council and English Language Advisory Council. Student and parent input is also gathered through online surveys.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

There are no resource inequities at Bradoaks.

Goals, Strategies, Expenditures, & Annual Review

Complete a copy of the Goal table for each of the school's goals. Duplicate the table as needed.

Goal 1

50% of all students will be at the proficient or advanced levels on STATE assessments in ELA.

Identified Need

There are students who are not proficient in ELA.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC ELA	2022 Grade 3 49% proficient	Grade 3 54% proficient
SBAC ELA	2022 Grade 4 43% proficient	Grade 4 48% proficient
SBAC ELA	2022 Grade 5 48% proficient	Grade 5 52% proficient

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All kindergarten students with a focus on EL, low-income, and foster youth

Strategy/Activity

Each kindergarten class will have an aide for 3 hours a day. They will provide support in ELA and math, especially during center time.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
12,316.00	Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students achieving below grade level expectations in ELA with a specific focus on EL, foster youth, and low income students.

Strategy/Activity

Intervention teacher to provide daily tier 2, tier 3 support in grades k-5 in ELA.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
50,000.00	Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students achieving below grade level expectations in ELA with a specific focus on EL, foster youth, and low income students.

Strategy/Activity

Intervention Aide to provide daily tier 2, tier 3 support in grades k-3 in ELA.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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\$2,000.00	Title I
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Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Kindergarten and third grade students with a focus on EL, foster youth, and low-income

Strategy/Activity

Scholastic News

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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994.00	S & C
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Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students with a focus on EL, foster youth, and low-income

Strategy/Activity

Accelerated Reader

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5,600.00	Title I

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students with an emphasis on those who are not meeting grade level standards and a focus on EL, foster youth, and low-income.

Strategy/Activity

sub coverage for PLC meetings

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
8,550.00	S & C

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students with a focus on EL, foster youth, and low-income

Strategy/Activity

Supplies and materials - outdoor learning spaces

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
6,000.00	S & C

Goal 2

10% of the Bradoaks’ EL population will be reclassified to RFEP status in the 2022-2023 school year. Reclassification of all long term ELs will occur by their 5th grade year.

Identified Need

English-language learners need to make progress on English proficiency.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC Pass rate	2020-2021 17%	20%
Redesignation Rate	2021-2022 11%	

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

EL students achieving below grade level expectations in ELA.

Strategy/Activity

Intervention teacher to provide daily tier 2, tier 3 support in grades TK-5 in ELA.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
25,000.00	Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

EL students achieving below grade level expectations in ELA.

Strategy/Activity

books and materials to support student learning.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,500	S & C

Goal 3

40% of all students will be at the proficient or advanced levels on state assessments in math.

Identified Need

There are students who are not proficient in math.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC math	2022 Grade 3 44% proficient	Grade 3 49% proficient
SBAC math	2022 Grade 4 39% proficient	Grade 4 44% proficient
SBAC math	2022 Grade 5 37% proficient	Grade 5 42% proficient

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All kindergarten students with a focus on EL, low-income, and foster youth

Strategy/Activity

Each kindergarten class will have an aide for 3 hours a day. They will provide support in ELA and math, especially during center time.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
12,316.00	Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students achieving below grade level expectations in math with a specific focus on EL, foster youth, and low income students.

Strategy/Activity

Intervention teacher to provide daily tier 2, tier 3 support in grades k-5 in math.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
17,858.00	Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students with a focus on EL, foster youth, and low-income

Strategy/Activity

Reflex online program (math facts fluency)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,719.00	Title I

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Teaching staff. Supplement materials

Strategy/Activity

books and materials to support the curriculum.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,500	S & C

Goal 4

50% of the students will score proficient on the Science CAST.

Identified Need

Implementation of NGSS standards

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAST	2022 31% proficient	36%
	[Add baseline here]	[Add expected outcome here]

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Training all teachers on project based learning.

Strategy/Activity

Participate in professional development focused on NGSS. Allocation will pay for staff to attend training.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5,200.00	Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students with a focus on EL, foster youth, and low-income

Strategy/Activity

Grade level/classroom supplies for science

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

3,000.00	S & C
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Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Staff to attend the Cue Conference in March 2023

Strategy/Activity

Staff development/training in technology and science.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

2,000.00	S & C
----------	-------

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students in grades 4 - 5, focusing on EL, low-income, and foster youth

Strategy/Activity

Technology for Makerspace

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
9,000.00	S & C

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, focusing on EL, low-income, and foster youth

Strategy/Activity

Food Ed. School garden, provides science lessons with a garden ranger (in-person).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
11,060.00	Title I

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, focusing on EL, low-income, and foster youth

Strategy/Activity

Materials to support NGSS/STEM in the Makerspace/outdoor learning spaces

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10,000	S & C

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students with a focus on EL, low-income, foster youth

Strategy/Activity

Books and materials to support NGSS/STEM

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5,000.00	S & C

Goal 5

Increase the number of parents and students who feel safe and connected to school measured by the LCAP student and parent survey.

Identified Need

There is a need to get parents more involved, and getting students connected to school,

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Healthy Kids Survey	2019	[Add expected outcome here]
Attendance in family/parent events		[Add expected outcome here]
Attendance Rate	10/2019 96.27%	97.25%

	10/2021 92.67%	97.25%
	2021-22 91.36%	96%
Chronic Absentee Rate	2019-20 30 students = .067%	

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students with a focus on low-income, EL, and foster youth

Strategy/Activity

Focus on Tier 1 behavior support using the PBIS model.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

3,000.00

S & C

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students with a focus on low-income, EL, and foster youth

Strategy/Activity

Community liaison to work with families of low-income, EL, and foster youth, encouraging partnership with home and school. Liaison will work with families of students who are chronically absent.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
17,348.00	Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students with a focus on low-income, EL, and foster youth

Strategy/Activity

Provide materials, childcare, and cover teacher hours for parent education

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$2,000.00	Title I

Annual Review

SPSA Year Reviewed: 2021–22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

[Add text here]

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

[Add text here]

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

[Add text here]

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$ 78,102.00
Total Federal Funds Provided to the School from the LEA for CSI	\$ 163,506.89
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$ 223,295.25

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$163,506.89

Subtotal of additional federal funds included for this school: \$ 163,506.89

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
[List state or local program here]	[\$[Enter amount here]]
[List state or local program here]	[\$[Enter amount here]]
[List state or local program here]	[\$[Enter amount here]]
[List state or local program here]	[\$[Enter amount here]]
[List state or local program here]	[\$[Enter amount here]]

Subtotal of state or local funds included for this school: \$ [Enter state or local funds subtotal here]

Total of federal, state, and/or local funds for this school: \$223,295.00

School Plan for Student Achievement (SPSA)

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Clifton Middle School	19-64790-6020432	November 3, 2022	

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

The purpose of this targeted support and improvement plan is to work in partnership with the community to provide for students' diverse opportunities to develop intellectually, culturally, socially, and emotionally. Through equal access to an interconnected and student-centered curriculum, each student is given the opportunity and responsibility to reach his or her maximum potential. Placing emphasis on academic rigor and social/emotional learning, Clifton will meet the learning needs of all students by providing equal access to programs and opportunities that foster success.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Clifton Middle School seeks academic excellence by implementing research-based practices aligned to an instructional focus, critical thinkers write with evidence, to meet the needs of students and to ensure academic growth regardless of ability. Academic progress is a top priority at Clifton. To ensure students are properly prepared for high rigor and adaptive testing measurements, teachers in every core department follow pacing plans with common assessments to measure academic growth on a frequent basis using a variety of methods. To engage diverse learners, teachers incorporate technology into lessons, emphasize role-playing, integrate manipulative activities and laboratory activities, construct models, diagrams, and creative project designs. With an emphasis on literacy, students participate in close reading, Socratic Seminars, journaling, and student presentations. Collaborative co-teaching classes allow students with special needs to integrate heterogeneously into general education classrooms with appropriate support from both general education and special education teachers simultaneously.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

School site council received a data presentation on November 3, 2022. This information was used to create the first draft of the 2022-2023 plan for review and approval by School Site Council on November 3, 2022

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

There are no identified resource inequities noted at this time.

Goals, Strategies, Expenditures, & Annual Review

Complete a copy of the Goal table for each of the school's goals. Duplicate the table as needed.

Goal 1 - ELA

Student groups including foster, homeless, low income, and English learners will improve or maintain pre-pandemic proficiency levels in the subject area of English/language arts.

Identified Need

There are students performing below standard in the area of English/language arts; some of which are foster, homeless, low income, and English learners.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady	Baseline Administration 6th Grade - 38% Proficiency 7th Grade - 34% Proficiency 8th Grade - 44% Proficiency	Post Test Administration 6th Grade - 50% Proficiency 7th Grade - 50% Proficiency 8th Grade - 50% Proficiency
Common Writing Assessment	First CWA administration is November 2022 to determine baseline.	Expected grade level outcomes will be determined using baseline data.
CAASPP (2022)	6th Grade - 60% proficiency 7th Grade - 67% proficiency 8th Grade - 65% proficiency	6th Grade - 66% proficiency 7th Grade - 73% proficiency 8th Grade - 71% proficiency

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, including the student groups of foster, homeless, low income, and English learners.

Strategy/Activity

All teachers will take part in professional learning opportunities during the school year in order to implement effective learning strategies.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identifies the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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\$2,000	S & C
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Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, including the student groups of foster, homeless, low income, and English learners.

Strategy/Activity

After-school tutoring will be offered multiple days a week in the area of English/language arts.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identifies the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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\$2,000	S & C
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Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, including the student groups of foster, homeless, low income, and English learners.

Strategy/Activity

Teachers will be provided supplemental instructional supports to effectively deliver instruction to students which includes technology software and programs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identifies the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

\$3,000	S & C
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Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students and families, including the student groups of foster, homeless, low income, and English learners.

Strategy/Activity

Food Ed aligned to all core content areas. STEAM centered agricultural lab accessible to all students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local. The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

\$3,078.25	S & C
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Goal 2 - Math

Student groups including foster, homeless, low income, and English learners will improve or maintain pre-pandemic proficiency levels in the subject area of mathematics.

Identified Need

There are a majority of students performing below standard in the area of mathematics; some of which are foster, homeless, low income, and English learners.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iready	Baseline Administration 6th Grade - 26% Proficiency 7th Grade - 27% Proficiency 8th Grade - 23% Proficiency	Post Test Administration 6th Grade - 35% Proficiency 7th Grade - 35% Proficiency 8th Grade - 35% Proficiency
CAASPP	6th Grade - 46% proficiency 7th Grade - 48% proficiency 8th Grade - 34% proficiency	6th Grade - 52% proficiency 7th Grade - 54% proficiency 8th Grade - 40% proficiency

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, including the student groups of foster, homeless, low income, and English learners.

Strategy/Activity

All teachers will take part in professional learning opportunities during the school year in order to implement effective learning strategies.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$2,000	S & C

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, including the student groups of foster, homeless, low income, and English learners.

Strategy/Activity

After-school tutoring will be offered multiple days a week in the area of mathematics.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$2,000	S & C

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students and families, including the student groups of foster, homeless, low income, and English learners.

Strategy/Activity

Food Ed aligned to all core content areas. STEAM centered agricultural lab accessible to all students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local. The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

\$3,078.25	S & C
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Goal 3 - ELD

English learners will improve proficiency levels in the subject area of English/language arts and math that increase the redesignation rate.

Identified Need

There are a number of English learners who are performing below standard in English and math in addition to not meeting the requirements of redesignation.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady	Baseline Administration 6th Grade 26% Proficiency 7th Grade 27% Proficiency 8th Grade 23% Proficiency	Post Test Administration 6th Grade - 40% Proficiency 7th Grade - 40% Proficiency 8th Grade - 40% Proficiency

ELPAC	10 out of 14 students were redesignated (71%)	The goal is to increase the redesignation of the remaining 4 students.
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Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All English Learners.

Strategy/Activity

All teachers will take part in professional learning opportunities during the school year in order to implement effective learning strategies.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$2,000	S & C

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All English Learners.

Strategy/Activity

After-school tutoring will be offered multiple days a week in the area of English/language arts and mathematics, EL students will receive specific invitation and encouragement to attend.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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\$2,000	S & C
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Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All English Learners.

Strategy/Activity

Teachers will take part in professional learning community days to take part in the cycle of inquiry with fidelity to plan, discuss data, and inform instruction.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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\$1,500	S & C
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Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All English Learners.

Strategy/Activity

Teachers will take part in staff development days and activities related to ELD instruction and SDAIE strategies.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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\$2,000	S & C
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Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students and families, including the student groups of foster, homeless, low income, and English learners.

Strategy/Activity

Our office manager will act as our community liaison specifically to provide outreach to the ELD population and community.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$2,000	S & C

Goal 4 - Science

Student groups including foster, homeless, low income, and English learners will improve proficiency levels in the subject area of NGSS Science.

Identified Need

Students will receive implementation of the integrated NGSS standards in the area of science.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAST	40% Proficiency	46% Proficiency

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, including the student groups of foster, homeless, low income, and English learners.

Strategy/Activity

All teachers will take part in professional learning opportunities during the school year in order to implement effective learning strategies.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

\$2,000

S & C

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, including the student groups of foster, homeless, low income, and English learners.

Strategy/Activity

After-school tutoring will be offered multiple days a week in the area of Science.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

\$2,000

S & C

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, including the student groups of foster, homeless, low income, and English learners.

Strategy/Activity

Teachers will provide supplemental instructional supplies through NGSS aligned educational experiences for students in the form of labs that far extend beyond the core curriculum.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identifies the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$1,000	S & C

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, including the student groups of foster, homeless, low income, and English learners.

Strategy/Activity

Teachers will provide supplemental instructional supplies to aligned educational experiences for students in the form of STEM activities in the Paxton-Patterson Laboratory.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$2,000	S & C

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, including the student groups of foster, homeless, low income, and English learners.

Strategy/Activity

Teachers will have additional planning time to provide educational experiences for students in the form of STEM activities in the Paxton-Patterson Laboratory..

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$2,500	S & C

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students and families, including the student groups of foster, homeless, low income, and English learners.

Strategy/Activity

Food Ed aligned to all core content areas. STEAM centered agricultural lab accessible to all students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local. The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

\$3,078.25

S & C

Goal 5 - Student Engagement

All students, including the student groups of foster, homeless, low income, and English learners will improve their involvement in academic opportunities, co-curricular opportunities, and extra-curricular opportunities at Clifton.

Identified Need

Improve student connectedness for all students including the student groups of foster, homeless, low income, and English learners.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Healthy Kids Survey	Required participation not met for reporting	SCI 300
Discipline data	Baseline Administration (Office Data Referrals)	Establish baseline for major/minor infractions and interventions
	Out of School Suspendable Offenses: 30	Reduce number of out of school suspensions
Attendance data	91.70% Overall Attendance	96% Overall Attendance

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Identified students who need behavioral supports, with a focus of identifying students who are foster, homeless, low income, and English learners.

Strategy/Activity

Teachers will provide Tier I, universal behavioral support to all students through the implementation of Positive Behavior Interventions and Supports (PBIS). This will entail whole staff training, planning, and implementation throughout the course of the 2022-2023 school year.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

\$6,000

S & C

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, including the student groups of foster, homeless, low income, and English learners.

Strategy/Activity

Instructional Assistant will provide ongoing support to all student groups through classroom support, behavioral support, behavior accountability oversight, data monitoring and rewards. Instructional assistant is an active member in the PBIS team and helps effectively implement MTSS.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

\$30,000

S & C

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, including the student groups of foster, homeless, low income, and English learners.

Strategy/Activity

The school counselor and instructional assistant will serve as Positive Behavior Intervention Support coordinators to oversee school-wide programs that focus on rewarding positive behavior. This will entail weekly and monthly rewards and/or events to celebrate students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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\$1,200	S & C
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Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, including the student groups of foster, homeless, low income, and English learners.

Strategy/Activity

All students will have equal access to the after school, year-long robotics program that will serve as an outreach to elementary schools to draw STEM interest district-wide. The focus of the outreach is to provide Robotics opportunities to students who do not have the opportunity to do this on their own. This cost will go to support the certificated staff member in the form of a stipend for the year long oversight of the program.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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\$2,000	S & C
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Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, including the student groups of foster, homeless, low income, and English learners.

Strategy/Activity

One teacher will serve as the music coordinator to oversee school-wide programs that focus on band, choir, and orchestra. This will entail after school events and competitions not available during the school day. These programs are the only opportunity for many students who cannot get the chance to do extra-curricular programs at home.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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\$2,000	S & C
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Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, including the student groups of foster, homeless, low income, and English learners who are all invited and contacted for these meetings.

Strategy/Activity

Teachers will provide supplemental instructional supplies to aligned educational experiences for students in the form of art activities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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\$2,000	S & C
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Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, including the student groups of foster, homeless, low income, and English learners.

Strategy/Activity

The school counselor and instructional assistant will provide incentives and rewards to support the Positive Behavior Intervention Support program which includes supplies.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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\$4,000	S & C
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Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, including the student groups of foster, homeless, low income, and English learners.

Strategy/Activity

All students will have open access to the opt-in Clifton Arts Program. This experience is intended for all students and will cover all forms of art. The purpose is to offer an arts program that would not normally be accessible by particular student groups due to mandatory elective offerings within their school day.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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\$5,500	S & C
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Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students and families, including the student groups of foster, homeless, low income, and English learners.

Strategy/Activity

Our instructional assistant will progress monitor and pull specific students for targeted academic support to provide functional skills in the area of organization and motivation aligned to core content areas.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identifies the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

\$3,000

S & C

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students and families, including the student groups of foster, homeless, low income, and English learners.

Strategy/Activity

Food Ed aligned to core content areas. STEAM centered agricultural lab accessible to all students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local. The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

\$3,078.25

S & C

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students and families, including the student groups of foster, homeless, low income, and English learners.

Strategy/Activity

One teacher will provide a Renaissance/Leadership ASB elective that provides school engagement activities during and after school that promotes and celebrates student achievement and school engagement.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local. The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

\$2,000

S & C

Annual Review

SPSA Year Reviewed: 2022–23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

[Add text here]

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

[Add text here]

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

[Add text here]

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$100,013
Total Federal Funds Provided to the School from the LEA for CSI	\$ 0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$ 0

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
[List federal program here]	\$0
[List federal program here]	\$0
[List federal program here]	\$0
[List federal program here]	\$0
[List federal program here]	\$0

Subtotal of additional federal funds included for this school: \$ 0

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
[List state or local program here]	\$0
[List state or local program here]	\$0
[List state or local program here]	\$0
[List state or local program here]	\$0
[List state or local program here]	\$0

Subtotal of state or local funds included for this school: \$ 0

Total of federal, state, and/or local funds for this school: \$100,013

School Year: [2022-2023]

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Mayflower Elementary	19-64790-6020457	10/24/22	11/2/22

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

The purpose of this plan is targeted student support and improvement.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Mayflower is focused on providing excellent instruction and a quality learning environment for all students. Students receive rigorous English Language Arts, Math and Science instruction that challenges our learners and prepares them for their future. Mayflower provides tiered systems of intervention and support to all students in three main areas: instruction, attendance, and social-emotional-behavior. Mayflower provides tier 2 intervention via targeted instruction by the classroom teacher and use of the iReady program. Additionally, Tier 3 support is provided to students through skill specific intensive intervention provided by an on-site interventionist, instructional aide and special education teachers. Through grade level teams and school leadership teams, the staff follows a professional learning communities (PLC) model of collaboration for the purpose of student achievement. Mayflower school provides a positive learning environment for all students. Our focus is on preparing students intellectually, socially, and emotionally for their futures as lifelong learners. Mayflower emphasizes peaceful conflict resolution and accepting responsibility for one's own actions. Our goal is to personalize behavior management within a consistent, predictable, fair, and productive structure called Positive Behavior Intervention and Support (PBIS). We have school-wide behavior expectations and students are encouraged to S.A.I.L. every day. Students are reminded regularly to: Strive to be their best, remember that Attitude matters, use Integrity always and Lead by example. In addition, our "Mayflower Pledge" guides student character and behavioral choices, as does our Mariner song. Our typical playground experience is guided by the Playworks philosophy and all playground staff will again be deeply trained in the Playworks program this year. Our playground offers a safe and inclusive environment for students during recess and play time. This year we have launched a school wide initiative aimed at building social emotional learning across our campus. This initiative will include staff training and SEL curriculum. Our school counselor is an integral part of our social emotional learning and PBIS program, not only via one on one school counseling, but through school wide activities, groups sessions, and focused attention to positive attendance. Our Renaissance team, composed of student representatives from grades 3-5, works to build a positive school

community through activities aimed at growing culture and climate. They also work to provide service, and honor student growth and achievement through school-wide celebrations.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

In order to plan and prepare for the annual update of the SPSA, our school consults with all stakeholders at several points throughout the year. Teachers and staff participate in the process at staff meetings, Instructional Leadership Team meetings, committee meetings, and through ongoing communication. Parents and community members provide input through participation in various committees, such as the School Site Council and English Language Advisory Committee. Student and parent input is also gathered through online surveys and discussions at parent meetings.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Based on current data analysis, there are no resource inequities observed at this time.

Goals, Strategies, Expenditures, & Annual Review

Complete a copy of the Goal table for each of the school's goals. Duplicate the table as needed.

Goal 1

English Language Arts

Identified Need

Based on Spring 2022 SBAC Assessment data, Mayflower had 44% of students achieve below grade level in third grade, 32% of students achieve below grade level in fourth grade, and 33% of students achieve below grade level in fifth grade.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2022/2023 SBAC English Language Arts	2022 SBAC ELA: 3rd Grade 56% Proficient or above	Percent proficient or above at each grade level on 2023 SBAC ELA to be 80%

	4th Grade 68% Proficient or above 5th Grade 67% proficient or above	
MAP Reading Growth - Baseline	Reported for High Average or above Kindergarten 72% 1st Grade 47% 2nd Grade 57% 3rd Grade 48% 4th Grade 63% 5th Grade 55%	80% at or above proficient for all grade levels
Common Writing Assessment Fall CWA	Reported for at or above proficient K 1 2 3 4 5	80% at or above proficient for all grade levels

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students with specific strategies to scaffold for EL, foster youth and low income students.

Strategy/Activity

Scholastic News subscription as supplemental reading material to increase volume reading

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

\$3249.16

SC

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students with specific strategies to scaffold for EL, foster youth and low income students.

Strategy/Activity

Tier 3 daily academic ELA intervention for students in Grades K-5

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Cost of intervention teacher	\$58,647.00	T1
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Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students with specific strategies to scaffold for EL, foster youth and low income students.

Strategy/Activity

Kindergarten Instructional Aides (5) daily support in the classroom

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

\$55,000.00		T1
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Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students with specific strategies to scaffold for EL, foster youth and low income students.

Strategy/Activity

Accelerated Reader Program license to increase volume reading

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

\$5858.25	S & C
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Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students with specific strategies to scaffold for EL, foster youth and low income students.

Strategy/Activity

Guided Reading materials or support

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

\$1,600.00	S & C
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Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students with specific strategies to scaffold for EL, foster youth and low income students.

Strategy/Activity

SIPPS AM Intervention

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
Cost of facilitation	
Cost of materials	

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students with specific strategies to scaffold for EL, foster youth and low income students.

Strategy/Activity

Writing instruction training, materials or support

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
Cost of materials and resources \$1,000.00	S & C
Cost of 3 Coaching Days \$6,600.00	T1
Cost of subs for training \$2,500.00	S & C

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students with specific strategies to scaffold for EL, foster youth and low income students.

Strategy/Activity

Release time for Professional Learning Community dialogue, data review, next step planning and training

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
Cost of substitutes	\$7,000.00 S & C

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students with specific strategies to scaffold for EL, foster youth and low income students.

Strategy/Activity

Instructional Leadership Team will hold regularly scheduled ILT meetings to address areas related to instruction and assessment.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
Cost extra hours for meetings	\$3500.00 S & C

Goal 2

English Language Development

Identified Need

English Language Learners are not proficient in English

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
RFEP Data	Aeries RFEP status:	Maintain reclassification rate of: 25% or higher

	RFEP in 2022 - 9/33 27% ELL were RFEPd RFEP in 2021 - 7/32 (22%) ELL were RFEPd 17/62 (32%) ELL were RFEPd in 2020 30/83 (36%) ELL were RFEPd in 2019 25/92 (27%) ELL were RFEPd in 2018	
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Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Language Learners

Strategy/Activity

See Goal 1 - Strategies 1-9

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

See Goal 1, Strategies 1-9

N/A

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Language Learners

Strategy/Activity

After-school language development program utilizing elements of TELA

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)		Source(s)
Cost of materials	\$1,000.00	S & C
Cost of facilitation	\$400.00	S & C

Goal 3

Mathematics

Identified Need

Based on 2022 Smarter Balanced Summative Assessment (SBAC) data for math, Mayflower has 38% of students achieve below grade level in third grade, 33% of students achieve below grade level in fourth grade and 43% of students achieve below grade level in fifth grade.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2022 SBAC Mathematics	2022 SBAC Mathematics: 3rd Grade 62 % Proficient or above 4th Grade 67% Proficient or above 5th Grade 57% Proficient or above	Percent proficient and above at each grade level on 2023 SBAC Mathematics to be 80%
2022-23 MAP Math Growth	Fall 2022 Reported for High Average or above K - 70% 1 - 52% 2 - 60% 3 - 53% 4 - 52% 5 - 63%	Spring 2023
Swun Math Assessment - Fall	Reported as Proficient or advanced: K 1 2 3 4 5	Swun Math Assessment All grade 80% Proficient and Advanced

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, with a specific focus on EL, foster youth, and low income students.

Strategy/Activity

Tier 3 daily academic Math intervention for students in grades K-5

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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See Goal 1, Strategy 2 - Cost of interventionist	
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Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, with a specific focus on EL, foster youth, and low income students.

Strategy/Activity

Materials and resources to support math intervention & instruction

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Standards Plus Intervention Kits \$6,000.00	S & C
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Math intervention/instruction materials \$500.00	S & C
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Goal 4

Science and Technology

Identified Need

Ongoing implementation of NGSS, along with the desire to grow and expand in the area of STEAM. Materials and instruction that support the new NGSS standards in science.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAST	2022 CAST 55% Proficient and advanced	80% proficient and above on 2023 CAST

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Creation of a Makerspace

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
Cost of materials	\$3,000.00 S & C

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Supplies, materials and training to support science, technology, engineering, art and math instruction

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

S & C

Goal 5

Student Engagement

Identified Need

Mayflower's 2019 CA Dashboard data shows a chronic absenteeism rate at 9.3%. There was no 2020 CA Dashboard report due to COVID-19. 2021-22 continued to be affected by a high level of absenteeism. Last year, our September positive attendance rate was 92.7%. This year months 1 and 2 are 93.8%.

Mayflower has and will continue to monitor attendance and engagement closely, create school wide initiatives to support positive attendance and grow our SEL and PBIS programs to support culture, climate, and student and family engagement.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Aeries Attendance Report	September 2022 Average Daily Attendance Summary: 91.92%	98% positive attendance
TFI September	September 2022 Pre-TFI: 0 areas score of 0 2 areas score of 1 13 areas score of 2 Overall: 93% Current T1 Silver Medal Status	Spring 2023 TFI

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, targeting foster and homeless youth and chronically absent students

Strategy/Activity

Implementation of Positive Behavior Intervention and Support program to support behavior and increase connectedness at school.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
PBIS Incentives \$500.00	S & C
Cost of extra hours - PBIS Team Collaboration \$1,500.00	S & C
Cost of subs for release days for Team training and planning \$11,000.00	S & C

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, targeting foster and homeless youth, chronically absent and low achieving students

Strategy/Activity

Student Study Team/Student Attendance Review Team to support students with challenges in and out of the classroom, including attendance

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

SST member release/subs -	\$5,600.00	S & C
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Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, targeting foster and homeless youth, chronically absent and low achieving students

Strategy/Activity

Implementation of Renaissance Education to promote positive culture, climate, character and connectedness, while celebrating achievements and addressing needs and challenges of the school community.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Cost of materials, supplies and resources for the program.	\$500.00	S & C
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Cost of program facilitation	\$800.00	S & C
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Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, targeting foster and homeless youth, chronically absent and low achieving students

Strategy/Activity

Staff SEL coaching and training in SEL systems, language and program

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)		Source(s)
Cost of 4 training sessions	\$6,500.00	S & C
Cost of materials	\$8,000.00	S & C

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, targeting foster and homeless youth, chronically absent and low achieving students

Strategy/Activity

School General Leadership Team will hold regularly scheduled GLT meetings to address areas of climate, culture and attendance.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)		Source(s)
Cost extra hours for meetings	\$3,500.00	S & C

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$ 73,507.85
Total Federal Funds Provided to the School from the LEA for CSI	\$119,560.78
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$ 193,068.63

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
[List federal program here]	\$[Enter amount here]
[List federal program here]	\$[Enter amount here]
[List federal program here]	\$[Enter amount here]
[List federal program here]	\$[Enter amount here]
[List federal program here]	\$[Enter amount here]

Subtotal of additional federal funds included for this school: \$ [Enter federal funds subtotal here]

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
[List state or local program here]	\$(Enter amount here)
[List state or local program here]	\$(Enter amount here)
[List state or local program here]	\$(Enter amount here)
[List state or local program here]	\$(Enter amount here)
[List state or local program here]	\$(Enter amount here)

Subtotal of state or local funds included for this school: \$ [Enter state or local funds subtotal here]

Total of federal, state, and/or local funds for this school: \$[Enter total funds here]

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations.

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 10/24/22.

Attested: Sign, Print and date

Michele Costarella
Principal

Chris Esslinger
SSC Chair

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the

TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the

Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:

- A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
 - 1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 - 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.
- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
 - F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 1. Ensure that those students' difficulties are identified on a timely basis; and
 2. Provide sufficient information on which to base effective assistance to those students.
 - G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
 - H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
 - I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE’s School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education’s “Using Evidence to Strengthen Education Investments” at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education’s “Using Evidence to Strengthen Education Investments” <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

School Year: [2022-2023]

School Plan for Student Achievement (SPSA)

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Monroe Elementary	19647906020465	October 27, 2022	[Add Local Board Approval date here]

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

The purpose of the school plan is Targeted Support and Improvement.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

As a means of meeting the ESSA requirements, Monroe has aligned its resources and actions with the MUSD's LCAP and will monitor progress of all students including English Learners, socioeconomically disadvantaged, and foster/homeless youth. Monroe will focus on providing social emotional learning, hands-on learning and target intervention to support all students.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

To plan and prepare for the annual review and update of our SPSA, our school consults with all of our stakeholders at several points throughout the year. Teachers and staff participate in the process at staff meetings, Instructional Leadership Team meetings, and ongoing communication between administration and staff. Parents and community members provide input through participation in various committees, such as Parent-Teacher Association, School Site Council and English Language Advisory Council.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

There are no resource inequities at this time at Monroe Elementary School.

Goals, Strategies, Expenditures, & Annual Review

Complete a copy of the Goal table for each of the school's goals. Duplicate the table as needed.

Goal 1

100% of students in grades 2nd-5th will be on grade level or above in the iReady reading assessment.

100% of students in grade 3rd, 4th, and 5th will meet or exceed standards on the English Language Arts SBAC summative assessments.

Identified Need

Many students at each grade level, including EL, foster youth and low income are not meeting standard on the English Language Arts SBAC summative assessments and are below grade level in the iReady reading assessment.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2nd grade iReady Reading Assessment	51% on grade level or above	80% on grade level or above
3rd grade iReady Reading Assessment	50% on grade level or above	80% on grade level or above
4th grade iReady Reading Assessment	68% on grade level or above	80% on grade level or above
5th grade iReady Reading Assessment	61% on grade level or above	80% on grade level or above

3rd grade ELA SBAC Assessment	43% meeting standard or above	80% meeting standard or above
4th grade ELA SBAC Assessment	60% meeting standard or above	80% meeting standard or above
5th grade ELA SBAC Assessment	39% meeting standard or above	80% meeting standard or above

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students with a focus on EL, Foster youth and low income and students who experienced learning loss as a result from remote learning.

Strategy/Activity

Provide materials, resources, digital licenses, and training for teachers to facilitate small group differentiated Tier II instruction during the language arts instructional block.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$ 2,966.00	Title I
\$9,321.00	S & C Funds

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students in 1-5 with a focus on EL, Foster youth and low income and students who experienced learning loss as a result from remote learning.

Strategy/Activity

Students in grades 1-5 will have access to a diverse range of fiction and non-fiction literature in the school library and every classroom library. The books will complement and align with writing lessons and enrich and extend the reading curriculum.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$ 11,191.00	Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students in 1-5 with a focus on EL, Foster youth and low income and students who experienced learning loss as a result from remote learning.

Strategy/Activity

Part-time instructional assistants to support TK and Kindergarten students as well as Tier III reading intervention instruction. There will also be a plan to have substitutes to ensure instruction is not disrupted and additional hours allocated for training and development of the staff.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$ 25,309.00 (Salaries)	Title I
\$ 20,017.00 (substitutes and training)	S & C

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students in 1-5 with a focus on EL, Foster youth and low income and students who experienced learning loss as a result from remote learning.

Strategy/Activity

Salary of full-time instructional interventionist to support Tier II reading Intervention program and facilitate the Tier III intervention laboratory for struggling students in reading.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$50,838.00 (Salary)	Title I
\$20,547.00 (Benefits)	Title I

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students in 1-5 with a focus on EL, Foster youth and low income and students who experienced learning loss as a result from remote learning.

Strategy/Activity

Monroe Tutoring Resource Center - Salary and resources for two employees to operate the after school Tutoring Resource Center that provides tutoring, instructional intervention and homework support to students and families.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$ 2,648.00	Title I
\$ 3,075.00	S & C

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students in 1-5 with a focus on EL, Foster youth and low income and students who experienced learning loss as a result from remote learning.

Strategy/Activity

Grade level planning for special projects such as unit development, planning for differentiated reading instruction, and planning for cross-linguistic instructional connections.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$ 6,780.00	Title I

Goal 2

100% of students in grades 2nd-5th will be on grade level or above in the iReady mathematics assessment.

100% of students in grade 3rd, 4th, and 5th will meet or exceed standards on the Mathematics SBAC summative assessments.

Identified Need

Many students at each grade level, including EL, foster youth and low income are not meeting standard on the Mathematics SBAC summative assessments and are below grade level in the iReady mathematics assessment.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2nd grade iReady Mathematics Assessment	51% on grade level or above	80% on grade level or above
3rd grade iReady Mathematics Assessment	50% on grade level or above	80% on grade level or above
4th grade iReady Mathematics Assessment	68% on grade level or above	80% on grade level or above

3rd grade Mathematics SBAC Assessment	48% meet or exceed standard	70% meet or exceed standard
4th grade Mathematics SBAC Assessment	49% meet or exceed standard	70% meet or exceed standard
5th grade Mathematics SBAC Assessment	27% meet or exceed standard	70% meet or exceed standard

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students with a focus on EL, Foster youth and low income and students who suffered learning loss from distance/hybrid learning.

Strategy/Activity

Enhance existing mathematics core curriculum with hands-on resources that support students during small group differentiated instruction and centers.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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\$ 15,541.00	Title I
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Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students with a focus on EL, Foster youth and low income and students who suffered learning loss from distance/hybrid learning.

Strategy/Activity

Create a space where students have an opportunity to collaborate inside the classroom and in a separate hands-on laboratory. Students will be able to make, learn, and explore in a shared space. They will utilize mathematical reasoning and practice critical 21st century skills in the fields of science, technology, engineering and mathematics (STEM). self-confidence.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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\$ 15,541.00	Title I
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\$ 16,200.00

S & C

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students in 1-5 with a focus on EL, Foster youth and low income and students who experienced learning loss as a result from remote learning.

Strategy/Activity

Grade level planning for special projects such as unit development, planning for differentiated mathematics instruction, and planning for cross-linguistic instructional connections.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

\$ 1,400.00

Title I

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students in 1-5 with a focus on EL, Foster youth and low income and students who experienced learning loss as a result from remote learning.

Strategy/Activity

Monroe Tutoring Resource Center - Salary and resources for two employees to operate the after school Tutoring Resource Center that provides tutoring, instructional intervention and homework support to students and families.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

\$ 2,000.00

Title I

Goal 3

Increase the reclassification rate of English Language students.

Identified Need

Many ELs are below standard in ELA and have not reclassified.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reclassification Rate	6%	20%

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students who are considered English Language Learners and those who are on the path to being regarded as Long Term English Language Learners.

Strategy/Activity

Provide differentiated support and resources before and or after school to English Learners (emergent bilinguals). Teachers will receive additional training and support to increase English Language Development at learner ELPAC levels.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$ 6,000.00	Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students who are considered English Language Learners and those who are on the path to be Long Term English Language Learners.

Strategy/Activity

Provide special recognition and celebration for students who make growth or achieve reclassification as an English proficient student (i.e.recognitions, awards, ceremony).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$ 1,000.00	Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students who are considered English Language Learners and those who are on the path to be Long Term English Language Learners.

Strategy/Activity

Provide workshops for parents and families of English Language Learners (emergent bilinguals). The activities will foster family and school connectedness as well as resources for staff and families to better support students' English language development and acquisition.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$ 3,433.50	Title I
\$2,281.00	S & C

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students who are considered English Language Learners and those who are on the path to be Long Term English Language Learners.

Strategy/Activity

Salary of full-time interventionist to support Response to Intervention, iReady classroom laboratory and provide support with designated English Language Development (ELD).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$50,838.00 (Salary)	Title I
\$20,547.00 (Benefits)	Title I

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students who are considered English Language Learners and those who are on the path to be Long Term English Language Learners.

Strategy/Activity

Provide materials, resources, digital licenses, and training for teachers to provide effective English language development during the designated ELD instructional block.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$ 11,191.00	Title I

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity

Goal 4

Promote student engagement and positive attendance, while fostering parental involvement in a safe, welcoming and nurturing school environment. We want to provide programs that support our staff and students in learning in social emotional areas and with hands-on learning, experiential learning, opportunities; (S.T.E.M. Art, SEL) to better engage them and motivate them to learn and attend school.

Identified Need

Students in 1-5 with a focus on EL, Foster youth and low income and students who experienced learning loss as a result from remote learning and did not have many experiential learning opportunities due to COVID-19 safety protocols.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Average Daily Attendance	92.32%	96%

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students with a focus on EL, Foster youth and socioeconomically disadvantaged.

Strategy/Activity

DI Pathways - Medals and seals_for promoting 5th grade Dual Immersion students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

\$563.00

Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students with a focus on EL, Foster youth and socioeconomically disadvantaged.

Strategy/Activity

Students will be explicitly taught school expectations in each school setting and be incentivised for meeting expectations. The school will provide a ROAR Store and other incentives that students can be rewarded for following school expectations.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

\$ 500.00

Title I

\$ 825.00

S & C

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students with a focus on EL, Foster youth and socioeconomically disadvantaged.

Strategy/Activity

Provide parent and family workshops that focus on bridging families to school. The school will facilitate mathematics, literacy, hands-on experimental S.T.E.M and various forms of art nights throughout the academic year.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$ 3,433.50	Title I

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students with a focus on EL, Foster youth and socioeconomically disadvantaged.

Strategy/Activity

Hospitality and child care for parent meetings.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$ 500.00	Title I

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students with a focus on EL, Foster youth and socioeconomically disadvantaged.

Strategy/Activity

To provide the Community Liaison position extra hours to better build relationships, provide resources, assist with truant students, and assist families during family engagement workshops.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$ 3,000.00	Title I

Annual Review

SPSA Year Reviewed:

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

To be analyzed after the plan has been implemented.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

To be analyzed after the plan has been implemented.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

To be analyzed after the plan has been implemented.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$

Total Federal Funds Provided to the School from the LEA for CSI

\$	
----	--

Total Funds Budgeted for Strategies to Meet the Goals in the SPSA

\$	
----	--

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$183,382.00
[List federal program here]	\$(Enter amount here)
[List federal program here]	\$(Enter amount here)
[List federal program here]	\$(Enter amount here)
[List federal program here]	\$(Enter amount here)

Subtotal of additional federal funds included for this school: \$183,382.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
S & C	\$95,772.25
[List state or local program here]	\$(Enter amount here)
[List state or local program here]	\$(Enter amount here)
[List state or local program here]	\$(Enter amount here)
[List state or local program here]	\$(Enter amount here)

Subtotal of state or local funds included for this school:

Total of federal, state, and/or local funds for this school: \$95,772.25

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Monrovia High School	19 64790 1935923	12/5/22	

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

The purpose of this plan is to provide targeted support and improvement to ensure success for all students with specific focus on the student populations of English Learners, Foster Youth and Homeless.

School's Mission

The Monrovia Unified School District is committed to devoting its energy, resources, and support to provide, thorough quality staff and service, academically rigorous educational programs which foster the maximum development of each student's: desire, skill, and confidence to learn; academic potential and success; vocational and technological interests, talents, and skills; social, civic, and cultural understanding and participation; and a sense of accomplishments, self-responsibility, and self-worth within a challenging, supportive, safe, orderly, and positive learning environment, by working actively and cooperatively as students, staff, parents, and community.

School's Vision

The Monrovia High School Community aims to prepare lifelong learners who are equipped to live meaningful and productive lives in a diverse and rapidly changing global society.

Monrovia High School benefits from a supportive and collaborative team of staff, students, and parents serving on School Site Council, PTSA, and the District LCAP Committee to provide input in creating goals for continued improvement. Regularly scheduled meetings allow for the analysis of data (standardized assessments, surveys, attendance, budgetary, etc) to guide the reflection on and creation of new goals. The LCAP goals of 1) Student Achievement 2) Proficiency in literacy and 3) Student engagement guide our specific school site's goals. LCAP goal #1 focuses on student achievement as a result of quality classroom instruction and curriculum, both of which are supported by quality first instruction. LCAP goal #2 focuses on lifelong

literacy skills for all students and are monitored by RI, SBAC, and AP scores. LCAP goal #3 focuses on the engagement of all students in meaningful and enriching activities that foster success.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Monrovia High School engages in regularly scheduled School Site Council Meetings, LCAP Advisory, ELAC Advisory, WASC Action Plan committee meetings, and the site Instructional Leadership Team meetings to review and analyze student performance data, develop and review goals, and evaluate the effectiveness of intervention programs.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

There are no resource inequities identified at this time.

Goals, Strategies, Expenditures, & Annual Review

Complete a copy of the Goal table for each of the school's goals. Duplicate the table as needed.

Goal 1

Increase the percent of ALL students, including EL, Special Education, Socio-Economically Disadvantaged, Foster Youth, and Homeless Program student subgroups meeting proficiency in ELA as measured on the 11th grade SBAC

Identified Need

There are students performing below standard in the area of English/language arts; some of which are special education, foster, homeless, low income, and English learners.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2022 SBAC ELA	68% of ALL students Met or Exceeded Standard for ELA 32% Standard Not Met	Increase 11th grade students performing at or above proficiency.

2022 SBAC English Learner	100% Standard Not Met	Increase 11th grade EL students performing at or above proficiency.
2022 SBAC Special Education	14% of SPED students Met or Exceeded Standard for ELA 86% Standard Not Met	Increase 11th grade SPED students performing at or above proficiency.
2022 SBAC Socio-Economic Disadvantaged	60% of SED students Met or Exceeded Standard for ELA 40% Standard Not Met	Increase 11th grade SED students performing at or above proficiency.
2022 SBAC Homeless Program	55% of Homeless Program students Met or Exceeded Standard for ELA 45% Standard Not Met	Increase 11th grade Homeless Program students performing at or above proficiency.
2022 SBAC Foster Program*	*Not Applicable (10 or Fewer Students Tested)	*Not Applicable (10 or Fewer Students Tested)

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Professional Learning Series

Teachers collaboratively identify essential standards, identify common pacing plans, identify a common formative assessment, and implement opportunities for academic enrichment or intervention. ELA, Social Science and Special Education department chairs to attend Professional Learning Series.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$11,000	S & C

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Increase student attendance to promote high academic achievement and ensure student safety through on-going student support.

Attendance Incentives: Monthly student attendance awards and celebrations.

Saturday School: Students in grades 9-12 are provided monthly opportunities to make-up missed instructional days and to enrich their educational experiences

SART/SARB: Attendance is vital to student well-being, academic success, and safety. During the SART/SARB processes the home and school work together to identify behavioral patterns of problem students. Parents are given helpful information regarding the importance of attendance and ways to ensure better student attendance.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$2,000	S & C

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

ELA and Social Science teachers are provided extra hours of pay for teacher collaboration time to identify areas of needs from common formative assessments and to determine opportunities for enrichment and growth to modify daily classroom instruction. Monthly department meetings and PLC time, including the bi-annual PD days to support teacher collaboration time.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$8,400	S & C

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

EL students

Strategy/Activity

Purchase additional EL instructional supplies and curriculum to supplement the district adopted EL textbooks. This will support the increase of EL students successfully acquiring English skills, improving performance on the ELPAC and meeting redesignation criteria.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$5,000	S & C

Goal 2

Increase the percent of ALL students, including EL, Special Education, Socio-Economically Disadvantaged, Foster Youth, and Homeless Program student subgroups meeting proficiency in Math and Science as measured on the 11th grade SBAC and CAST, respectively.

Identified Need

There are students performing below standard in the areas of Math and science; some of which are special education, foster, homeless, low income, and English learners.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2022 SBAC Math	35% of ALL students Met or Exceeded Standard for Math 65% Standard Not Met	Increase 11th grade students performing at or above proficiency.
2022 SBAC English Learner	100% Standard Not Met	Increase 11th grade EL students performing at or above proficiency.
2022 SBAC Special Education	12% of SPED students Met or Exceeded Standard for Math 88% Standard Not Met	Increase 11th grade SPED students performing at or above proficiency.
2022 SBAC Socio-Economic Disadvantaged	30% of SED students Met or Exceeded Standard for Math 70% Standard Not Met	Increase 11th grade SED students performing at or above proficiency.
2022 SBAC Homeless Program	18% of Homeless Program students Met or Exceeded Standard for Math 82% Standard Not Met	Increase 11th grade Homeless Program students performing at or above proficiency.
2022 SBAC Foster Program*	*Not Applicable <i>(10 or Fewer Students Tested)</i>	*Not Applicable <i>(10 or Fewer Students Tested)</i>
2022 CAST	29% of ALL students Met or Exceeded Standard for Science 71% Standard Not Met	Increase 11th grade Homeless Program students performing at or above proficiency in Science

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Professional Learning Series

Teachers collaboratively identify essential standards, identify common pacing plans, identify a common formative assessment, and implement opportunities for academic enrichment or intervention. Math, Science and Special Education department chairs to attend Professional Learning Series.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$11,000	S & C

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Increase student attendance to promote high academic achievement and ensure student safety through on-going student support.

Attendance Incentives: Monthly student attendance awards and celebrations.

Saturday School: Students in grades 9-12 are provided monthly opportunities to make-up missed instructional days and to enrich their educational experiences

SART/SARB: Attendance is vital to student well-being, academic success, and safety. During the SART/SARB processes the home and school work together to identify behavioral patterns of problem students. Parents are given helpful information regarding the importance of attendance and ways to ensure better student attendance.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$2,000	S & C

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Math and Science teachers are provided extra hours of pay for teacher collaboration time to identify areas of needs from common formative assessments and to determine opportunities for enrichment and growth to modify daily classroom instruction. Monthly department meetings and PLC time, including the bi-annual PD days to support teacher collaboration time.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$8,400	S & C

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

EL students

Strategy/Activity

Purchase additional EL instructional supplies and curriculum to supplement the district adopted EL textbooks. This will support the increase of EL students successfully acquiring English skills, improving performance on the ELPAC and meeting redesignation criteria.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$5,000	S & C

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students taking science courses

Strategy/Activity

Supplemental Instructional Technology tools for optimizing student learning in Physics, Chem, Bio and A-G electives.

- 1) "Pivot Interactive-Vemter Company": \$5 per student/yr, \$175 per class/yr Total: \$6825
- 2) "Gizmos: Explore Learning-Online labs, case studies" \$600x 11 Total: \$6600
- 3) "Starry Night: Astronomy Simulation Curriculum" Total \$1000

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$15,000	S & C

Goal 3

Safe and Inviting Learning Environment.

Identified Need

A safe and inviting environment creates a positive learning environment for students, staff, parents, and other stakeholders which promotes student achievement. Social change initiatives are needed to improve civil behavior by strengthening home/school relationships; implementing restorative justice practices which include peer mediation; empowering students to be part of the solution, and changing social norms through PBIS, classroom routines and lessons, and bullying prevention and intervention. The model changes consequences from punitive to preventative and instructional. This includes a variety of interventions to support appropriate student behavior and to support staff to implement support strategies effectively.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Healthy Kids Survey	School Climate Index 275	Increase by 25 points
CA School Dashboard: Attendance Data	MHS has a 92.89% Average Daily Attendance (ADA) rate which falls short of the 96% MUSD goal.	4% increase in student attendance
CA School Dashboard: Suspension Data	MHS has a 5.7% Suspension Rate, an increase in 0.7% since previous year reporting	Increase student engagement and decrease suspension rate using intervention, restorative practices and other means of correction

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

A complete School Safety Plan is written and discussed with all stakeholders, and implemented.

School personnel will be trained in Key Elements of a Safety Plan as described by FEMA's Guide for Developing High-Quality School Emergency Operations Plans. These elements focus on 5 mission areas: 1) Prevention: Having the means to avoid, deter, or stop a safety incident. 2) Protection: Ongoing actions that protect students, staff, teachers, visitors, and property from a threat. 3) Mitigation: The capability to lessen the impact of an emergency to eliminate or reduce fatalities and/or

property damage. 4) Response: Stabilizing an incident once it has happened and re-establish a safe environment. 5) Recovery: Restore the learning environment once an incident subsides

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$5,000	S & C

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

School Site Safety Mapping with Navigate 360.

To supplement the planning and implementation of the School Safety Plan, we will contract with Navigate 360 to purchase a customized site safety map. This interactive floor plan allows for first responders to familiarize themselves with areas inside of the school facility. The plan also identifies life safety information in our buildings such as fire-pulls, AEDS, EPI-pens, roof access and camera positions, along with identifying building shut-off locations for gas, electric, water and fire suppression. Finally, the plan provides best safe practice evacuation points, room types and spaces.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$10,000	S & C

Goal 4

Improving School Culture and Climate

Identified Need

A positive school environment promotes student achievement.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Healthy Kids Survey	School Climate Index 275	Increase by 25 points
CA School Dashboard: Attendance Data	MHS has a 92.89% Average Daily Attendance (ADA) rate which falls short of the 96% MUSD goal.	4% increase in student attendance
CA School Dashboard: Suspension Data	MHS has a 5.7% Suspension Rate, an increase in 0.7% since previous year reporting	Increase student engagement and decrease suspension rate using intervention, restorative practices and other means of correction

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Schoolwide Program Enhancements

Social programs and behavior strategies are implemented to increase student safety and achievement. Training for staff and supplemental instructional resources to lead campus cultural development focused on learning and engagement for ALL students: Social Emotional Learning (SEL), Restorative Practices, PBIS supports, Capturing Kids Hearts, Character Strong training for Seminar.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

\$10,000	S & C
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Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Parent Engagement

Identify and implement programs and initiatives that effectively involve parents, families, and the community in support of improving student achievement.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$2,200	S & C

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Supplemental materials to create inviting learning environments.

An inviting environment creates a positive learning environment for students, staff, parents, and other stakeholders which promotes student achievement and safety.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

\$3,000

S & C

Goal 5

College and Career Readiness

Identified Need

Continue to increase the percentage of seniors meeting the UC A-G college eligibility course requirements. Continue to increase access for all students to Advanced Placement courses as appropriate. Continue to increase the percentage of students completing an Advanced Placement course during their four-year high school experience and passing the corresponding AP exam.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Aeries 4-Year Plan Data: Percentage of seniors successfully completing the UC/CSU A-G course of study	Minimum four-year admission requirements for entrance to a UC/CSU campus	Continual increase in the percentage of seniors who successfully completed the UC/CSU A-G course requirements.
CA School Dashboard: College and Career Preparedness Data	52.6% of MHS graduates are college/career prepared, a decrease of 2.7% since previous year reporting.	Increase the percentage of college/career prepared graduates

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

School counselors will provide parent and student workshops to communicate 4-year plan progress and increase the percentage of seniors who successfully complete the UC a-g course requirements.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$5,000	S & C

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Expand college prep opportunities (AVID, aide tutor training, college speakers, increase community partnerships & CTE pathways) and Cash for College field trips.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$5,000	S & C

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Expand career exploration opportunities (CTE Pathways, Spyder Lab, VAPA).

Purchase additional resources for the Spyder Lab to establish entrepreneurial learning opportunities for students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$15,000	S & C

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$120,727.00
Total Federal Funds Provided to the School from the LEA for CSI	\$ [Enter amount here]
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$ 120,000.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
[List federal program here]	[\$[Enter amount here]
[List federal program here]	[\$[Enter amount here]
[List federal program here]	[\$[Enter amount here]
[List federal program here]	[\$[Enter amount here]
[List federal program here]	[\$[Enter amount here]

Subtotal of additional federal funds included for this school: \$ [Enter federal funds subtotal here]

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
S & C	\$120,727.00
[List state or local program here]	[\$Enter amount here]
[List state or local program here]	[\$Enter amount here]
[List state or local program here]	[\$Enter amount here]
[List state or local program here]	[\$Enter amount here]

Subtotal of state or local funds included for this school: \$120,727.00

Total of federal, state, and/or local funds for this school: \$120,727.00

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Santa Fe CSMS	19 64790 6020481		

Purpose and Description

The mission of Santa Fe Computer Science Magnet School begins with the belief that every Cougar Scholar deserves to be a part of a positive, safe, and caring community. We will provide every Cougar Scholar with engaging 21st century learning experiences to excel academically, develop socially, and grow creatively to become integral members of society and effective leaders. We respect and celebrate our diverse community of learners and support the culture of belief in every Cougar Scholar! The 2022-2023 School Plan for Student Achievement was developed to meet the learning goals of all students at Santa Fe. The current enrollment at Santa Fe is approximately 435 students. The student population is 71% Latino, 11% White, 5% African-American, 5% Asian, and 4% Filipino. 10% of Santa Fe Students are homeless, 15% are students with disabilities and 81% of students are socioeconomically disadvantaged. There are approximately 52 English Language Learners at Santa Fe with approximately 68 reclassified English Language Learners. A major focus of the school over the last two years has been the implementation of Google Education Platform. This year we will reach 100% of teachers being Google Certified Educators. This year we are also implementing Write From the Beginning and Thinking Maps as part of a district-wide initiative to improve critical thinking and writing skills. As part of our commitment to being a computer science magnet school, we have implemented Codesters in all four core content areas.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Data analysis has identified English Learners, socioeconomically disadvantaged students, and students with Individualized Education Plans (IEPs) as the areas in which our SPSA will focus resources to produce increased results in ELA and Math as measured by the annual SBAC administration. Our school-wide emphasis on writing and our implementation of Write from the Beginning will provide all students with opportunities to grow in the area of ELA. As part of our development and implementation of becoming a school-wide professional learning community, all certificated staff at Santa Fe will develop, assess, and score common formative assessments to support student learning outcomes. Professional development for the school year will continue our focus on writing with evidence, supporting the social emotional needs of all students, and aligning school resources to support these goals.

During the Pandemic, students have struggled even more with meeting the demands of schooling, grades, and staying abreast with work and assignments. Mental Health and issues of well-being have

increased. In order to provide students with a school that will offer them an improved learning environment, more academic opportunities to meet grade level standards, and enhance feelings of wellbeing and safety, an ambitious school landscaping and gardening project has been undertaken. This approach is a vehicle to improve academic outcomes. This project is principally directed at all unduplicated students that will provide them additional supplemental services. Working with local non-profit Amigos de los Rios, Santa Fe has developed a goal to improve the campus environment.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The Santa Fe CSMS School Site Council (SSC) is the main driver in reviewing the SPSA and approving the updates. This body convenes 5 times throughout the school year to discuss, review, and assess the SPSA, alignment of resources to the MUSD LCAP The 2022-2023 Single Site Plan for Student Achievement was developed to meet the learning goals of students at Santa Fe.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

There are no resource inequities at this time.

Goals, Strategies, Expenditures, & Annual Review

Complete a copy of the Goal table for each of the school's goals. Duplicate the table as needed.

Goal 1

Santa Fe CSMS overall percentage of students scoring met or exceed on the 2023 SBAC Summative English Language Arts Test will yield 57%.

Identified Need

Additional Intervention Supports for students to raise achievement levels as measured by the 2022 SBAC Summative English Language Arts Test.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC ELA Summative	51% Met or Exceed	57% Met or Exceed
iReady	50% Demonstrate growth	75% Demonstrate growth

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students.

Strategy/Activity

School wide writing assessment and support.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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\$1,000	S & C
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Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students.

Strategy/Activity

Reading Horizons Reading Intervention.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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\$8,500	S & C
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Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students.

Strategy/Activity

After school SBAC/IAB prep and practice.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$2,000	S & C

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students.

Strategy/Activity

Saturday school intervention plan.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$5,000	S & C

Goal 2

Santa Fe CSMS overall percentage of students scoring met or exceed on the 2022 SBAC Summative English Language Arts Test will yield 57%.

Identified Need

Additional Intervention Supports for students to raise achievement levels as measured by the 2022 SBAC Math Test.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Math Summative	34% Met or Exceed	44% Met or Exceed
iReady	55% Demonstrate Growth	70% Demonstrate Growth

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

School wide math assessment and support.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

\$1,000

S & C

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

School wide implementation of grade level math focus as determined by whole-staff data analysis.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$500	S & C

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

After school SBAC/IAB prep and practice.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$2,000	S & C

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Saturday school intervention plan.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$5,000	S & C

Goal 3

Reduce English Language Learners by 20%

Identified Need

Additional opportunities for EL students to meet MUSD Reclassification Requirements

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC Overall Score of 4	15%	40%
Student Core Grades	10%	40%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All English Language Learners

Strategy/Activity

Intervention Supports for English Language Learners.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$8,500	S & C

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All English Language Learners

Strategy/Activity

After school homework club targeting English Language Learners.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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\$2,000	S & C
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Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All English Language Learners

Strategy/Activity

CWA supports improving the achievements of English Language Learners.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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\$1,000	S & C
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Goal 4

Maintain 1:1 Chromebook - Student ratio

Identified Need

All students require a Chromebook to fully partake of Santa Fe curriculum

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chromebooks on campus	435	450

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Santa Fe Respect the Tech Initiative.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

\$500

S & C

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Cougar Coaching lessons on Digital Citizenship.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

\$1,000

S & C

Goal 5

Increase Student Connectedness as evidenced by improving student attendance rate by 1%

Identified Need

Resources to build and implement a comprehensive school wide attendance plan.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Daily Attendance Rate	92.3%	96%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students.

Strategy/Activity

Build site attendance team.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$2,000	S & C

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students.

Strategy/Activity

Attendance rewards, incentives, and prizes.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$3,000	S & C

Goal 6 - Student Engagement

All students.

Identified Need

Improve student connectedness to school.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Healthy Kids Survey	School Climate Index 256	SCI 300
Discipline data	Red Dashboard Data	Yellow Dashboard Data
Attendance data	92.3% Overall Attendance	96% Overall Attendance

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students.

Strategy/Activity

All students will have open access to the after school performing arts program offered in the Spring. This experience is intended for all levels of experience and will cover singing, acting, dancing, and stage tech industry standards. The purpose is to offer an arts program that would not normally be accessible by particular student groups due to mandatory elective offerings within their school day.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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\$1,500

S & C

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Identified students who need behavioral support, with a focus of identifying students who are foster, homeless, low income, and English learners.

Strategy/Activity

Teachers will provide Tier II behavioral support to students based on a check in-check out system. This will entail a morning and afternoon meeting between assigned teacher and student to discuss goal setting and progress towards behavioral goals.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

\$2,000

S & C

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students.

Strategy/Activity

All students will be provided school-wide opportunities of learning and inspiration in the form of assemblies and/or events.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

\$1,500

S & C

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students.

Strategy/Activity

Instructional Assistant will provide ongoing support to all student groups through classroom shadowing, behavioral support, behavior accountability oversight, and rewards. Instructional assistant is an active member in the Olweus team to address anti-bullying techniques.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

\$30,000

S & C

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$ 136.937.00
Total Federal Funds Provided to the School from the LEA for CSI	\$ [Enter amount here]
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$ 77,000

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
[List federal program here]	[\$[Enter amount here]
[List federal program here]	[\$[Enter amount here]
[List federal program here]	[\$[Enter amount here]
[List federal program here]	[\$[Enter amount here]
[List federal program here]	[\$[Enter amount here]

Subtotal of additional federal funds included for this school: \$ [Enter federal funds subtotal here]

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
S & C	\$136,937.00
[List state or local program here]	[\$[Enter amount here]
[List state or local program here]	[\$[Enter amount here]
[List state or local program here]	[\$[Enter amount here]
[List state or local program here]	[\$[Enter amount here]

Subtotal of state or local funds included for this school: \$ 136,937.00

Total of federal, state, and/or local funds for this school: \$136.937.00

School Year: 2022-2023

School Plan for Student Achievement (SPSA) Template

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Wild Rose School of Creative Arts	19-64790-6020499	November 3, 2002	

Purpose and Description

Briefly describe the purpose of this plan (Select from School wide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

The purpose of this plan is targeted student support and improvement.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Wild Rose School of Creative Arts is focused on providing excellent instruction and quality learning in a creative VAPA environment for all students. Students receive rigorous English Language Arts, Math and Science instruction, integrated with the Arts, that challenges our learners and prepares them for their future.

Wild Rose School of Creative Arts provides tiered systems of intervention and support to all students in three main areas: instruction, attendance, and social-emotional-behavior. Our school provides tier 2 intervention via targeted instruction by the classroom teacher and use of iReady and small-group instruction throughout the school and with the Intervention Specialist. Additionally, Tier 3 support is provided to students from skill-specific intensive intervention provided by an on-site interventionist. Through grade level professional learning communities and the school leadership team, the staff follows the model of collaboration and articulation to improve student achievement and enrichment for all students.

Wild Rose School of Creative Arts provides a positive learning environment, with a focus on preparing students intellectually, socially, and emotionally for their futures as lifelong learners. Our school emphasizes peaceful conflict resolution and accepting responsibility for one's own actions and a teamwork approach to solving problems. Our goal is to provide a Positive Behavior Intervention Supports structure through PBIS strategies. We have school-wide behavior expectations and students are encouraged to do their best every day. Our students are encouraged to follow directions, to stay on task, to achieve and to be safe. Our playground provides a safe and inclusive environment for students during recess and play time. Our School Counselor works collaboratively with staff and students to build a positive school community through activities aimed at growing a culture of improvement. She also works to provide small group support to develop social skills, positive peer interactions and honor student growth and achievement through school-wide celebrations.

Our staff and families are committed to integrating the arts into all curriculum throughout the school day and beyond. This is accomplished through teaching artists in residence, participation in after-school productions, and after-school VAPA clubs and activities.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

In order to plan and prepare for the annual update on the SPSA, our school consults with all stakeholders at several points throughout the year. Teachers and staff participate in the process at staff meetings, Instructional Leadership Team meetings, committee meetings, and through ongoing communication. Parents and community members provide input through participation in various committees, such as the School Site Council and English Language Advisory Committee. Student and parent input is also gathered through online surveys and discussions at parent meetings.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Based on current data analysis, there are no resource inequities observed at this time.

Goals, Strategies, Expenditures, & Annual Review

Complete a copy of the Goal table for each of the school's goals. Duplicate the table as needed.

Goal 1

English and Spanish Language Arts

Identified Need

Language Arts-English and Spanish (Dual-Immersion School)

Based on 2022 SBAC Smarter Balanced Summative Assessment data for English Language Arts, Wild Rose School of Creative Arts has 65% of students achieve below grade level in third grade, 68% of students achieve below grade level in fourth grade and 50% of students achieve below grade level in fifth grade.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2022 SBAC English Language Arts Results	2022 SBAC Scores in ELA 3rd Grade: 35% Met or Exceeded Standard 4th Grade: 32% Met or Exceeded Standard	Projected 2023 SBAC Scores ELA Expected Outcome:(+10 of Baseline)

	5th Grade: 50% Met or Exceeded Standard	3rd Grade: 70% will meet or exceed standard 4th Grade: 70% will meet or exceed standard 5th Grade: 70% will meet or exceed standard
Writing on Demand District Writing Assessment (4-point Rubric -- Narrative, Expository, and Opinion)	To Be Determined	Expected Outcome: (+10 of Baseline) 70% Proficient or Above

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students (TK through Grade 5) with additional focus on EL, low-income, and foster/homeless youth

Strategy/Activity

Technology for instruction, practice assessments, iReady Intervention, and any other equipment or supplies that would enhance learning through technology use.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identifies the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
Program Site licenses for Intervention Laptop Carts Headphones Other Supplies	Title 1
\$20,000	

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students (TK through Grade 5) with additional focus on EL, low-income, and foster/homeless youth

Strategy/Activity

Provide a print-rich environment for students in English and Spanish--with books, magazines, periodicals, articles, and any other publications or materials related to reading and writing.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$9,547	Title 1

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Encourage families to read together and improve literacy

Strategy/Activity

Hold Family Literacy Events and Coffee with the Principal during the school day and beyond and any other events that would pertain to parents and families

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$5,500.00	Title 1

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students (TK through Grade 5) with additional focus on EL, low-income, and foster/homeless youth

Strategy/Activity

Tier 1, 2, or 3 daily Intervention support for students in grades TK-5, in ELA, including during, after, and Saturday School

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$82,017	Title 1/S&C

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students (TK through Grade 5) with additional focus on EL, low-income, and foster/homeless youth

Strategy/Activity

Kindergarten and TK instructional aide support in the classroom

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$43,000	Title 1

Goal 2

English Language Development (ELD) for English Language Learners

Identified Need

Wild Rose School of Creative Arts has 32% of students who speak a language other than English at home. 19% are classified as English Language Learners who have not been redesignated as proficient in English. 11% are classified as Initially Fluent or Redesignated English Proficient.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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ELPAC	2021-2022 data 19% ELL students	100% of ELL students in grades 3-5 will show growth on ELPAC
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Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students who are designated English Language Learners, including students who are English Language Learners who have attended United States Schools less than one school year (Newcomers), LTELs (Long-term English Learners), and any students who have been redesignated as proficient in English for three years after the redesignation (RFEP students.)

Strategy/Activity

Targeted instruction and ELPAC assessment for English Language Learners
 Teacher will provide specific daily support with Guided Reading groups and vocabulary lessons
 Materials and supplies necessary for providing a robust English Language Learner Program for EL students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
Books, Articles, Programs, Software, Office Supplies, Extra Hours, Substitute Days, and any other materials related to the instruction, monitoring, and assessment of English Language Learners (including students who have been redesignated as proficient in English for three years) \$10,547	S & C or Title I

Goal 3

Mathematics

Identified Need

Target instruction and increase proficiency in Math by 10% on the Smarter Balanced Assessment (SBAC)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Smarter Balanced Math	2022 SBAC Scores in Math 3rd Grade: 37% Met or Exceeded Standard 4th Grade: 31% Met or Exceeded Standard 5th Grade: 29% Met or Exceeded Standard	Projected 2023 SBAC Scores Math 70% of students in grades 3-5 will score proficient or above on the 2022 SBAC mathematics assessment

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students (TK through Grade 5) with additional focus on EL, low-income, and foster/homeless youth

Strategy/Activity

Tier 1, 2, or 3 daily Intervention support for students in grades TK-5, in Math, including during, after, and Saturday School

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
Books, Materials, Supplies, and Personnel	Title 1

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students (TK through Grade 5) with additional focus on EL, low-income, and foster/homeless youth

Strategy/Activity

Tier 2 and Tier 3 daily academic math intervention for students TK-5

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
See Goal/ Strategy 2	S & C and Title 1

Goal 4

Integrate the Arts across the curriculum and provide opportunities for students to experience art outside of their school day

Identified Need

Make curriculum accessible to all students through art strategies by using art supplies, set design/sound/lighting/backstage

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Participation--Attendance	100% of students participate in arts integration during the school day	100% of students will continue to participate in arts integration
Participation--Attendance	100% of students are invited to participate in after-school arts activities, including Saturday School	100% of students will continue to be invited to participate in after-school arts activities, including Saturday School

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students (TK through Grade 5) with additional focus on EL, low-income, and foster/homeless youth

Strategy/Activity

Wild Rose School of Creative Arts puts on large-scale musical productions throughout the school year, focusing on acting, singing, dancing, backstage skills, set design and all aspects of stage production. Our needs include materials, scripts, costumes, supplies, director's notebooks, personnel, and any other supplies needed for play production.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$25,000	Title 1 and S&C

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students enrolled in during school and extra-curricular arts activities

Strategy/Activity

Integrated Arts lessons during the school day throughout the curriculum and with TEAL (Technology-Enhanced Arts Learning), Promising Learners Project (PLP), TELA (Social/Emotional Arts Integration), Drama, STEAM (Makerspace), Instrumental and Vocal Music, Dance, Art Club, Art and Garden Club, and Musical Productions.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
All materials, art supplies, music supplies, dance supplies, Maker space, office supplies that relate to During School Arts Integration and After-school Art Programs \$15,000	Title 1 and S & C

Goal 5

Improve Attendance School-wide

Identified Need

Wild Rose School of Creative Arts most recent CA Dashboard data shows the chronic absenteeism as of the 2022 California Dashboard.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Annual Attendance Data	September 2022	Decrease chronic absenteeism rate by 10% and increase overall attendance by 5%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students (TK through Grade 5) with additional focus on EL, low-income, and foster/homeless youth

Strategy/Activity

Saturday School--offer families the chance to make up absences throughout the school year by participating in scheduled Saturday School events.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
Personnel, Extra Hours \$15,453	Title 1, S & C
Books, Resources, Technology, and any other materials related to Saturday School \$5,000	Title 1, S & C

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students (TK through Grade 5) with additional focus on EL, low-income, and foster/homeless youth

Strategy/Activity

Use of Positive Behavior Intervention and Support program to increase connectedness at school, including but not limited to incentives for students who have improved attendance and behavior

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
PBIS Incentives - \$5,000.00	S & C
PBIS Team subs for training \$4,000.00	S & C
Cost of extra hrs. - PBIS Team collaboration - \$3,000.00	S & C

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, targeting foster and homeless youth, chronically absent and low achieving students

Strategy/Activity

Student Success Team and/or Student Attendance Review Team

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
SST release/subs \$5,000.00	S & C

Goal 6

Prepare Students for 21st Century Learning with Technology

Identified Need

Continue to update classrooms and computer labs with items related to providing a technology-enhanced learning environment, including but not limited to hardware, software, applications, headphones, licenses, personnel, and training.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Annual Device Inventory	12 classes out of 21 have access to laptop carts	100% of students and staff will continue to have access to 1:1 device usage

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Provide Access to Technology

Strategy/Activity

Increase access to technology for students to work on word processing, interactive forms, assessments, presentations, and any other tasks related to technology-enhanced learning.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
Chromebook Carts, headphones, mice, replacement items, software, hardware, printers, ink, and any other materials related to technology \$5,000	Title 1
Personnel, including extra hours and substitute hours \$2,000	S & C

Annual Review

SPSA Year Reviewed: 2022–2023

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$ 166,713.95
Total Federal Funds Provided to the School from the LEA for CSI	\$ 88,350.79
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$ 255,064.74

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
[List federal program here]	[\$[Enter amount here]]
[List federal program here]	[\$[Enter amount here]]
[List federal program here]	[\$[Enter amount here]]
[List federal program here]	[\$[Enter amount here]]
[List federal program here]	[\$[Enter amount here]]

Subtotal of additional federal funds included for this school: \$ [Enter federal funds subtotal here]

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
[List state or local program here]	[\$[Enter amount here]]

[List state or local program here]	#[Enter amount here]
[List state or local program here]	#[Enter amount here]
[List state or local program here]	#[Enter amount here]
[List state or local program here]	#[Enter amount here]

Subtotal of state or local funds included for this school: \$ [Enter state or local funds subtotal here]

Total of federal, state, and/or local funds for this school: \$255, 064.74

School Year: [2022-2023]

Plymouth Elementary School Plan for Student Achievement (SPSA)

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Plymouth Elementary	19-64790-6020473		[Add Local Board Approval date here]

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

The purpose of this plan is to increase the overall effectiveness of our schoolwide program by crafting a strategic plan that maximizes the resources of the school while minimizing duplication of effort with the ultimate goal of raising student achievement.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Based on an analysis of the needs of our underserved student groups, Plymouth will implement a plan to utilize our federal funds to support these students and prepare them for college, career, and lifelong learning. Our plan includes a focus on increasing students' achievement in key academic areas (e.g., ELA, Math), providing effective intervention for students who are struggling academically, strategies to increase attendance and decrease chronic absenteeism, increase parent engagement, and increase student engagement and connectedness to the school.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

To plan and prepare for the annual review and update of our SPSA, our school consults with all stakeholders at several points throughout the year. Teachers and staff participate in the process at staff meetings, Instructional Leadership Team, committee meetings, and ongoing communication. Parents and community members provide input through participation in various committees, such as Parent-Teacher Association, School Site Council and English Language Advisory Committee. Student and parent input is also gathered through online surveys.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

At this time there are no inequities in the distribution of resources.

Goals, Strategies, Expenditures, & Annual Review

Complete a copy of the Goal table for each of the school's goals. Duplicate the table as needed.

Goal 1

Student Achievement- English Language Arts: In the 2022-2023 school year we will determine what support will be necessary for all students to be successful based on the assessment data from 2021-2022 and measured by an increase on the 2023 SBAC testing data in ELA. We will determine what was successful based on local and state assessments.

All students, EL, foster youth, and low income students will be closely monitored in the area of ELA.

Identified Need

Student Achievement is one of the eight state priorities. A significant percentage of our students performed below grade level in the area of English Language Arts as measured by state assessments in 2022.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	3rd ELA SBAC 42% Met/Exceeded Standard	10% increase for the grade level= 51% Met/Exceed Standard
CAASPP	4th ELA SBAC 61% Met/Exceeded Standard	10% increase for the cohort= 55% Met/Exceed Standard
CAASPP	5th ELA SBAC 56% Met/Exceeded Standard	10% increase for the cohort= 53% Met/Exceed Standard

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students in grades 1-5, with a focus on EL, foster, and low income students will be served by this strategy.

Strategy/Activity

Students in grades 1-5 will participate in the i-Ready-Reading program. This research-based, online, personalized learning platform will provide targeted intervention, and opportunities for students to accelerate in their learning. The i-Ready program will also provide parents with powerful tools to support their child's learning. The i-Ready program will provide teachers with rich diagnostic data that can be used to provide strategic instruction for students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$0	District ESSER Funds

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, with a focus on EL, foster, and low income students will be served by this strategy.

Strategy/Activity

Provide an intervention support teacher to conduct daily intervention to students in grades K - 5.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$46,831 (Salary)	Title I
\$20,926 (Benefits)	Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, with a focus on EL, foster, and low income students will be served by this strategy.

Strategy/Activity

Classroom libraries will be purchased to promote literacy development.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identifies the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$15,000	S & C

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, with a focus on EL, foster, and low income students will be served by this strategy.

Strategy/Activity

Provide a Technology Aide to provide instructional support for students struggling in English Language Arts.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$16,171	Title I

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students in TK and Kindergarten, with a focus on EL, foster, and low income students will be served by this strategy.

Strategy/Activity

Provide Instructional Aides to support TK and Kinder students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$36,138 (Salaries)	Title I
\$1,903 (Benefits)	

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, with a focus on EL, foster, and low income students will be served by this strategy.

Strategy/Activity

Purchase instructional materials and supplies to support student learning and achievement.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$1,682.44	Title I S & C
\$6,037.50	

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, with a focus on EL, foster, and low income students will be served by this strategy.

Strategy/Activity

Provide intervention in English Language Arts.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

\$5,000	S & C
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Goal 2

Student Achievement- Mathematics: In the 2022-2023 school year we will determine what support will be necessary for all students to be successful based on the state assessment data from 2022 and measured by an increase on the 2023 SBAC testing data in Mathematics. We will determine what was successful based on local and state assessments.

All students, EL, foster youth, and low income students will be closely monitored in the area of Mathematics.

Identified Need

Student Achievement is one of the eight state priorities. A significant percentage of our students have performed below grade level in the area of Mathematics as measured by state and local assessments.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	3rd Math SBAC 46% Met/Exceeded Standard	10% increase for the grade level= 70% Met/Exceed Standard
CAASPP	4th Math SBAC 55% Met/Exceeded Standard	10% increase for the cohort= 52% Met/Exceed Standard
CAASPP	5th Math SBAC 42% Met/Exceeded Standard	10% increase for the cohort= 44% Met/Exceed Standard

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, with a focus on EL, foster, and low income students will be served by this strategy.

Strategy/Activity

Teachers will participate in professional development to enhance the quality of mathematics instruction that increases students' conceptual understanding and number sense. In particular, teachers will receive training in Cognitively Guided Instruction (CGI), a research-based approach to teaching mathematics in ways that build student conceptual understanding and engagement.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

\$3,000

Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students in grades 1-5, with a focus on EL, foster, and low income students will be served by this strategy.

Strategy/Activity

Students in grades 1-5 will participate in the Reflex Math program. This research-based, online, personalized learning platform will provide targeted instruction for students to develop automaticity with math facts.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Site License

District Funded

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, with a focus on EL, foster, and low income students will be served by this strategy.

Strategy/Activity

Purchase math and science programs to enhance students' learning of key scientific concepts.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

\$1,152.83

Title I

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, with a focus on EL, foster, and low income students will be served by this strategy.

Strategy/Activity

Provide intervention for mathematics learning.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

\$3787.73

Title I

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, with a focus on EL, foster, and low income students will be served by this strategy.

Strategy/Activity

Provide a series of family workshops to build capacity to support student learning and achievement in mathematics.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

\$2,500

S & C

Goal 3

Student Engagement-- Attendance: In the 2022-2023 school year we will determine what support will be necessary to ensure that all students maintain consistent attendance. Determining successful attendance will be based on the attendance data from 2020-2021 and measured by a reduction of the percent of students that are chronically absent. (Attendance data was interrupted during the 2019-2020 and 2020-2021 school years due to the COVID-19 Pandemic.)

All students, EL, foster youth, and low income students will be closely monitored in the area of Mathematics.

Identified Need

Student Attendance is one of the eight state priorities. A significant percentage of our students were chronically absent. Our school-wide attendance rate for 2018-2019 was 96%.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Annual attendance rate	92.31%	96.5%

Percent of chronic absenteeism	14%	9%
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Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, with a focus on EL, foster, and low income students will be served by this strategy.

Strategy/Activity

Parent education classes and workshops provided by FACTOR parent engagement will emphasize the importance of student attendance at school.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$0	District Funded

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, with a focus on EL, foster, and low income students will be served by this strategy.

Strategy/Activity

The school counselor, as well as counseling interns, will work closely with students and families who are at risk of becoming chronically absent.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
(None specified)	(District Funded)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, with a focus on EL, foster, and low income students will be served by this strategy.

Strategy/Activity

A Spanish-bilingual Attendance Clerk will be paid for additional hours to work closely with students and families who are at risk of becoming chronically absent. The Attendance Clerk will work with families to promote consistent attendance, and active participation in their child's education, with a focus on EL, foster, and low income students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identifies the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

\$5,000	Title 1
\$5,000	S & C

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, with a focus on EL, foster, and low income students will be served by this strategy.

Strategy/Activity

Our Family Engagement Team will work to develop effective strategies to increase student and parent participation in learning.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

\$2,500	S & C
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Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, with a focus on EL, foster, and low income students will be served by this strategy.

Strategy/Activity

Technology devices will be purchased to provide access to high quality educational technology instruction.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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\$5,000	S & C
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Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

2nd-5th grade students in our dual immersion program, with a focus on EL, foster, and low income students, will be served by this strategy.

Strategy/Activity

We will purchase the *Level Chinese* program to provide standards-aligned (ACTFL) Mandarin assessments and differentiated Mandarin instructional materials.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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\$8,482.50	S & C
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Goal 4

School Climate: In the 2022-2023 school year we will determine what support will be necessary to ensure that all students maintain positive behavior. Determining successful school climate will be based on the discipline data from the 2019-2020 and 2020-2021 school years, and measured by a decrease (or maintenance of low levels) of the suspension and expulsion data. All students, EL, foster youth, and low income students will be closely monitored in the area of school climate.

Identified Need

School climate is one of the eight state priorities. In the 2019-20 and 2020-2021 school years, less than 1% of our students were suspended, and none were expelled.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate	<1%	<1%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, with a focus on EL, foster, and low income students will be served by this strategy.

Strategy/Activity

Teachers and staff will implement our PBIS program (i.e., *Dragons SOAR*).

Teachers will implement the Restorative Practices and Capturing Kids Hearts, including monthly classroom lessons by the school counselor.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
[None specified]	[District funded]

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, with a focus on EL, foster, and low income students will be served by this strategy.

Strategy/Activity

Teachers will participate in workshops. All teachers will participate in a book study based on the Responsive Classroom approach and have access to the books we've used in a book study.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
Book Purchases	Donation
\$1,078 (Books)	S & C

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, with a focus on EL, foster, and low income students will be served by this strategy.

Strategy/Activity

The school counselor, as well as counseling interns, will work closely with students and families to promote positive behavior and support students who exhibit behavior challenges.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
[None specified]	[District funded]

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, with a focus on EL, foster, and low income students will be served by this strategy.

Strategy/Activity

The school will provide parent education opportunities to promote their child's positive behavior and address behavior challenges.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

\$500

Title I

Annual Review

SPSA Year Reviewed: 2022-2023

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Goal 1

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Targeted strategies included providing i-Ready to all students in Kinder - fifth grade, daily interaction with site intervention team, expansion of classroom libraries, regular interaction with intervention aide, support of all-day instructional aides in TK and K classrooms, purchase of materials and supplies, and site ELA intervention. Under this goal, there was positive feedback regarding the effectiveness of all strategies utilized, especially as to intervention and the use of time and tools.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences between the intended implementation and the budgeted expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

There are no changes to this goal or anticipated annual outcomes.

Goal 2

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Although there was greater school-wide focus on Goal 1 and ELA, students showed substantial growth in January 2022 assessments from those conducted at the beginning of the school year. Teachers continued to implement strategies learned by previous intensive training in Cognitively Guided Instruction (CGI) and shared / practiced among the grade levels during teacher planning time.

Students in grades 1-5 engaged in the Reflex Math program to build automaticity, fluency, and math reasoning / confidence.

Grade level teams also offered all families a math workshop with a focus on a specific math skill to practice.

In the 4th and 5th grade Math Inventories conducted in January, there was already an indication of measurable growth From 29% of students in proficient/advanced to 58% of students in proficient/advanced.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were fewer opportunities than anticipated to participate in professional development, or purchase additional math and science programs.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Have the intervention aide also focus on math and ELA

Goal 3

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Student and family engagement was achieved and maximized by implementing the identified strategies. The Spanish-bilingual Attendance Clerk was especially important during this school year and with the management of quarantine related absences, family communications, specialty

communications related to health-care. The clerk worked intensively with families that were at risk of chronically tardy and absent. The District Counselor and counseling interns worked closely to assist and refer many families for mental health services and helped students and families with obstacles in accessing education.

The Plymouth Family Engagement Team implemented virtual home visits to establish positive relationships with teachers.

Students express enthusiasm and are more engaged with the high interest programs available on campus (including Arts, Food ED, Makerspace, Library).

The purchase of the *Level Chinese* and *Lingo Buddies* programs were effective tools in engaging dual language (mandarin chinese) students.

Goal 4

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Teachers and staff at all levels focused on our PBIS program (*Dragons SOAR*). As a result, students understand expectations and know that they are part of the positive culture of our school. Plymouth has applied for PBIS Silver Medal status.

Positive behavior has been reinforced among teachers and all staff. Students who exhibited challenging or extreme behaviors, regularly meet with counselors and work toward making positive choices.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$ 168,636.60

Total Federal Funds Provided to the School from the LEA for CSI

\$ 112,028.80

Total Funds Budgeted for Strategies to Meet the Goals in the SPSA

\$ 280,665.40

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$168,636.60
[List federal program here]	[\$[Enter amount here]]
[List federal program here]	[\$[Enter amount here]]
[List federal program here]	[\$[Enter amount here]]
[List federal program here]	[\$[Enter amount here]]

Subtotal of additional federal funds included for this school: \$ [Enter federal funds subtotal here]

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
S & C	\$112,028.80
[List state or local program here]	[\$[Enter amount here]]
[List state or local program here]	[\$[Enter amount here]]
[List state or local program here]	[\$[Enter amount here]]
[List state or local program here]	[\$[Enter amount here]]

Subtotal of state or local funds included for this school: \$ [Enter state or local funds subtotal here]

Total of federal, state, and/or local funds for this school: \$280,665.40

Agenda Item Details

Meeting Date: 2022-12-14 18:30:00

AGENDA ITEM TITLE:

6. 22/23-1069 - COMMUNITY ADVISORY COMMITTEE REPRESENTATIVE FOR THE WEST SAN GABRIEL VALLEY SPECIAL EDUCATION LOCAL PLAN AREA

RECOMMENDATION

The Board of Education is requested to appoint Atria MacLellan as Monrovia Unified School District's parent representative to the Community Advisory Committee (CAC) for the West San Gabriel Valley Special Education Local Plan Area (SELPA) from December 15, 2022 to June 30, 2024.

Rationale:

The District's parent representative will attend monthly Community Advisory Committee meetings and will act as a liaison between West San Gabriel Valley Special Education Local Plan Area (SELPA) and parents of special education students.

Background:

The Community Advisory Committee advises the policy and administrative entity of the special education local plan area regarding the development, amendment, and review of the local plan. The committee recommends annual priorities to be addressed by the plan, assists in parent education, encourages community involvement in the development and review of the local plan, supports activities on behalf of individuals with exceptional needs, and assists in parent awareness of the importance of regular school attendance.

Budget Implication (\$ Amount):

No cost to the District.

Legal References:

California Ed Code, Section 56190 and Section 56194.

ATTACHMENTS

Agenda Item Details

Meeting Date: 2022-12-14 18:30:00

AGENDA ITEM TITLE:

7. 22/23-1070 - CONTINUED FUNDING APPLICATION FOR THE PRESCHOOL PROGRAM

RECOMMENDATION

The Board of Education is requested to approve the submission of the Continued Funding Application for Canyon Early Learning Center for the Fiscal Year 2023-24.

Rationale:

Continued funding will allow the district to continue to provide the State Preschool Program at Canyon Early Learning Center in 2023-24.

Background:

The State Department of Education is requiring the submission of one consolidated application per agency to obtain renewed funding for the Preschool Program during the 2023-24 fiscal year. According to 5 California Code of Regulations Section 18010(d), contractors that intend to accept the offer to continue service in the subsequent contract period shall submit a continued funding application.

Budget Implication (\$ Amount):

Approval by the Board of the submission of this statement will bring no additional costs to the district.

Legal References:

Education Code 17604 requires all contracts and agreements to be approved or ratified by the Board of Education. 5 CCR Section 1826 et seq., 5 CCR Section 18033 et. seq., 5 CCR Section 18063 et. seq., and Education Code Section 8406.9.

Additional Information:

A copy of the Continued Funding Application for the Preschool Program is attached.

ATTACHMENTS

Fiscal Year 2023–24 Continued Funding Application
DUE DATE: DECEMBER 9, 2022

Contractors holding a current California State Preschool Program (CSPP) contract, and if applicable a Prekindergarten and Family Literacy Support (CPKS) contract, who wish to be considered for continued funding for fiscal year (FY) 2023–24 must complete this application for continued funding. The FY 2023–24 CFA Overview and Instructions may be accessed on the CFA web page at: <https://www.cde.ca.gov/sp/cd/ci/cfaforms2324.asp>.

Upon completion of this CFA, the California Department of Education (CDE) will review the application and may contact your agency seeking additional information. Contractors who apply for and are approved for continued funding do not need to sign a contract with the CDE to provide CSPP and CPKS services for FY 2023–24, as contracts will be automatically renewed in accordance with all applicable federal and state laws as well as all Contract Terms and Conditions (CT&Cs) that will be incorporated into the 2023–24 CSPP contract, and all CPKS CT&Cs, as applicable. By signing this CFA, the contractor is indicating that it wishes to automatically renew its contract(s) for FY 2023–24 and is willing to, and does, accept all of the terms and conditions of the 2023–24 CSPP contract, and if applicable the 2023–24 CPKS contract, which will be provided to the contractor no later than June 1, 2023.

Please also note that contractors have no vested right to a subsequent contract. Completion of this CFA does not guarantee a renewal of funding. If the CDE determines your agency will not be renewed for a subsequent contract year, you will be notified in writing no later than April 7, 2023, pursuant to the *California Code of Regulations*, Title 5 (5 CCR) Section 17828. Contractors who apply for and are approved for continued funding do not need to sign a contract with the CDE to provide CSPP and, if applicable, CPKS services for FY 2023–24, as contracts will be automatically renewed in accordance with all applicable federal and state laws as well as all CSPP and CPKS CT&Cs that will be incorporated into the 2023–24 contract, as applicable. By signing the CFA, the contractor indicates that it wishes to automatically renew the CSPP contract and, if applicable, CPKS contract for FY 2023–24 and is willing to, and does accept, all terms and conditions of the 2023–24 CSPP and CPKS contract, which will be provided to the contractor no later than June 1, 2023.

If the CFA is returned to the CDE in a timely manner but is not fully and accurately completed, funding for FY 2023–24, if approved, may be delayed.

Contractors that wish to reject the terms of the FY 2023–24 CSPP and/or CPKS contract must provide the CDE with a written notice that the terms of the contract(s) are rejected by emailing ChildDevelopmentContracts@cde.ca.gov on or before June 30, 2023. The email should come from the Executive Director/Superintendent of the contracting entity or their authorized representative and state that the terms of the FY 2023–24 CSPP and, as applicable, the CPKS contract are rejected. Contractors providing such notice to the CDE of the rejection of the terms of the contract will not have a contract(s) in effect for FY 2023–24. Note that while contractors who currently receive CPKS funding may reject their 2023–24 CPKS contract, they cannot reject their 2023–24 CSPP contract and still receive funding under a CPKS contract since CPKS funding is tied to having a CSPP contract.

If a contractor wishes to terminate the contract for any reason during the FY 2023–24 contract term, the contractor shall notify the CDE of its intent to terminate the contract at least 90 calendar days in advance of contract termination and shall follow CCR 17795.

If you have any questions regarding the CFA, please contact CFA@cde.ca.gov.

Section I – Contractor Information	
Contractor Legal Name:	Monrovia Unified School District
Contractor “Doing Business As” (DBA):	
Headquartered County:	19 Los Angeles
Vendor Number:	6479
Executive Director Name:	Ryan Smith
Executive Director Telephone Number:	626-471-2010
Executive Director Email Address:	rsmith@monroviaschools.net
Legal Business Address:	325 E. Huntington Drive
City:	Monrovia
Zip Code:	91016
Mailing Address (if different from above):	
City:	
Zip Code:	
Name of Person Completing the CFA:	Angeline Arias
Title of Contact Person Completing the CFA:	Principal
Contact Person Telephone Number:	626-471-3020
Contact Person Email Address:	aarias@monroviaschools.net

Contractor Name

Vendor # County

00 Select One

Section II, Part 1 – Contract and Program Type
Check all applicable boxes indicating the programs the contractor intends to continue to administer for the FY 2023–24. The contractor agrees to continue implementation of these programs with funds provided by the CDE.
<p>Contract Type</p> <p><input checked="" type="checkbox"/> CSPP <input type="checkbox"/> CPKS</p> <p>Does the CSPP operate a Family Childcare Home Education Network (FCHEEN)?</p> <p><input type="checkbox"/> Yes</p> <p><input checked="" type="checkbox"/> No</p>
<p>Program Type</p> <p><input checked="" type="checkbox"/> Full-Day/Full-Year <input checked="" type="checkbox"/> Part-Day/Part-Year <input type="checkbox"/> Full-Day/Part-Year <input type="checkbox"/> Part-Day/Full-Year</p>
Section II, Part 2 – Funded Enrollment
Insert the number of children your agency expects to enroll with the CSPP contract for each county services are provided, as applicable.
<p>1. County Name: Los Angeles Number of Children to be Enrolled in Part-Day CSPP in the County: 220 Number of Children to be Enrolled in Full-Day CSPP in the County: 24 Total Number of Children to be Enrolled in the County: 224</p>
<p>2. County Name: Number of Children to be Enrolled in Part-Day CSPP in the County: Number of Children to be Enrolled in Full-Day CSPP in the County: Total Number of Children to be Enrolled in the County:</p>
<p>3. County Name: Number of Children to be Enrolled in Part-Day CSPP in the County: Number of Children to be Enrolled in Full-Day CSPP in the County: Total Number of Children to be Enrolled in the County:</p>
Total Number of CSPP Children to be Enrolled: 224
To request a change to these numbers during the fiscal year, the contractor must submit a Program Narrative Change to request approval from their assigned regional consultant. The new "Number of Children" must also be reported during the Program Self Evaluation survey.

Contractor Name

Vendor #

County

00 Select One

Contractor Name

Vendor # County

00 Select One

Section III – Contractor’s Officers and Board of Directors Information				
Does the contractor have a board of directors?		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
If no, please explain the entity type and the governance structure (i.e., number of owners and partnership)				
List all officers and board members/governing individuals (i.e., owner, director, etc.) Attach additional sheets as necessary.				
Officer, Board Member, Owner or Governing Individual Name	Title	Telephone Number	Mailing Address	Email Address
Selene Lockerbie	President	626-471-2000	325 E Huntington Dr, Monrovia CA 91016	slockerbie@monroviashools.net
Traci Gholar	Vice President	626-471-2000	325 E Huntington Dr, Monrovia CA 91016	tgholar@monroviashools.net
Jennifer Anderson	Board Clerk	626-471-2000	325 E Huntington Dr, Monrovia CA 91016	janderson@monroviashools.net
Rob Hammond	Board Member	626-471-2000	325 E Huntington Dr, Monrovia CA 91016	rhammond@monroviashools.net
Maritza Travanti	Board Member	626-471-2000	325 E Huntington Dr, Monrovia CA 91016	mtravanti@monroviashools.net
Have any of the listed officers, board members, owners or other governing individuals ever served as an officer, board member, owner or governing individual with an agency that received state or federal funding and which agency funding was terminated or involuntarily non-renewed, or the agency was debarred from funding for any period of time?				
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No				

Contractor Name

Vendor #

County

00 Select One

If yes, list on a separate page the officer(s), board member(s), owner(s) or other governing individual(s) to which this applies and include the former agency(ies) with which the individual(s) was/were previously affiliated and the circumstances leading to the termination, involuntary non-renewal or debarment.

Contractor Name

Vendor # County

00 Select One

Section IV – Program Narrative

A. Please select the box below if the contractor **does not** have programmatic **or** calendar changes.

No changes

B. Please select all applicable fields below if the contractor **does** have programmatic **or** calendar changes. Programmatic or Minimum Days of Operation (MDO) changes require completion of a form EED 3704A. This form is available on the CFA web page at:
<https://www.cde.ca.gov/sp/cd/ci/cfaforms2324.asp>.

NOTE: Program calendars must be submitted for all CSPP program types ([1] full-day/full-year, [2] part-day/part-year, [3], full-day/part-year, and [4] part-day/full-year, as applicable. Making changes to the MDO does not change the contract Maximum Reimbursable Amount (MRA).

- Programmatic change
- MDO change

Contractor Name

Vendor # County

00 Select One

Section V – Personnel Certification	
The State of California requires any contractor receiving early education and care funding, disbursed by the CDE, to employ fully qualified personnel as stipulated in the Education Code (<i>EC</i>); and the 5 <i>CCR</i> ; and the CT&Cs.	
I certify, as the authorized agent representing this contractor, that I have read and understand the staffing requirements for Program Director, Site Supervisor, and Teacher. All staff employed by the contractor for the provision of preschool services are fully qualified for their respective positions. The exception to this certification is a person employed as Program Director or Site Supervisor who possesses a current Staffing Qualifications Waiver approved by the Early Education Division.	
Signature of the Contractor's Authorized Representative:	
Printed Name and Title of the Contractor's Authorized Representative:	Ryan Smith, Superintendent
Date of Signature:	12/14/2022
Authorized Representative's Telephone Number:	626-471-2010
Authorized Representative's Email Address:	rsmith@monroviасchools.net

Contractor Name

Vendor # County

00 Select One

Section VI – Subcontract Certification	
<p>A. Please select the box below if the contractor does not have subcontractors, and move to section VII:</p> <p><input checked="" type="checkbox"/> No subcontractors</p>	
<p>B. Please select the box below if the contractor does have subcontractors, and complete the information and sign in the section below. Contractors who subcontract services will need to complete and submit the form EED 3704B. The form is available on the CFA web page at: https://www.cde.ca.gov/sp/cd/ci/cfaforms2324.asp.</p> <p><input type="checkbox"/> Subcontractors</p>	
<p>I certify that the contractual arrangement(s) listed above are made in adherence to the required subcontract provisions contained in the 5 CCR, and the CT&Cs.</p> <p>I understand that signing this certificate does not lessen the legal responsibility for the contract requirements. As the contractor, it is my responsibility to monitor the performance of the subcontractor to ensure services are provided appropriately through the entire contract term.</p>	
Signature of the Contractor's Authorized Representative:	
Printed Name and Title of the Contractor's Authorized Representative:	
Date of Signature:	
Authorized Representative's Telephone Number:	
Authorized Representative's Email Address:	

Contractor Name

Vendor # County

00 Select One

Section VII – Contractor Certification

Under penalty of perjury, I certify the following:

- I am authorized by the contractor’s Board of Directors or other governing authority to execute this CFA, signifying their intent to automatically renew the current CSPP contract, and CPKS contract if applicable, for FY 2023–24, under new terms and conditions to be established by the CDE, unless rejected in writing prior to the effective date of the new contract(s) on June 30, 2023.
- On behalf of the contractor and its governing authority, the contractor understands some information requested in this CFA is intended for use by CDE auditors in connection with future audit work and performance reviews and may not be used, reviewed, or considered by the CDE until after the contract has expired, if ever. Therefore, the contractor further understands that the information (and any underlying transactions) disclosed by this CFA shall not be considered properly noticed to the CDE, nor approved, accepted, or authorized by the CDE, even if the contractor’s request for continued funding by the CDE is subsequently approved.
- The governing board members or persons with governing authority have been trained in understanding conflict of interest requirements associated with their positions on the board and have reported all known conflicts of interest.
- The signer has supervisory authority over the CSPP, have actual, personal knowledge of the information provided in this CFA, and certify that it is true and correct in all material respects.
- The signer is familiar with and will ensure that the contractor complies with all applicable program statutes and regulations, including but not limited to:
 - Subcontracting requirements, including competitive bidding, CDE approval, and audit requirements in 5 CCR.
 - Prohibitions on conflicts of interests, including (i) the assurances required to establish that transactions with officers, directors and other related party transactions are conducted at arm’s length, and (ii) employment limitations stated in EC.
 - Cost reimbursement requirements, including reimbursable and non-reimbursable costs, documentation requirements, the provisions for determining the reimbursable amount and other provisions in 5 CCR, and accounting and reporting requirements in 5 CCR.
 - Operational and programmatic requirements.

Contractor Name

Vendor #

County

00 Select One

Contractor Name

Vendor # County

00 Select One

By signing this CFA, the contractor is indicating that it wishes to automatically renew the current contract for FY 2023–24 and, if approved, is willing to, and does accept, all terms and conditions of the contract, which will be provided to the contractor no later than June 1, 2023. The contractor may reject the FY 2023–24 contract by providing the CDE with a written notice of rejection no later than June 30, 2023. Contractors that wish to reject the terms of the FY 2023–24 contract must provide written notice that the terms of the contract are rejected by emailing ChildDevelopmentContracts@cde.ca.gov on or before June 30, 2023. The email should come from the Executive Director/Superintendent of the contracting entity or their authorized representative and state that the terms of the FY 2023–24 CSPP contract, and CPKS contract if applicable, are rejected. Contractors providing such notice to the CDE of the rejection of the terms of the contract(s) will not have a contract(s) in effect for FY 2023–24.

Signature of the Contractor's Authorized Representative:	
Printed Name and Title of the Contractor's Authorized Representative:	Ryan Smith, Superintendent
Date of Signature:	12/14/2022
Authorized Representative's Telephone Number:	626-417-2010
Authorized Representative's Email Address:	rsmith@monroviасchools.net

Contractor Name

Vendor # County

00 Select One

Section VIII

Certification of Contractor Information in the CDMIS

CSPP contractors are required to review all information in the Child Development Management Information System (CDMIS) and update any outdated or incorrect information. To review the information and submit changes, log on to the CDMIS.

As the authorized representative of the CSPP contractor listed below, I certify, under penalty of perjury, that I have reviewed all of the information for **Monrovia Unified School District** and updates, additions, or deletions have been submitted as needed for information in all of the areas below:

- Executive Director/Superintendent information
- Program Director information
- Site and/or Office information including:
 - Associated license or license-exempt information per site
 - Number of children served in assigned contract per site
 - Site Supervisor information
- CSPP FCCHEN provider summary information, if applicable, including:
 - Number of homes
 - Total number of children by age group served in FCCHEN

To the best of my knowledge, the information on the CDMIS website reflects accurate information for **Monrovia Unified School District** as of the date this certification is signed.

12/14/2022

Program Director/Authorized Representative Signature

Date Signed

Ryan Smith

Printed Name of Program Director/Authorized Representative

Contractor Name

Vendor #

County

00 Select One

Section IX – Required Attachments
All CFA attachments and/or documentation below must be completed, current, and included when submitting the CFA. Attachments A–J are located on the CFA web page at: https://www.cde.ca.gov/sp/cd/ci/cfaforms2324.asp .
A. Fiscal Year 2023–24 Program Calendar (EED-9730)
B. Payee Data Record (STD. 204) (non-public agencies only)
C. Payee Data Record Supplement (STD. 205) (non-public agencies only, as applicable)
D. Secretary of State (non-public agencies only)
E. Verification of Local Educational Agency Name and Address (public agencies only)
F. Program Narrative Change (EED 3704A) (as applicable)
G. Subcontractor Certification (EED 3704B) (as applicable)
H. CSPP License Exemption Self-Certification (as applicable)
I. California Civil Rights Laws Certification (CO-005)
J. Contractor Certification Clauses (CCC)
K. Federal Certification (CO.8)
L. Agency’s board resolution and/or minutes authorizing signature on this document, and a delegation of authority, if applicable (public agencies only)

Contractor Name

Vendor # County

00 Select One

Section X – CFA Checklist			
Section Number	Section Description	Page Number	Check Box
Section I	Contractor Information	3	<input checked="" type="checkbox"/>
Section II	Contract and Program Type	4	<input checked="" type="checkbox"/>
Section III	Contractor's Officers and Board of Directors Information	5	<input checked="" type="checkbox"/>
Section IV	Program Narrative	6	<input checked="" type="checkbox"/>
Section V*	Personnel Certification	7	<input checked="" type="checkbox"/>
Section VI*	Subcontract Certification	8	<input type="checkbox"/>
Section VII*	Contractor Certification	9	<input type="checkbox"/>
Section VIII*	Certification of Contractor Information in the CDMIS Database	11	<input type="checkbox"/>
Section IX	Required Attachments	12	<input checked="" type="checkbox"/>
Section X	CFA Checklist	13	<input checked="" type="checkbox"/>
Attachment I	CSPP Program Calendar(s) (EED-9730)	Insert after page 11	<input checked="" type="checkbox"/>
Attachment II	State of California, Payee Data Record (STD. 204) (non-public agencies only)	Insert after page 11	<input type="checkbox"/>
Attachment III	Payee Data Record Supplement (STD. 205) (Non-public agencies only)	Insert after page 11	<input type="checkbox"/>
Attachment IV	Secretary of State certification or search results (non-public agencies only)	Insert after page 11	<input type="checkbox"/>
Attachment V	Verification of Local Educational Agency Name and Address search, as applicable	Insert after page 11	<input checked="" type="checkbox"/>
Attachment VI	Program Narrative Change (EED 3704A)	Insert after page 11	<input checked="" type="checkbox"/>

Contractor Name

Vendor #

County

00 Select One

Attachment VIII	Subcontractor Certification (EED 3704B)	Insert after page 11	<input checked="" type="checkbox"/>
Attachment IX	California Civil Rights Laws Certification (CO-005)	Insert after page 11	<input checked="" type="checkbox"/>
Attachment X	Contractor Certification Clauses (CCC)	Insert after page 11	<input checked="" type="checkbox"/>
Attachment XI	Federal Certification (CO.8)	Insert after page 11	<input checked="" type="checkbox"/>
Attachment XII	For Public Agencies, include a copy of the agency's board resolution or minutes authorizing signature on this document, and a delegation of authority, if applicable	Insert after page 11	<input checked="" type="checkbox"/>
Attachment XIII	Self-Certification for License Exemption for LEAs Operating CSPP	Insert after page 11	<input checked="" type="checkbox"/>
<p>All Sections must be included in the CFA package, as applicable *Bolded sections require a signature</p>			

Child Development Division Agency Information Certification

I certify, as the authorized representative of the agency listed below, I have reviewed all the information for **Monrovia Unified School Dist (6479)** and updates, additions, or deletions have been submitted as needed for information in all of the areas below:

- Executive Director/Superintendent information
- Program Director information
- Sites and Licenses and/or Office information
- Family Child Care Home summary information

To the best of my knowledge, the information on the CDMIS Web site reflects accurate information for **Monrovia Unified School Dist (6479)** as of the date this certification was signed.

	<u>12/14/2022</u>
Program Director/Authorized Representative Signature	Date Signed

<u>Ryan Smith</u>	
Printed Name of Program Director/Authorized Representative	

Name of Agency User Generating Certification: Angeline Arias

Date Generated: 11/30/2022

Assigned CDD Consultant: Monique Williams

CALIFORNIA CIVIL RIGHTS LAWS CERTIFICATION

Pursuant to Public Contract Code section 2010, if a bidder or proposer executes or renews a contract in the amount of \$100,000 or more on or after January 1, 2017, the bidder or proposer hereby certifies compliance with the following:

1. CALIFORNIA CIVIL RIGHTS LAWS: For contracts \$100,000 or more, executed or renewed after January 1, 2017, the contractor certifies compliance with the Unruh Civil Rights Act (Section 51 of the Civil Code) and the Fair Employment and Housing Act (Section 12960 of the Government Code); and
2. EMPLOYER DISCRIMINATORY POLICIES: For contracts \$100,000 or more, executed or renewed after January 1, 2017, if a Contractor has an internal policy against a sovereign nation or peoples recognized by the United States government, the Contractor certifies that such policies are not used in violation of the Unruh Civil Rights Act (Section 51 of the Civil Code) or the Fair Employment and Housing Act (Section 12960 of the Government Code).

CERTIFICATION

I, the official named below, certify under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

1. Proposer/Bidder Firm Name (Printed):

Monrovia Unified School District

2. Federal ID Number:

95-6006592

3. By (Authorized Signature):
-

4. Printed Name and Title of Person Signing:

Ryan Smith, Superintendent

5. Date Executed:

12/14/22

6. Executed in the County and State of:

Los Angeles, California

Contractor Certification Clauses

CCC 04/2017

CERTIFICATION

I, the official named below, CERTIFY UNDER PENALTY OF PERJURY that I am duly authorized to legally bind the prospective Contractor to the clause(s) listed below. This certification is made under the laws of the State of California.

Contractor/Bidder Firm Name (Printed)	Federal ID Number
Monrovia Unified School District	95-6006592

By (Authorized Signature)

Printed Name and Title of Person Signing

Ryan Smith, Superintendent

Date Executed	Executed in the County of
12/14/22	Los Angeles

CONTRACTOR CERTIFICATION CLAUSES

1. STATEMENT OF COMPLIANCE: Contractor has, unless exempted, complied with the nondiscrimination program requirements. (Gov. Code §12990 (a-f) and CCR, Title 2, Section 11102) (Not applicable to public entities.)

2. DRUG-FREE WORKPLACE REQUIREMENTS: Contractor will comply with the requirements of the Drug-Free Workplace Act of 1990 and will provide a drug-free workplace by taking the following actions:

a. Publish a statement notifying employees that unlawful manufacture, distribution, dispensation, possession or use of a controlled substance is prohibited and specifying actions to be taken against employees for violations.

b. Establish a Drug-Free Awareness Program to inform employees about:

- 1) the dangers of drug abuse in the workplace;
- 2) the person's or organization's policy of maintaining a drug-free workplace;
- 3) any available counseling, rehabilitation and employee assistance programs; and,
- 4) penalties that may be imposed upon employees for drug abuse violations.

c. Every employee who works on the proposed Agreement will:

- 1) receive a copy of the company's drug-free workplace policy statement; and,

2) agree to abide by the terms of the company's statement as a condition of employment on the Agreement.

Failure to comply with these requirements may result in suspension of payments under the Agreement or termination of the Agreement or both and Contractor may be ineligible for award of any future State agreements if the department determines that any of the following has occurred: the Contractor has made false certification, or violated the certification by failing to carry out the requirements as noted above. (Gov. Code §8350 et seq.)

3. NATIONAL LABOR RELATIONS BOARD CERTIFICATION: Contractor certifies that no more than one (1) final unappealable finding of contempt of court by a Federal court has been issued against Contractor within the immediately preceding two-year period because of Contractor's failure to comply with an order of a Federal court, which orders Contractor to comply with an order of the National Labor Relations Board. (Pub. Contract Code §10296) (Not applicable to public entities.)

4. CONTRACTS FOR LEGAL SERVICES \$50,000 OR MORE- PRO BONO REQUIREMENT: Contractor hereby certifies that Contractor will comply with the requirements of Section 6072 of the Business and Professions Code, effective January 1, 2003.

Contractor agrees to make a good faith effort to provide a minimum number of hours of pro bono legal services during each year of the contract equal to the lesser of 30 multiplied by the number of full time attorneys in the firm's offices in the State, with the number of hours prorated on an actual day basis for any contract period of less than a full year or 10% of its contract with the State.

Failure to make a good faith effort may be cause for non-renewal of a state contract for legal services, and may be taken into account when determining the award of future contracts with the State for legal services.

5. EXPATRIATE CORPORATIONS: Contractor hereby declares that it is not an expatriate corporation or subsidiary of an expatriate corporation within the meaning of Public Contract Code Section 10286 and 10286.1, and is eligible to contract with the State of California.

6. SWEATFREE CODE OF CONDUCT:

a. All Contractors contracting for the procurement or laundering of apparel, garments or corresponding accessories, or the procurement of equipment, materials, or supplies, other than procurement related to a public works contract, declare under penalty of perjury that no apparel, garments or corresponding accessories, equipment, materials, or supplies furnished to the state pursuant to the contract have been laundered or produced in whole or in part by sweatshop labor, forced labor, convict labor, indentured labor under penal sanction, abusive forms of child labor or exploitation of children in sweatshop labor, or with the benefit of sweatshop labor, forced labor, convict labor, indentured labor under penal sanction, abusive forms of child labor or exploitation of children in sweatshop labor. The contractor further declares under penalty of perjury that they adhere to the Sweatfree Code of Conduct as set forth on the California Department of Industrial Relations website located at www.dir.ca.gov, and Public Contract Code Section 6108.

b. The contractor agrees to cooperate fully in providing reasonable access to the contractor's records, documents, agents or employees, or premises if reasonably

required by authorized officials of the contracting agency, the Department of Industrial Relations, or the Department of Justice to determine the contractor's compliance with the requirements under paragraph (a).

7. DOMESTIC PARTNERS: For contracts of \$100,000 or more, Contractor certifies that Contractor is in compliance with Public Contract Code section 10295.3.

8. GENDER IDENTITY: For contracts of \$100,000 or more, Contractor certifies that Contractor is in compliance with Public Contract Code section 10295.35.

DOING BUSINESS WITH THE STATE OF CALIFORNIA

The following laws apply to persons or entities doing business with the State of California.

1. CONFLICT OF INTEREST: Contractor needs to be aware of the following provisions regarding current or former state employees. If Contractor has any questions on the status of any person rendering services or involved with the Agreement, the awarding agency must be contacted immediately for clarification.

Current State Employees (Pub. Contract Code §10410):

1). No officer or employee shall engage in any employment, activity or enterprise from which the officer or employee receives compensation or has a financial interest and which is sponsored or funded by any state agency, unless the employment, activity or enterprise is required as a condition of regular state employment.

2). No officer or employee shall contract on his or her own behalf as an independent contractor with any state agency to provide goods or services.

Former State Employees (Pub. Contract Code §10411):

1). For the two-year period from the date he or she left state employment, no former state officer or employee may enter into a contract in which he or she engaged in any of the negotiations, transactions, planning, arrangements or any part of the decision-making process relevant to the contract while employed in any capacity by any state agency.

2). For the twelve-month period from the date he or she left state employment, no former state officer or employee may enter into a contract with any state agency if he or she was employed by that state agency in a policy-making position in the same general subject area as the proposed contract within the 12-month period prior to his or her leaving state service.

If Contractor violates any provisions of above paragraphs, such action by Contractor shall render this Agreement void. (Pub. Contract Code §10420)

Members of boards and commissions are exempt from this section if they do not receive payment other than payment of each meeting of the board or commission, payment for preparatory time and payment for per diem. (Pub. Contract Code §10430 (e))

2. LABOR CODE/WORKERS' COMPENSATION: Contractor needs to be aware of the provisions which require every employer to be insured against liability for Worker's Compensation or to undertake self-insurance in accordance with the provisions, and

Contractor affirms to comply with such provisions before commencing the performance of the work of this Agreement. (Labor Code Section 3700)

3. AMERICANS WITH DISABILITIES ACT: Contractor assures the State that it complies with the Americans with Disabilities Act (ADA) of 1990, which prohibits discrimination on the basis of disability, as well as all applicable regulations and guidelines issued pursuant to the ADA. (42 U.S.C. 12101 et seq.)

4. CONTRACTOR NAME CHANGE: An amendment is required to change the Contractor's name as listed on this Agreement. Upon receipt of legal documentation of the name change the State will process the amendment. Payment of invoices presented with a new name cannot be paid prior to approval of said amendment.

5. CORPORATE QUALIFICATIONS TO DO BUSINESS IN CALIFORNIA:

a. When agreements are to be performed in the state by corporations, the contracting agencies will be verifying that the contractor is currently qualified to do business in California in order to ensure that all obligations due to the state are fulfilled.

b. "Doing business" is defined in R&TC Section 23101 as actively engaging in any transaction for the purpose of financial or pecuniary gain or profit. Although there are some statutory exceptions to taxation, rarely will a corporate contractor performing within the state not be subject to the franchise tax.

c. Both domestic and foreign corporations (those incorporated outside of California) must be in good standing in order to be qualified to do business in California. Agencies will determine whether a corporation is in good standing by calling the Office of the Secretary of State.

6. RESOLUTION: A county, city, district, or other local public body must provide the State with a copy of a resolution, order, motion, or ordinance of the local governing body which by law has authority to enter into an agreement, authorizing execution of the agreement.

7. AIR OR WATER POLLUTION VIOLATION: Under the State laws, the Contractor shall not be: (1) in violation of any order or resolution not subject to review promulgated by the State Air Resources Board or an air pollution control district; (2) subject to cease and desist order not subject to review issued pursuant to Section 13301 of the Water Code for violation of waste discharge requirements or discharge prohibitions; or (3) finally determined to be in violation of provisions of federal law relating to air or water pollution.

8. PAYEE DATA RECORD FORM STD. 204: This form must be completed by all contractors that are not another state agency or other governmental entity.

CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature on this form provides for compliance with certification requirements under 45 CFR Part 93, "New restrictions on Lobbying," and 45 CFR Part 76, "Government-wide Debarment and Suspension (Non procurement) and Government-wide requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 45 CFR Part 93, for persons entering into a grant or cooperative agreement over \$100,000 as defined at 45 CFR Part 93, Sections 93.105 and 93.110, the applicant certifies that:

(a) No federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a member of Congress in connection with the making of any federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement:

(b) If any funds other than federal appropriated funds have been or will be paid to any person for influencing or attempting to influence an employee of Congress, or any employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form -LLL, "Disclosure Form to Report Lobbying," in accordance with this instruction;

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by executive Order 12549, Debarment and Suspension, and other responsibilities implemented at 45 CFR Part 76, for prospective participants in primary or a lower tier covered transactions, as defined at 45 CFR Part 76, Sections 76.105 and 76.110.

A. The applicant certifies that it and its principals:

(a) Are not presently debarred, suspended proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any federal department or agency:

(b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) transaction or contract under a public transaction violation of federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (federal, state, or local) with commission of any of the offenses enumerated in paragraph (1) (b) of this certification; and

(d) Have not within a three-year period proceeding this application had one or more public transactions (federal, state, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

3. DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 45 CFR Part 76, Subpart F, for grantees, as defined at 45 CFR Part 76, Sections 76.605 and 76.610-

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition.

(b) Establishing an on-going drug-free awareness program to inform employees about-

(1) The danger of drug abuse in the workplace;

(2) The grantee's policy of maintaining a drug-free workplace;

(3) Any available drug counseling, rehabilitation, and employee assistance programs; and

(4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

(c) Making it a requirement that each employee to be engaged in performance of the grant be given a copy of the statement required by paragraph (a);

(d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will -

(1) Abide by the terms of the statement; and

(2) Notify the employer in writing of his or her conviction for a violation;

(e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d) (2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title,

to: Director, Grants, and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W., (Room 3124, GSA Regional Office Building No. 3), Washington, DC 20202-4571.

Notice shall include the identification number(s) of each affected grant;

(f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d) (2), with respect to any employee who is so convicted:

(1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

(2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state, or local health, law enforcement, or other appropriate agency;

(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

B. The grantee shall insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (Street address, city, county, state, zip code)

1000 S Canyon Blvd
Monrovia Ca 91016

Check if there are workplaces on file that are not identified here.

**DRUG-FREE WORKPLACE
(GRANTEES WHO ARE INDIVIDUALS)**

As required by the Drug-Free Workplace Act of 1988, and implemented at 45 CFR Part 76, Subpart F, for grantees, as defined at 45 CFR Part 76, Sections 76.605 and 76.610-

- a. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant, and
- b. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants and contracts Service, U.S. department of Education, 400 Maryland Avenue, S.W. (Room 3124, GSA Regional Office Building No. 3) Washington, DC 20202-4571. Notice shall include the identification numbers(s) of each affected grant.

ENVIRONMENTAL TOBACCO SMOKE ACT

As required by the Pro-Children Act of 1994, (also known as Environmental Tobacco Smoke), and implemented at Public Law 103-277, Part C requires that:

The applicant certifies that smoking is not permitted in any portion of any indoor facility owned or leased or contracted and used routinely or regularly for the provision of health care services, day care, and education to children under the age of 18. Failure to comply with the provisions of this law may result in the imposition of a civil monetary penalty of up to \$1,000 per day. (The law does not apply to children's services provided in private residence, facilities funded solely by Medicare or Medicaid funds, and portions of facilities used for in-patient drug and alcohol treatment.)

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

NAME OF APPLICANT (CONTRACTOR)	
Monrovia Unified School District	
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Ryan Smith, Superintendent	
SIGNATURE	DATE
_____	12/14/22

SAMPLE OF RESOLUTION

This resolution is adopted in order to certify the approval of the Governing Board to enter into this transaction with the California Department of Education for the purpose of providing child care and development services and to authorize the designated personnel to sign contract documents for Fiscal Year 2023–24, the Continuing Funding Application, and all related contract documents.

RESOLUTION

BE IT RESOLVED that the Governing Board of
Monrovia Unified School District

authorizes that the person/s who is/are listed below, is/are authorized to sign the transaction for the Governing Board.

NAME	TITLE	SIGNATURE
<u>Ryan Smith</u>	<u>Superintendent</u>	_____
_____	_____	_____
_____	_____	_____



PASSED AND ADOPTED THIS 14 day of December 2022 (month, year), by the
Governing Board of Monrovia Unified School District
of Los Angeles County, in the State of California.

I, Jennifer Anderson, Clerk of the Governing Board of
Monrovia Unified School District, of Los Angeles County, in the
State of California, certify that the foregoing is a full, true and correct copy of a resolution
adopted by the said Board at a Monrovia Unified School District meeting thereof held at a
regular public place of meeting and the resolution is on file in the office of said Board.

(Clerk's Signature)


12/14/2022
(Date)

Monrovia Unified

County	Los Angeles
District	Monrovia Unified List of active district's schools
CDS Code	19 64790 0000000
District Address	325 East Huntington Dr. Monrovia, CA 91016-3585 Google Map 
Mailing Address	325 East Huntington Dr. Monrovia, CA 91016-3585
Phone Number	(626) 471-2000
Fax Number	(626) 471-2077
Email	lbeserra@monroviaschools.net
Web Address	www.monroviaschools.net 
Superintendent	Dr. Ryan Smith Superintendent (626) 471-2010 rsmith@monroviaschools.net
Chief Business Official	Dana Smith Assistant Superintendent of Business Services (626) 471-2050 dsmith@monroviaschools.net
Status	Active
District Type	Unified School District
Low Grade	P
High Grade	Adult
NCES/Federal District ID	0625320
CDS Coordinator (Contact for Data Updates)	Liana Beserra (626) 471-2010 Request Data Update(s)
Last Updated	August 9, 2022

Directory Disclaimer

The California School Directory and related public school and district data files (collectively referred to as the "Directory"), contain information about California schools, districts, and school/district administrators that is voluntarily self-reported by local education agencies (LEAs) to the California Department of Education (CDE) as a public convenience. Because the information is voluntarily self-reported, the Directory does not contain information for every LEA and the information that is in the Directory may be outdated or have errors, omissions, typos and other inaccuracies. Therefore, information, or the absence of information, in the Directory should not be relied upon for any purpose and should be used only to contact the LEA. The CDE makes no representation or warranty, express or implied, with respect to Directory information.

For information regarding LEA accreditation, please visit the US Department of Education's [Accreditation and Quality Assurance](#)  web page.

Fiscal Year 2023-24 Program Calendar

California Department of Education

Early Education Division

10/1/2022

Instructions

Complete the Contractor Information section below. The Subtotals section will automatically total the number of operating days entered for each month. Each tab below represents a different month in Fiscal Year 2023-2024. For each month, put a "1" for each day of operation and a "0" for a non-operational day. The sheet will auto-total the number of days of operation for you and add all totals from each month on this cover sheet.

Contractor Information

Name of CSPP Contractor:	Monrovia Unified School District- Full Day
Vendor Number:	6479
County:	Los Angeles
Contract Type:	CSPP

Subtotals

Note: The following fields are locked and are automatically calculated

First Quarter:	49
Second Quarter:	55
Third Quarter:	59
Fourth Quarter:	63
Total Days of Operation:	226

CDE Signature (CDE Use Only)

EED Consultant Initials:	[EED Consultant Initial]
Date approved by EED Consultant:	[Date approved by EED Consultant]

July 2023 Days of Operation

July 2023 Dates	Day of Operation? Enter 1 if Yes, Enter 0 if No
Saturday, July 1, 2023	0
Sunday, July 2, 2023	0
Monday, July 3, 2023	0
Tuesday, July 4, 2023	0
Wednesday, July 5, 2023	0
Thursday, July 6, 2023	0
Friday, July 7, 2023	0
Saturday, July 8, 2023	0
Sunday, July 9, 2023	0
Monday, July 10, 2023	0
Tuesday, July 11, 2023	0
Wednesday, July 12, 2023	0
Thursday, July 13, 2023	0
Friday, July 14, 2023	0
Saturday, July 15, 2023	0
Sunday, July 16, 2023	0
Monday, July 17, 2023	0
Tuesday, July 18, 2023	0
Wednesday, July 19, 2023	0
Thursday, July 20, 2023	0
Friday, July 21, 2023	0
Saturday, July 22, 2023	0
Sunday, July 23, 2023	0
Monday, July 24, 2023	1
Tuesday, July 25, 2023	1
Wednesday, July 26, 2023	1
Thursday, July 27, 2023	1
Friday, July 28, 2023	1
Saturday, July 29, 2023	0
Sunday, July 30, 2023	0
Monday, July 31, 2023	1
Total:	6

August 2023 Days of Operation

August 2023 Dates	Day of Operation? Enter 1 if Yes, Enter 0 if No
Tuesday, August 1, 2023	1
Wednesday, August 2, 2023	1
Thursday, August 3, 2023	1
Friday, August 4, 2023	1
Saturday, August 5, 2023	0
Sunday, August 6, 2023	0
Monday, August 7, 2023	1
Tuesday, August 8, 2023	1
Wednesday, August 9, 2023	1
Thursday, August 10, 2023	1
Friday, August 11, 2023	1
Saturday, August 12, 2023	0
Sunday, August 13, 2023	0
Monday, August 14, 2023	1
Tuesday, August 15, 2023	1
Wednesday, August 16, 2023	1
Thursday, August 17, 2023	1
Friday, August 18, 2023	1
Saturday, August 19, 2023	0
Sunday, August 20, 2023	0
Monday, August 21, 2023	1
Tuesday, August 22, 2023	1
Wednesday, August 23, 2023	1
Thursday, August 24, 2023	1
Friday, August 25, 2023	1
Saturday, August 26, 2023	0
Sunday, August 27, 2023	0
Monday, August 28, 2023	1
Tuesday, August 29, 2023	1
Wednesday, August 30, 2023	1
Thursday, August 31, 2023	1
Total:	23

September 2023 Days of Operation

September 2023 Dates	Day of Operation? Enter 1 if Yes, Enter 0 if No
Friday, September 1, 2023	1
Saturday, September 2, 2023	0
Sunday, September 3, 2023	0
Monday, September 4, 2023	0
Tuesday, September 5, 2023	1
Wednesday, September 6, 2023	1
Thursday, September 7, 2023	1
Friday, September 8, 2023	1
Saturday, September 9, 2023	0
Sunday, September 10, 2023	0
Monday, September 11, 2023	1
Tuesday, September 12, 2023	1
Wednesday, September 13, 2023	1
Thursday, September 14, 2023	1
Friday, September 15, 2023	1
Saturday, September 16, 2023	0
Sunday, September 17, 2023	0
Monday, September 18, 2023	1
Tuesday, September 19, 2023	1
Wednesday, September 20, 2023	1
Thursday, September 21, 2023	1
Friday, September 22, 2023	1
Saturday, September 23, 2023	0
Sunday, September 24, 2023	0
Monday, September 25, 2023	1
Tuesday, September 26, 2023	1
Wednesday, September 27, 2023	1
Thursday, September 28, 2023	1
Friday, September 29, 2023	1
Saturday, September 30, 2023	0
Total Days:	20

October 2023 Days of Operation

October 2023 Dates	Day of Operation? Enter 1 if Yes, Enter 0 if No
Sunday, October 1, 2023	0
Monday, October 2, 2023	1
Tuesday, October 3, 2023	1
Wednesday, October 4, 2023	1
Thursday, October 5, 2023	1
Friday, October 6, 2023	1
Saturday, October 7, 2023	0
Sunday, October 8, 2023	0
Monday, October 9, 2023	1
Tuesday, October 10, 2023	1
Wednesday, October 11, 2023	1
Thursday, October 12, 2023	1
Friday, October 13, 2023	1
Saturday, October 14, 2023	0
Sunday, October 15, 2023	0
Monday, October 16, 2023	1
Tuesday, October 17, 2023	1
Wednesday, October 18, 2023	1
Thursday, October 19, 2023	1
Friday, October 20, 2023	1
Saturday, October 21, 2023	0
Sunday, October 22, 2023	0
Monday, October 23, 2023	1
Tuesday, October 24, 2023	1
Wednesday, October 25, 2023	1
Thursday, October 26, 2023	1
Friday, October 27, 2023	1
Saturday, October 28, 2023	0
Sunday, October 29, 2023	0
Monday, October 30, 2023	1
Tuesday, October 31, 2023	1
Total:	22

November 2023 Days of Operation

November 2023 Dates	Day of Operation? Enter 1 if Yes, Enter 0 if No
Wednesday, November 1, 2023	1
Thursday, November 2, 2023	1
Friday, November 3, 2023	1
Saturday, November 4, 2023	0
Sunday, November 5, 2023	0
Monday, November 6, 2023	1
Tuesday, November 7, 2023	1
Wednesday, November 8, 2023	1
Thursday, November 9, 2023	1
Friday, November 10, 2023	0
Saturday, November 11, 2023	0
Sunday, November 12, 2023	0
Monday, November 13, 2023	1
Tuesday, November 14, 2023	1
Wednesday, November 15, 2023	1
Thursday, November 16, 2023	1
Friday, November 17, 2023	1
Saturday, November 18, 2023	0
Sunday, November 19, 2023	0
Monday, November 20, 2023	1
Tuesday, November 21, 2023	1
Wednesday, November 22, 2023	0
Thursday, November 23, 2023	0
Friday, November 24, 2023	0
Saturday, November 25, 2023	0
Sunday, November 26, 2023	0
Monday, November 27, 2023	1
Tuesday, November 28, 2023	1
Wednesday, November 29, 2023	1
Thursday, November 30, 2023	1
Total:	18

December 2023 Days of Operation

December 2023 Dates	Day of Operation? Enter 1 if Yes, Enter 0 if No
Friday, December 1, 2023	1
Saturday, December 2, 2023	0
Sunday, December 3, 2023	0
Monday, December 4, 2023	1
Tuesday, December 5, 2023	1
Wednesday, December 6, 2023	1
Thursday, December 7, 2023	1
Friday, December 8, 2023	1
Saturday, December 9, 2023	0
Sunday, December 10, 2023	0
Monday, December 11, 2023	1
Tuesday, December 12, 2023	1
Wednesday, December 13, 2023	1
Thursday, December 14, 2023	1
Friday, December 15, 2023	1
Saturday, December 16, 2023	0
Sunday, December 17, 2023	0
Monday, December 18, 2023	1
Tuesday, December 19, 2023	1
Wednesday, December 20, 2023	1
Thursday, December 21, 2023	1
Friday, December 22, 2023	0
Saturday, December 23, 2023	0
Sunday, December 24, 2023	0
Monday, December 25, 2023	0
Tuesday, December 26, 2023	0
Wednesday, December 27, 2023	0
Thursday, December 28, 2023	0
Friday, December 29, 2023	0
Saturday, December 30, 2023	0
Sunday, December 31, 2023	0
Total:	15

January 2024 Days of Operation

January 2024 Dates	Day of Operation? Enter 1 if Yes, Enter 0 if No
Monday, January 1, 2024	0
Tuesday, January 2, 2024	0
Wednesday, January 3, 2024	1
Thursday, January 4, 2024	1
Friday, January 5, 2024	1
Saturday, January 6, 2024	0
Sunday, January 7, 2024	0
Monday, January 8, 2024	1
Tuesday, January 9, 2024	1
Wednesday, January 10, 2024	1
Thursday, January 11, 2024	1
Friday, January 12, 2024	1
Saturday, January 13, 2024	0
Sunday, January 14, 2024	0
Monday, January 15, 2024	0
Tuesday, January 16, 2024	1
Wednesday, January 17, 2024	1
Thursday, January 18, 2024	1
Friday, January 19, 2024	1
Saturday, January 20, 2024	0
Sunday, January 21, 2024	0
Monday, January 22, 2024	1
Tuesday, January 23, 2024	1
Wednesday, January 24, 2024	1
Thursday, January 25, 2024	1
Friday, January 26, 2024	1
Saturday, January 27, 2024	0
Sunday, January 28, 2024	0
Monday, January 29, 2024	1
Tuesday, January 30, 2024	1
Wednesday, January 31, 2024	1
Total:	20

February 2024 Days of Operation

February 2024 Dates	Day of Operation? Enter 1 if Yes, Enter 0 if No
Thursday, February 1, 2024	1
Friday, February 2, 2024	1
Saturday, February 3, 2024	0
Sunday, February 4, 2024	0
Monday, February 5, 2024	1
Tuesday, February 6, 2024	1
Wednesday, February 7, 2024	1
Thursday, February 8, 2024	1
Friday, February 9, 2024	1
Saturday, February 10, 2024	0
Sunday, February 11, 2024	0
Monday, February 12, 2024	0
Tuesday, February 13, 2024	1
Wednesday, February 14, 2024	1
Thursday, February 15, 2024	1
Friday, February 16, 2024	1
Saturday, February 17, 2024	0
Sunday, February 18, 2024	0
Monday, February 19, 2024	0
Tuesday, February 20, 2024	1
Wednesday, February 21, 2024	1
Thursday, February 22, 2024	1
Friday, February 23, 2024	1
Saturday, February 24, 2024	0
Sunday, February 25, 2024	0
Monday, February 26, 2024	1
Tuesday, February 27, 2024	1
Wednesday, February 28, 2024	1
Thursday, February 29, 2024	1
Total:	19

March 2024 Days of Operation

March 2024 Dates	Day of Operation? Enter 1 if Yes, Enter 0 if No
Friday, March 1, 2024	1
Saturday, March 2, 2024	0
Sunday, March 3, 2024	0
Monday, March 4, 2024	1
Tuesday, March 5, 2024	1
Wednesday, March 6, 2024	1
Thursday, March 7, 2024	1
Friday, March 8, 2024	1
Saturday, March 9, 2024	0
Sunday, March 10, 2024	0
Monday, March 11, 2024	1
Tuesday, March 12, 2024	1
Wednesday, March 13, 2024	1
Thursday, March 14, 2024	1
Friday, March 15, 2024	1
Saturday, March 16, 2024	0
Sunday, March 17, 2024	0
Monday, March 18, 2024	1
Tuesday, March 19, 2024	1
Wednesday, March 20, 2024	1
Thursday, March 21, 2024	1
Friday, March 22, 2024	1
Saturday, March 23, 2024	0
Sunday, March 24, 2024	0
Monday, March 25, 2024	1
Tuesday, March 26, 2024	1
Wednesday, March 27, 2024	1
Thursday, March 28, 2024	1
Friday, March 29, 2024	0
Saturday, March 30, 2024	0
Sunday, March 31, 2024	0
Total:	20

April 2024 Days of Operation

April 2024 Dates	Day of Operation? Enter 1 if Yes, Enter 0 if No
Monday, April 1, 2024	1
Tuesday, April 2, 2024	1
Wednesday, April 3, 2024	1
Thursday, April 4, 2024	1
Friday, April 5, 2024	1
Saturday, April 6, 2024	0
Sunday, April 7, 2024	0
Monday, April 8, 2024	1
Tuesday, April 9, 2024	1
Wednesday, April 10, 2024	1
Thursday, April 11, 2024	1
Friday, April 12, 2024	1
Saturday, April 13, 2024	0
Sunday, April 14, 2024	0
Monday, April 15, 2024	1
Tuesday, April 16, 2024	1
Wednesday, April 17, 2024	1
Thursday, April 18, 2024	1
Friday, April 19, 2024	1
Saturday, April 20, 2024	0
Sunday, April 21, 2024	0
Monday, April 22, 2024	1
Tuesday, April 23, 2024	1
Wednesday, April 24, 2024	1
Thursday, April 25, 2024	1
Friday, April 26, 2024	1
Saturday, April 27, 2024	0
Sunday, April 28, 2024	0
Monday, April 29, 2024	1
Tuesday, April 30, 2024	1
Total:	22

May 2024 Days of Operation

May 2024 Dates	Day of Operation? Enter 1 if Yes, Enter 0 if No
Wednesday, May 1, 2024	1
Thursday, May 2, 2024	1
Friday, May 3, 2024	1
Saturday, May 4, 2024	0
Sunday, May 5, 2024	0
Monday, May 6, 2024	1
Tuesday, May 7, 2024	1
Wednesday, May 8, 2024	1
Thursday, May 9, 2024	1
Friday, May 10, 2024	1
Saturday, May 11, 2024	0
Sunday, May 12, 2024	0
Monday, May 13, 2024	1
Tuesday, May 14, 2024	1
Wednesday, May 15, 2024	1
Thursday, May 16, 2024	1
Friday, May 17, 2024	1
Saturday, May 18, 2024	0
Sunday, May 19, 2024	0
Monday, May 20, 2024	1
Tuesday, May 21, 2024	1
Wednesday, May 22, 2024	1
Thursday, May 23, 2024	1
Friday, May 24, 2024	0
Saturday, May 25, 2024	0
Sunday, May 26, 2024	0
Monday, May 27, 2024	0
Tuesday, May 28, 2024	1
Wednesday, May 29, 2024	1
Thursday, May 30, 2024	1
Friday, May 31, 2024	1
Total:	21

June 2024 Days of Operation

June 2024 Dates	Day of Operation? Enter 1 if Yes, Enter 0 if No
Saturday, June 1, 2024	0
Sunday, June 2, 2024	0
Monday, June 3, 2024	1
Tuesday, June 4, 2024	1
Wednesday, June 5, 2024	1
Thursday, June 6, 2024	1
Friday, June 7, 2024	1
Saturday, June 8, 2024	0
Sunday, June 9, 2024	0
Monday, June 10, 2024	1
Tuesday, June 11, 2024	1
Wednesday, June 12, 2024	1
Thursday, June 13, 2024	1
Friday, June 14, 2024	1
Saturday, June 15, 2024	0
Sunday, June 16, 2024	0
Monday, June 17, 2024	1
Tuesday, June 18, 2024	1
Wednesday, June 19, 2024	1
Thursday, June 20, 2024	1
Friday, June 21, 2024	1
Saturday, June 22, 2024	0
Sunday, June 23, 2024	0
Monday, June 24, 2024	1
Tuesday, June 25, 2024	1
Wednesday, June 26, 2024	1
Thursday, June 27, 2024	1
Friday, June 28, 2024	1
Saturday, June 29, 2024	0
Sunday, June 30, 2024	0
Total:	20

Fiscal Year 2023-24 Program Calendar

California Department of Education

Early Education Division

10/1/2022

Instructions

Complete the Contractor Information section below. The Subtotals section will automatically total the number of operating days entered for each month. Each tab below represents a different month in Fiscal Year 2023-2024. For each month, put a "1" for each day of operation and a "0" for a non-operational day. The sheet will auto-total the number of days of operation for you and add all totals from each month on this cover sheet.

Contractor Information

Name of CSPP Contractor:	Monrovia Unified School District- Part Day
Vendor Number:	6479
County:	Los Angeles
Contract Type:	CSPP

Subtotals

Note: The following fields are locked and are automatically calculated

First Quarter:	31
Second Quarter:	52
Third Quarter:	54
Fourth Quarter:	40
Total Days of Operation:	177

CDE Signature (CDE Use Only)

EED Consultant Initials:	[EED Consultant Initial]
Date approved by EED Consultant:	[Date approved by EED Consultant]

July 2023 Days of Operation

July 2023 Dates	Day of Operation? Enter 1 if Yes, Enter 0 if No
Saturday, July 1, 2023	0
Sunday, July 2, 2023	0
Monday, July 3, 2023	0
Tuesday, July 4, 2023	0
Wednesday, July 5, 2023	0
Thursday, July 6, 2023	0
Friday, July 7, 2023	0
Saturday, July 8, 2023	0
Sunday, July 9, 2023	0
Monday, July 10, 2023	0
Tuesday, July 11, 2023	0
Wednesday, July 12, 2023	0
Thursday, July 13, 2023	0
Friday, July 14, 2023	0
Saturday, July 15, 2023	0
Sunday, July 16, 2023	0
Monday, July 17, 2023	0
Tuesday, July 18, 2023	0
Wednesday, July 19, 2023	0
Thursday, July 20, 2023	0
Friday, July 21, 2023	0
Saturday, July 22, 2023	0
Sunday, July 23, 2023	0
Monday, July 24, 2023	0
Tuesday, July 25, 2023	0
Wednesday, July 26, 2023	0
Thursday, July 27, 2023	0
Friday, July 28, 2023	0
Saturday, July 29, 2023	0
Sunday, July 30, 2023	0
Monday, July 31, 2023	0
Total:	0

August 2023 Days of Operation

August 2023 Dates	Day of Operation? Enter 1 if Yes, Enter 0 if No
Tuesday, August 1, 2023	0
Wednesday, August 2, 2023	0
Thursday, August 3, 2023	0
Friday, August 4, 2023	0
Saturday, August 5, 2023	0
Sunday, August 6, 2023	0
Monday, August 7, 2023	0
Tuesday, August 8, 2023	0
Wednesday, August 9, 2023	0
Thursday, August 10, 2023	0
Friday, August 11, 2023	0
Saturday, August 12, 2023	0
Sunday, August 13, 2023	0
Monday, August 14, 2023	0
Tuesday, August 15, 2023	0
Wednesday, August 16, 2023	0
Thursday, August 17, 2023	1
Friday, August 18, 2023	1
Saturday, August 19, 2023	0
Sunday, August 20, 2023	0
Monday, August 21, 2023	1
Tuesday, August 22, 2023	1
Wednesday, August 23, 2023	1
Thursday, August 24, 2023	1
Friday, August 25, 2023	1
Saturday, August 26, 2023	0
Sunday, August 27, 2023	0
Monday, August 28, 2023	1
Tuesday, August 29, 2023	1
Wednesday, August 30, 2023	1
Thursday, August 31, 2023	1
Total:	11

September 2023 Days of Operation

September 2023 Dates	Day of Operation? Enter 1 if Yes, Enter 0 if No
Friday, September 1, 2023	1
Saturday, September 2, 2023	0
Sunday, September 3, 2023	0
Monday, September 4, 2023	0
Tuesday, September 5, 2023	1
Wednesday, September 6, 2023	1
Thursday, September 7, 2023	1
Friday, September 8, 2023	1
Saturday, September 9, 2023	0
Sunday, September 10, 2023	0
Monday, September 11, 2023	1
Tuesday, September 12, 2023	1
Wednesday, September 13, 2023	1
Thursday, September 14, 2023	1
Friday, September 15, 2023	1
Saturday, September 16, 2023	0
Sunday, September 17, 2023	0
Monday, September 18, 2023	1
Tuesday, September 19, 2023	1
Wednesday, September 20, 2023	1
Thursday, September 21, 2023	1
Friday, September 22, 2023	1
Saturday, September 23, 2023	0
Sunday, September 24, 2023	0
Monday, September 25, 2023	1
Tuesday, September 26, 2023	1
Wednesday, September 27, 2023	1
Thursday, September 28, 2023	1
Friday, September 29, 2023	1
Saturday, September 30, 2023	0
Total Days:	20

October 2023 Days of Operation

October 2023 Dates	Day of Operation? Enter 1 if Yes, Enter 0 if No
Sunday, October 1, 2023	0
Monday, October 2, 2023	1
Tuesday, October 3, 2023	1
Wednesday, October 4, 2023	1
Thursday, October 5, 2023	1
Friday, October 6, 2023	1
Saturday, October 7, 2023	0
Sunday, October 8, 2023	0
Monday, October 9, 2023	1
Tuesday, October 10, 2023	1
Wednesday, October 11, 2023	1
Thursday, October 12, 2023	1
Friday, October 13, 2023	1
Saturday, October 14, 2023	0
Sunday, October 15, 2023	0
Monday, October 16, 2023	1
Tuesday, October 17, 2023	1
Wednesday, October 18, 2023	1
Thursday, October 19, 2023	1
Friday, October 20, 2023	1
Saturday, October 21, 2023	0
Sunday, October 22, 2023	0
Monday, October 23, 2023	1
Tuesday, October 24, 2023	1
Wednesday, October 25, 2023	1
Thursday, October 26, 2023	1
Friday, October 27, 2023	1
Saturday, October 28, 2023	0
Sunday, October 29, 2023	0
Monday, October 30, 2023	1
Tuesday, October 31, 2023	1
Total:	22

November 2023 Days of Operation

November 2023 Dates	Day of Operation? Enter 1 if Yes, Enter 0 if No
Wednesday, November 1, 2023	1
Thursday, November 2, 2023	1
Friday, November 3, 2023	0
Saturday, November 4, 2023	0
Sunday, November 5, 2023	0
Monday, November 6, 2023	1
Tuesday, November 7, 2023	1
Wednesday, November 8, 2023	1
Thursday, November 9, 2023	1
Friday, November 10, 2023	0
Saturday, November 11, 2023	0
Sunday, November 12, 2023	0
Monday, November 13, 2023	1
Tuesday, November 14, 2023	1
Wednesday, November 15, 2023	1
Thursday, November 16, 2023	1
Friday, November 17, 2023	1
Saturday, November 18, 2023	0
Sunday, November 19, 2023	0
Monday, November 20, 2023	0
Tuesday, November 21, 2023	0
Wednesday, November 22, 2023	0
Thursday, November 23, 2023	0
Friday, November 24, 2023	0
Saturday, November 25, 2023	0
Sunday, November 26, 2023	0
Monday, November 27, 2023	1
Tuesday, November 28, 2023	1
Wednesday, November 29, 2023	1
Thursday, November 30, 2023	1
Total:	15

December 2023 Days of Operation

December 2023 Dates	Day of Operation? Enter 1 if Yes, Enter 0 if No
Friday, December 1, 2023	1
Saturday, December 2, 2023	0
Sunday, December 3, 2023	0
Monday, December 4, 2023	1
Tuesday, December 5, 2023	1
Wednesday, December 6, 2023	1
Thursday, December 7, 2023	1
Friday, December 8, 2023	1
Saturday, December 9, 2023	0
Sunday, December 10, 2023	0
Monday, December 11, 2023	1
Tuesday, December 12, 2023	1
Wednesday, December 13, 2023	1
Thursday, December 14, 2023	1
Friday, December 15, 2023	1
Saturday, December 16, 2023	0
Sunday, December 17, 2023	0
Monday, December 18, 2023	1
Tuesday, December 19, 2023	1
Wednesday, December 20, 2023	1
Thursday, December 21, 2023	1
Friday, December 22, 2023	0
Saturday, December 23, 2023	0
Sunday, December 24, 2023	0
Monday, December 25, 2023	0
Tuesday, December 26, 2023	0
Wednesday, December 27, 2023	0
Thursday, December 28, 2023	0
Friday, December 29, 2023	0
Saturday, December 30, 2023	0
Sunday, December 31, 2023	0
Total:	15

January 2024 Days of Operation

January 2024 Dates	Day of Operation? Enter 1 if Yes, Enter 0 if No
Monday, January 1, 2024	0
Tuesday, January 2, 2024	0
Wednesday, January 3, 2024	0
Thursday, January 4, 2024	0
Friday, January 5, 2024	0
Saturday, January 6, 2024	0
Sunday, January 7, 2024	0
Monday, January 8, 2024	0
Tuesday, January 9, 2024	0
Wednesday, January 10, 2024	1
Thursday, January 11, 2024	1
Friday, January 12, 2024	1
Saturday, January 13, 2024	0
Sunday, January 14, 2024	0
Monday, January 15, 2024	0
Tuesday, January 16, 2024	1
Wednesday, January 17, 2024	1
Thursday, January 18, 2024	1
Friday, January 19, 2024	1
Saturday, January 20, 2024	0
Sunday, January 21, 2024	0
Monday, January 22, 2024	1
Tuesday, January 23, 2024	1
Wednesday, January 24, 2024	1
Thursday, January 25, 2024	1
Friday, January 26, 2024	1
Saturday, January 27, 2024	0
Sunday, January 28, 2024	0
Monday, January 29, 2024	1
Tuesday, January 30, 2024	1
Wednesday, January 31, 2024	1
Total:	15

February 2024 Days of Operation

February 2024 Dates	Day of Operation? Enter 1 if Yes, Enter 0 if No
Thursday, February 1, 2024	1
Friday, February 2, 2024	1
Saturday, February 3, 2024	0
Sunday, February 4, 2024	0
Monday, February 5, 2024	1
Tuesday, February 6, 2024	1
Wednesday, February 7, 2024	1
Thursday, February 8, 2024	1
Friday, February 9, 2024	1
Saturday, February 10, 2024	0
Sunday, February 11, 2024	0
Monday, February 12, 2024	0
Tuesday, February 13, 2024	1
Wednesday, February 14, 2024	1
Thursday, February 15, 2024	1
Friday, February 16, 2024	1
Saturday, February 17, 2024	0
Sunday, February 18, 2024	0
Monday, February 19, 2024	0
Tuesday, February 20, 2024	1
Wednesday, February 21, 2024	1
Thursday, February 22, 2024	1
Friday, February 23, 2024	1
Saturday, February 24, 2024	0
Sunday, February 25, 2024	0
Monday, February 26, 2024	1
Tuesday, February 27, 2024	1
Wednesday, February 28, 2024	1
Thursday, February 29, 2024	1
Total:	19

March 2024 Days of Operation

March 2024 Dates	Day of Operation? Enter 1 if Yes, Enter 0 if No
Friday, March 1, 2024	1
Saturday, March 2, 2024	0
Sunday, March 3, 2024	0
Monday, March 4, 2024	1
Tuesday, March 5, 2024	1
Wednesday, March 6, 2024	1
Thursday, March 7, 2024	1
Friday, March 8, 2024	1
Saturday, March 9, 2024	0
Sunday, March 10, 2024	0
Monday, March 11, 2024	1
Tuesday, March 12, 2024	1
Wednesday, March 13, 2024	1
Thursday, March 14, 2024	1
Friday, March 15, 2024	1
Saturday, March 16, 2024	0
Sunday, March 17, 2024	0
Monday, March 18, 2024	1
Tuesday, March 19, 2024	1
Wednesday, March 20, 2024	1
Thursday, March 21, 2024	1
Friday, March 22, 2024	1
Saturday, March 23, 2024	0
Sunday, March 24, 2024	0
Monday, March 25, 2024	1
Tuesday, March 26, 2024	1
Wednesday, March 27, 2024	1
Thursday, March 28, 2024	1
Friday, March 29, 2024	0
Saturday, March 30, 2024	0
Sunday, March 31, 2024	0
Total:	20

April 2024 Days of Operation

April 2024 Dates	Day of Operation? Enter 1 if Yes, Enter 0 if No
Monday, April 1, 2024	0
Tuesday, April 2, 2024	0
Wednesday, April 3, 2024	0
Thursday, April 4, 2024	0
Friday, April 5, 2024	0
Saturday, April 6, 2024	0
Sunday, April 7, 2024	0
Monday, April 8, 2024	1
Tuesday, April 9, 2024	1
Wednesday, April 10, 2024	1
Thursday, April 11, 2024	1
Friday, April 12, 2024	1
Saturday, April 13, 2024	0
Sunday, April 14, 2024	0
Monday, April 15, 2024	1
Tuesday, April 16, 2024	1
Wednesday, April 17, 2024	1
Thursday, April 18, 2024	1
Friday, April 19, 2024	1
Saturday, April 20, 2024	0
Sunday, April 21, 2024	0
Monday, April 22, 2024	1
Tuesday, April 23, 2024	1
Wednesday, April 24, 2024	1
Thursday, April 25, 2024	1
Friday, April 26, 2024	1
Saturday, April 27, 2024	0
Sunday, April 28, 2024	0
Monday, April 29, 2024	1
Tuesday, April 30, 2024	1
Total:	17

May 2024 Days of Operation

May 2024 Dates	Day of Operation? Enter 1 if Yes, Enter 0 if No
Wednesday, May 1, 2024	1
Thursday, May 2, 2024	1
Friday, May 3, 2024	0
Saturday, May 4, 2024	0
Sunday, May 5, 2024	0
Monday, May 6, 2024	1
Tuesday, May 7, 2024	1
Wednesday, May 8, 2024	1
Thursday, May 9, 2024	1
Friday, May 10, 2024	1
Saturday, May 11, 2024	0
Sunday, May 12, 2024	0
Monday, May 13, 2024	1
Tuesday, May 14, 2024	1
Wednesday, May 15, 2024	1
Thursday, May 16, 2024	1
Friday, May 17, 2024	1
Saturday, May 18, 2024	0
Sunday, May 19, 2024	0
Monday, May 20, 2024	1
Tuesday, May 21, 2024	1
Wednesday, May 22, 2024	1
Thursday, May 23, 2024	1
Friday, May 24, 2024	0
Saturday, May 25, 2024	0
Sunday, May 26, 2024	0
Monday, May 27, 2024	0
Tuesday, May 28, 2024	1
Wednesday, May 29, 2024	1
Thursday, May 30, 2024	1
Friday, May 31, 2024	1
Total:	20

June 2024 Days of Operation

June 2024 Dates	Day of Operation? Enter 1 if Yes, Enter 0 if No
Saturday, June 1, 2024	0
Sunday, June 2, 2024	0
Monday, June 3, 2024	1
Tuesday, June 4, 2024	1
Wednesday, June 5, 2024	1
Thursday, June 6, 2024	0
Friday, June 7, 2024	0
Saturday, June 8, 2024	0
Sunday, June 9, 2024	0
Monday, June 10, 2024	0
Tuesday, June 11, 2024	0
Wednesday, June 12, 2024	0
Thursday, June 13, 2024	0
Friday, June 14, 2024	0
Saturday, June 15, 2024	0
Sunday, June 16, 2024	0
Monday, June 17, 2024	0
Tuesday, June 18, 2024	0
Wednesday, June 19, 2024	0
Thursday, June 20, 2024	0
Friday, June 21, 2024	0
Saturday, June 22, 2024	0
Sunday, June 23, 2024	0
Monday, June 24, 2024	0
Tuesday, June 25, 2024	0
Wednesday, June 26, 2024	0
Thursday, June 27, 2024	0
Friday, June 28, 2024	0
Saturday, June 29, 2024	0
Sunday, June 30, 2024	0
Total:	3

Agenda Item Details

Meeting Date: 2022-12-14 18:30:00

AGENDA ITEM TITLE:

8. 22/23-2077 - PURCHASE ORDERS AND PAYMENT OF BILLS

RECOMMENDATION

The Board of Education is requested to ratify purchase orders in the amount of \$1,293,818.67 issued October 21, 2022, through November 25, 2022, and payments in the amount of \$6,398,703.68, issued October 27, 2022, through November 30, 2022.

Rationale:

In accordance with California Education Code 42647, the Board of Education shall approve all payments and purchase orders. All payments and purchase orders submitted have been processed following the accounting practices upheld by the California School Accounting Manual.

Background:

Purchase orders are generated by the Purchasing Department for goods and services to encumber available funds before being submitted to the Fiscal Services Department for payment. After verification of the receipt of goods or services in accordance with the order as placed, the payment for such goods or services is processed. Voluntary deductions and fringe benefit payments are issued after the payroll reconciliation of employee and employer-authorized contributions. The payroll warrants are issued only to employees approved through the Personnel Assignment Report process.

Budget Implication (\$ Amount):

All payments are paid from the appropriate fund balances, maintaining the integrity of the budget.

Legal References:

California Education Code 42647 states that the Board of Education shall approve all payments and purchase orders.

Additional Information:

Copies of the detailed Purchase Order and Warrant Summary reports are attached.

ATTACHMENTS

- [BA Item 2077\(b-c\) Purchase Order Rpt 12-14-22.pdf](#)

Report ID: FIN-PROC-0099

Run Date: 12/01/2022

Run Time: 8:45:21 AM

Monrovia Unified School District

Purchase Order Board List

From 10/21/22 - To 11/25/22

Cover Page

Prompts and Parameters

From Approval Date: 10/21/22

To Approval Date: 11/25/22

From Record Date: Not Entered

To Record Date: Not Entered

District/Agency (Optional): Not Entered

Document Code (Optional): Not Entered

**** Populate either Approval Date or Record Date in the Prompts and Parameters, do NOT populate both. ****

Report Description

This report displays Purchase Orders in Final phase within the Date Range specified. The PO Amount columns are listed by Accounting Distribution. There are two amount columns: Accounting Line Amount and Open Accounting Line Amount, where Open Accounting Line Amount reflects the available balance on the PO that has not been expended. Additionally, the report includes an Excel tab that can be downloaded into Excel for further analysis.

Report ID: FIN-PROC-0099

Monrovia Unified School District

Run Date: 12/01/2022

Purchase Order Board List

Run Time: 8:45:21 AM

From 10/21/22 - To 11/25/22

PO Approval Date	PO Number	Change Order Number	Document Description	Vendor	Doc School Location/ Dept	Accounting Distribution	Acctg Line Amount	Open Acctg Line Amount	
10/24/22	PO1-64790-2020000-230000000340-1-New		Open PO for Amazon - Mayflower Donation Acct.	0000223395-AMAZON.COM	Mayflower	01.0-90109.0-17010-10000-4310-2020000	\$4,000.00	\$4,000.00	
PO1-64790-2020000-230000000340-1-New							Sum:	\$4,000.00	\$4,000.00
10/24/22	PO1-64790-2020000-230000000341-1-New		Open PO for Amazon - Mayflower Unrestricted Funds	0000223395-AMAZON.COM	Mayflower	01.0-00000.0-11100-10000-4310-2020000	\$2,000.00	\$2,000.00	
PO1-64790-2020000-230000000341-1-New							Sum:	\$2,000.00	\$2,000.00
10/24/22	PO1-64790-2020000-230000000345-1-New		Open PO for Office Supplies Mayflower FY 22/23	0000223486-STAPLES BUSINESS ADVANTAGE	Mayflower	01.0-00000.0-11100-10000-4310-2020000	\$2,000.00	\$2,000.00	
PO1-64790-2020000-230000000345-1-New							Sum:	\$2,000.00	\$2,000.00
10/24/22	PO1-64790-2050000-230000000339-1-New		Open PO for School Nurse Supply	0000223203-SCHOOL NURSE SUPPLY, INC.	Wild Rose	01.0-00000.0-00000-31400-4391-2050000	\$500.00	\$500.00	
PO1-64790-2050000-230000000339-1-New							Sum:	\$500.00	\$500.00
10/24/22	PO1-64790-6000028-230000000342-1-New		OPEN PO-Agreement Consultant Services 22-23-Mason Tyler	0000223600-MASON TYLER	District Wide - Music Programs	63.0-90221.0-00000-60003-5850-6000028	\$2,000.00	\$1,864.00	
PO1-64790-6000028-230000000342-1-New							Sum:	\$2,000.00	\$1,864.00
10/24/22	PO1-64790-6010012-230000000343-1-New		Reimbursement for materials used for meetings	0000223470-LIANA BESERRA	Superintendent	01.0-00000.0-00000-71500-4390-6010012	\$76.86	\$0.00	
PO1-64790-6010012-230000000343-1-New							Sum:	\$76.86	\$0.00

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Monrovia Unified School District

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From 10/21/22 - To 11/25/22

PO Approval Date	PO Number	Change Order Number	Document Description	Vendor	Doc School Location/ Dept	Accounting Distribution	Acctg Line Amount	Open Acctg Line Amount
10/24/22	PO1-64790-6010014-230000000336-1-New		FACTOR Series of Parent Engagement Training 2022-23	0000331330-Parent Engagement Academy	Instructional Services	01.0-30100.0-00000-24905-5850-6000000	\$60,000.00	\$60,000.00
PO1-64790-6010014-230000000336-1-New						Sum:	\$60,000.00	\$60,000.00
10/24/22	PO1-64790-6010014-230000000337-1-New		TUPE office supplies	0000236666-ODP Business Solutions, LLC	Instructional Services	01.0-66950.0-00000-21500-4350-6010023	\$1,000.00	\$1,000.00
PO1-64790-6010014-230000000337-1-New						Sum:	\$1,000.00	\$1,000.00
10/24/22	PO1-64790-6060024-230000000344-1-New		Amazon - Open PO Village	0000223395-AMAZON.COM	Village Program (ASES)	01.0-60100.0-00000-21500-4390-6060024	\$2,500.00	\$998.23
PO1-64790-6060024-230000000344-1-New						Sum:	\$2,500.00	\$998.23
10/24/22	PO2W-64790-4080000-230000000199-1-New		NASSP - National Honor Society Membership	0000224043-NASSP	MHS	01.0-00000.0-00000-27000-5310-4080000	\$385.00	\$0.00
PO2W-64790-4080000-230000000199-1-New						Sum:	\$385.00	\$0.00
10/24/22	PO2W-64790-4080000-230000000201-1-New		CA Mathematics Council CANCELATION FEE ION	0000224041-CALIFORNIA MATHEMATICS COUNCIL	MHS	01.0-00000.0-11100-10000-5220-4080000	\$225.00	\$0.00
PO2W-64790-4080000-230000000201-1-New						Sum:	\$225.00	\$0.00
10/24/22	PO2W-64790-6010014-230000000202-1-New		Professional Services Agreement with 2Teach	0000330298-2 Teach LLC	Instructional Services	01.4-07106.0-00000-21400-5850-6002200	\$26,225.00	\$15,262.50
PO2W-64790-6010014-230000000202-1-New						Sum:	\$26,225.00	\$15,262.50
10/24/22	PO2W-64790-6010052-230000000200-1-New		New Fan for Clifton Cafeteria	0000223455-LG & M ELECTRIC INC.	Food Services	13.0-53100.0-00000-37000-4390-6010052	\$385.00	\$0.00

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PO Approval Date	PO Number	Change Order Number	Document Description	Vendor	Doc School Location/ Dept	Accounting Distribution	Acctg Line Amount	Open Acctg Line Amount
PO2W-64790-6010052-230000000200-1-New						Sum:	\$385.00	\$0.00
10/24/22	PO3W-64790-6010014-2300000000102-1-New		Additional instructional materials needed for Williams.	0000223475-TCI	Instructional Services	01.0-63000.0-11100-10000-4110-6010014	\$746.50	\$0.00
PO3W-64790-6010014-2300000000102-1-New						Sum:	\$746.50	\$0.00
PO Approval Date	PO Number	Change Order Number	Document Description	Vendor	Doc School Location/ Dept	Accounting Distribution	Acctg Line Amount	Open Acctg Line Amount
10/26/22	PO1-64790-2010000-2300000000141-2-Modification	1	Open PO office supplies 2022-2023	0000236666-ODP Business Solutions, LLC	Bradoaks	01.0-00000.0-11100-10000-4390-2010000	\$8,000.00	\$3,395.85
PO1-64790-2010000-2300000000141-2-Modification						Sum:	\$8,000.00	\$3,395.85
10/26/22	PO1-64790-4090000-2300000000351-1-New		Open PO for Diploma Covers 2023	0000223392-CORNERSTONE GRADUATE SUPPLY	Canyon Oaks	01.0-00000.0-00000-27001-4390-4090000	\$500.00	\$500.00
			Open PO for Diploma Covers 2023	0000223392-CORNERSTONE GRADUATE SUPPLY	Canyon Oaks	01.0-00000.0-00000-27001-4390-5180000	\$500.00	\$500.00
PO1-64790-4090000-2300000000351-1-New						Sum:	\$1,000.00	\$1,000.00
10/26/22	PO1-64790-6000000-2300000000346-1-New		Security Response Call District Wide 2022-23	0000223656-BLACKWATER SECURITY	District Wide	01.0-32120.0-00000-83100-5819-6000000	\$1,000.00	\$781.00
PO1-64790-6000000-2300000000346-1-New						Sum:	\$1,000.00	\$781.00
10/26/22	PO1-64790-6010014-2300000000348-1-New		Elevo Consultant Agreement for 2022-23	0000322798-Elevo	Instructional Services	01.0-26000.0-00000-21400-5850-6000000	\$751,500.00	\$751,500.00

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PO1-64790-6010014-230000000348-1-New						Sum:	\$751,500.00	\$751,500.00
10/26/22	PO1-64790-6010014-230000000349-1-New		2022-23 School Resource Officer	0000223091-CITY OF MONROVIA	Instructional Services	01.4-07301.0-00000-31300-5850-6003800	\$90,000.00	\$90,000.00
PO1-64790-6010014-230000000349-1-New						Sum:	\$90,000.00	\$90,000.00
10/26/22	PO1-64790-6010014-230000000350-1-New		Professional development for 2022-23	0000236850-Center for Educational Leadership University of Washington	Instructional Services	01.4-07102.0-00000-21400-5850-6001200	\$39,175.00	\$39,175.00
PO1-64790-6010014-230000000350-1-New						Sum:	\$39,175.00	\$39,175.00
10/26/22	PO1-64790-6040047-230000000347-1-New		2022-23 Open PO for HVAC Electrical Supplies	0000329177-AAA Electric Motor Sales & Service, Inc.	Maintenance	01.0-81500.0-00000-81100-5630-6040047	\$5,000.00	\$5,000.00
PO1-64790-6040047-230000000347-1-New						Sum:	\$5,000.00	\$5,000.00
10/26/22	PO2W-64790-4080000-2300000000170-3-Modification	2	Overnight Security - MHS Loss Prevention for Bengali Event	0000223656-BLACKWATER SECURITY	MHS	63.0-90221.0-00000-60003-5810-6000028	\$693.00	\$0.00
PO2W-64790-4080000-2300000000170-3-Modification						Sum:	\$693.00	\$0.00
10/26/22	PO2W-64790-6010012-2300000000203-1-New		10/03/2022 Rotary Event	0000309044-Monrovia Rotary Foundation	Superintendent	01.0-00000.0-00000-71500-5220-6010012	\$100.00	\$0.00
PO2W-64790-6010012-2300000000203-1-New						Sum:	\$100.00	\$0.00
10/26/22	PO3W-64790-4080000-2300000000104-1-New		Rudis Trihex Athletic Apparel-wrestling uniform MHS	0000330965-Rudis	MHS	01.0-00000.0-15000-10000-4310-4080000	\$2,102.00	\$2,102.00
PO3W-64790-4080000-2300000000104-1-New						Sum:	\$2,102.00	\$2,102.00

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PO Approval Date	PO Number	Change Order Number	Document Description	Vendor	Doc School Location/ Dept	Accounting Distribution	Acctg Line Amount	Open Acctg Line Amount
10/26/22	PO3W-64790-601001 4-230000000106-1- New		Printers Instructional Service	0000224063-CDW COMPUTER CTRS, INC.	Instructional Services	01.0-00000.0-00000-21100-4340-6010014	\$843.13	\$843.13
PO3W-64790-6010014-230000000106-1-New						Sum:	\$843.13	\$843.13
10/26/22	PO3W-64790-602002 2-230000000105-1- New		Conference rooms and Dr. Francois's office - TV Monitors	0000224063-CDW COMPUTER CTRS, INC.	Technology	01.0-00000.0-00000-77000-4440-6020022	\$1,892.42	\$1,892.42
PO3W-64790-6020022-230000000105-1-New						Sum:	\$1,892.42	\$1,892.42
10/26/22	PO3W-64790-602002 2-230000000107-1- New		DO TV project	0000328726-Intelli- Tech	Technology	01.0-00000.0-00000-77000-4440-6020022	\$1,287.46	\$1,287.46
PO3W-64790-6020022-230000000107-1-New						Sum:	\$1,287.46	\$1,287.46
PO Approval Date	PO Number	Change Order Number	Document Description	Vendor	Doc School Location/ Dept	Accounting Distribution	Acctg Line Amount	Open Acctg Line Amount
10/28/22	PO1-64790-4080000- 2300000000352-1-New		Cintas - Open PO for Auto Shop classroom supplies (room 705)	0000223497- CINTAS CORPORATION	MHS	01.0-00000.0-11100-10000-4310-4080000	\$2,000.00	\$2,000.00
PO1-64790-4080000-2300000000352-1-New						Sum:	\$2,000.00	\$2,000.00
10/28/22	PO2W-64790-601003 0-230000000204-1- New		Reimbursement for Indeed Job Postings	0000324564- Shershonna Huff	Personnel Services	01.0-00000.0-00000-74002-5831-6010035	\$593.00	\$0.00
PO2W-64790-6010030-230000000204-1-New						Sum:	\$593.00	\$0.00
10/28/22	PO2W-64790-601003 0-230000000205-1- New		Reimbursement for PC Retreat	0000324564- Shershonna Huff	Personnel Services	01.0-00000.0-00000-74002-4390-6010035	\$170.00	\$0.00
PO2W-64790-6010030-230000000205-1-New						Sum:	\$170.00	\$0.00

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PO Approval Date	PO Number	Change Order Number	Document Description	Vendor	Doc School Location/ Dept	Accounting Distribution	Acctg Line Amount	Open Acctg Line Amount	
10/28/22	PO3W-64790-2010000-2300000000109-1-New		Oriental Trading student incentives for PBIS	0000224010-ORIENTAL TRADING CO., INC.	Bradoaks	01.4-07102.0-11100-10000-4310-2011400	\$321.04	\$321.04	
PO3W-64790-2010000-2300000000109-1-New							Sum:	\$321.04	\$321.04

PO Approval Date	PO Number	Change Order Number	Document Description	Vendor	Doc School Location/ Dept	Accounting Distribution	Acctg Line Amount	Open Acctg Line Amount	
10/31/22	PO3W-64790-6010040-2300000000108-2-Modification	1	District office break room furniture	0000331087-2010 Office Furniture, Inc	Business	01.0-00000.0-00000-72000-4450-6010040	\$10,074.95	\$5,037.50	
PO3W-64790-6010040-2300000000108-2-Modification							Sum:	\$10,074.95	\$5,037.50

PO Approval Date	PO Number	Change Order Number	Document Description	Vendor	Doc School Location/ Dept	Accounting Distribution	Acctg Line Amount	Open Acctg Line Amount	
11/01/22	PO2W-64790-7100000-2300000000125-2-Modification	1	Medical Office electronic chart - simulation - Access Cards	0000223268-ELSEVIER HEALTH SCIENCE	Adult Education School	11.0-63910.0-41340-10000-4310-7100000	\$1,394.63	\$0.00	
PO2W-64790-7100000-2300000000125-2-Modification							Sum:	\$1,394.63	\$0.00

PO Approval Date	PO Number	Change Order Number	Document Description	Vendor	Doc School Location/ Dept	Accounting Distribution	Acctg Line Amount	Open Acctg Line Amount	
11/01/22	PO3W-64790-6020022-2300000000110-1-New		Keyboards Technology	0000224063-CDW COMPUTER CTRS, INC.	Technology	01.0-00000.0-00000-77000-4390-6020022	\$230.64	\$230.64	
PO3W-64790-6020022-2300000000110-1-New							Sum:	\$230.64	\$230.64

PO Approval Date	PO Number	Change Order Number	Document Description	Vendor	Doc School Location/ Dept	Accounting Distribution	Acctg Line Amount	Open Acctg Line Amount
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PO Approval Date	PO Number	Change Order Number	Document Description	Vendor	Doc School Location/ Dept	Accounting Distribution	Acctg Line Amount	Open Acctg Line Amount
11/02/22	PO1-64790-6010014-230000000277-3-Modification	2	Initial Amazon order for Femineer supplies for 1st project	0000223395-AMAZON.COM	Instructional Services	01.0-41270.0-11100-10000-4310-6000000	\$25,000.00	\$1,759.89
PO1-64790-6010014-230000000277-3-Modification						Sum:	\$25,000.00	\$1,759.89
11/02/22	PO1-64790-6010030-230000000353-1-New	0	OPEN P/O Lafayette Gooler Mileage for 2022/23	0000330039-Lafayette Gooler	Personnel Services	01.0-00000.0-11100-10000-5250-6000000	\$200.00	\$147.98
PO1-64790-6010030-230000000353-1-New						Sum:	\$200.00	\$147.98
11/02/22	PO3W-64790-4080000-230000000083-2-Modification	1	Carolina Biological - Science class material	0000224056-CAROLINA BIOLOGICAL SUPPLY CO.	MHS	01.0-00000.0-11100-10000-4310-4080000	\$2,087.69	\$0.00
PO3W-64790-4080000-230000000083-2-Modification						Sum:	\$2,087.69	\$0.00
11/02/22	PO3W-64790-6010014-2300000000111-1-New		Book order for Plymouth Attn: Susana Reveles	0000223951-SCHOLASTIC INC.	Instructional Services	01.0-42030.0-11100-10000-4210-6000000	\$4,235.92	\$4,235.92
PO3W-64790-6010014-2300000000111-1-New						Sum:	\$4,235.92	\$4,235.92
PO Approval Date	PO Number	Change Order Number	Document Description	Vendor	Doc School Location/ Dept	Accounting Distribution	Acctg Line Amount	Open Acctg Line Amount
11/03/22	PO1-64790-6010015-2300000000335-2-Cancellation	1	Behavior Services for Sp Ed Student	0000316018-Positive Behavior Steps	Pupil Services	01.0-65000.0-57600-31200-5850-6010015	\$44,000.00	\$0.00
PO1-64790-6010015-2300000000335-2-Cancellation						Sum:	\$44,000.00	\$0.00
11/03/22	PO1-64790-6010040-2300000000338-2-Modification	1	FY 2022-23 Copier fleet per copy charges and staples	0000223540-SHARP ELECTRONICS CORPORATION	Business	01.0-00000.0-00000-72000-5630-6000000	\$18,000.00	\$7,553.76

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PO1-64790-6010040-230000000338-2-Modification						Sum:	\$18,000.00	\$7,553.76
11/03/22	PO3W-64790-6060024-230000000113-1-New	0	Safety Communication Radios Village Program	0000223239-BEARCOM	Village Program (ASES)	01.0-32120.0-11100-10000-4390-6000000	\$18,591.46	\$18,591.46
PO3W-64790-6060024-230000000113-1-New						Sum:	\$18,591.46	\$18,591.46
11/03/22	PO3W-64790-7100000-230000000112-1-New	0	Safety Communication Radios Adult Ed	0000223239-BEARCOM	Adult Education School	01.0-32120.0-11100-10000-4390-6000000	\$11,066.35	\$11,066.35
PO3W-64790-7100000-230000000112-1-New						Sum:	\$11,066.35	\$11,066.35
PO Approval Date	PO Number	Change Order Number	Document Description	Vendor	Doc School Location/ Dept	Accounting Distribution	Acctg Line Amount	Open Acctg Line Amount
11/07/22	PO1-64790-2010000-2300000000355-1-New		Open PO-Amazon office supplies	0000223395-AMAZON.COM	Bradoaks	01.0-00000.0-11100-10000-4390-2010000	\$2,000.00	\$1,849.75
PO1-64790-2010000-2300000000355-1-New						Sum:	\$2,000.00	\$1,849.75
11/07/22	PO1-64790-2010000-2300000000358-1-New		Office Depot S&C class supplies	0000236666-ODP Business Solutions, LLC	Bradoaks	01.4-07102.0-11100-10000-4310-2011400	\$1,500.00	\$1,500.00
PO1-64790-2010000-2300000000358-1-New						Sum:	\$1,500.00	\$1,500.00
11/07/22	PO1-64790-6010023-2300000000356-1-New		TUPE-Breaking Down The Walls	0000223253-LEARNING FOR LIVING, INC.	STUDENT SUPPORT SERVICES	01.0-66950.0-11100-10000-5850-6010023	\$5,100.00	\$0.00
PO1-64790-6010023-2300000000356-1-New						Sum:	\$5,100.00	\$0.00
11/07/22	PO1-64790-6010030-2300000000357-1-New		Reimbursement Greg Puccia	0000331265-Greg Puccia	Personnel Services	01.0-00000.0-00000-74001-5890-6010030	\$275.36	\$0.00
PO1-64790-6010030-2300000000357-1-New						Sum:	\$275.36	\$0.00

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11/07/22	PO1-64790-6010030-230000000359-1-New		open PO for Lita Manookian-mileage reimbursement	0000223904-LITA MANOOKIAN	Personnel Services	01.0-65000.0-57600-11901-5250-6010015	\$200.00	\$200.00
PO1-64790-6010030-230000000359-1-New						Sum:	\$200.00	\$200.00
11/07/22	PO1-64790-6040047-230000000100-2-Cancellation	1	Public Health Permit/License 2022 23 MHS Pool	0000224042-LOS ANGELES COUNTY TAX COLLECT	Maintenance	01.0-81500.0-00000-81100-5890-6040047	\$1,020.00	\$0.00
PO1-64790-6040047-230000000100-2-Cancellation						Sum:	\$1,020.00	\$0.00
11/07/22	PO1-64790-6040047-230000000354-1-New		Public Health Permit/License 2022 23 MHS Pool	0000223252-DEPARTMENT OF HEALTH SERVICES	Maintenance	01.0-81500.0-00000-81100-5890-6040047	\$1,020.00	\$1,020.00
PO1-64790-6040047-230000000354-1-New						Sum:	\$1,020.00	\$1,020.00
11/07/22	PO2W-64790-4080000-2300000000207-1-New		Garcia Kiln Maintenance and Repair	0000223860-JESUS GARCIA KILN MAINTENANCE AND REPAIR	MHS	01.0-00000.0-17039-10000-4490-4080000	\$11,100.00	\$11,100.00
PO2W-64790-4080000-2300000000207-1-New						Sum:	\$11,100.00	\$11,100.00
11/07/22	PO2W-64790-6010014-2300000000206-1-New		AVID Annual Fees 2022-23	0000223232-AVID CENTER	Instructional Services	01.4-07106.0-11100-10000-5310-6002200	\$12,597.00	\$12,597.00
			AVID Annual Fees 2022-23	0000223232-AVID CENTER	Instructional Services	01.4-07106.0-11100-10000-5841-6002200	\$7,830.00	\$7,830.00
PO2W-64790-6010014-2300000000206-1-New						Sum:	\$20,427.00	\$20,427.00
11/07/22	PO3W-64790-6020022-2300000000050-2-Cancellation	1	Teacher Laptops	0000224060-DELL MARKETING L.P.	Technology	01.0-00000.0-11100-10000-4440-6000022	\$14,143.62	\$0.00

Report ID: FIN-PROC-0099

Monrovia Unified School District

Run Date: 12/01/2022

Purchase Order Board List

Run Time: 8:45:21 AM

From 10/21/22 - To 11/25/22

PO Approval Date	PO Number	Change Order Number	Document Description	Vendor	Doc School Location/ Dept	Accounting Distribution	Acctg Line Amount	Open Acctg Line Amount
PO3W-64790-6020022-230000000050-2-Cancellation						Sum:	\$14,143.62	\$0.00
11/07/22	PO3W-64790-602002 2-230000000114-1- New		Teacher Laptops	0000223734-AREY JONES EDUCATIONAL SOLUTIONS	Technology	01.0-00000.0-11100-10000-4440-6000022	\$14,158.75	\$0.00
PO3W-64790-6020022-230000000114-1-New						Sum:	\$14,158.75	\$0.00

PO Approval Date	PO Number	Change Order Number	Document Description	Vendor	Doc School Location/ Dept	Accounting Distribution	Acctg Line Amount	Open Acctg Line Amount
11/08/22	PO1-64790-2050000- 2300000000361-1-New		Open Amazon PO for S & C	0000223395- AMAZON.COM	Wild Rose	01.4-07102.0-11100-10000-4310-2051400	\$2,000.00	\$1,977.96
PO1-64790-2050000-2300000000361-1-New						Sum:	\$2,000.00	\$1,977.96
11/08/22	PO1-64790-6000000- 2300000000360-1-New		Hand Soap & Dispenser Standardization Install District Wide	0000223870- RANCHO JANITORIAL SUPPLIES	District Wide	01.0-32120.0-00000-82100-4370-6000000	\$2,500.00	\$2,500.00
PO1-64790-6000000-2300000000360-1-New						Sum:	\$2,500.00	\$2,500.00

11/08/22	PO3W-64790-000000 0-2300000000116-1- New	0	Paper Products for Warehouse Inventory Quote ID:41479256	0000223645-HOME DEPOT PRO	No Location	01.0-00000.0-00000-00000-9320-0000000	\$12,674.35	\$12,674.35
PO3W-64790-0000000-2300000000116-1-New						Sum:	\$12,674.35	\$12,674.35
11/08/22	PO3W-64790-000000 0-2300000000117-1- New	0	Warehouse Inventory Non- Window Evelopes w/ District Return	0000236666-ODP Business Solutions, LLC	No Location	01.0-00000.0-00000-00000-9320-0000000	\$771.53	\$771.53
PO3W-64790-0000000-2300000000117-1-New						Sum:	\$771.53	\$771.53

Report ID: FIN-PROC-0099

Monrovia Unified School District

Run Date: 12/01/2022

Purchase Order Board List

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From 10/21/22 - To 11/25/22

PO Approval Date	PO Number	Change Order Number	Document Description	Vendor	Doc School Location/ Dept	Accounting Distribution	Acctg Line Amount	Open Acctg Line Amount
11/09/22	PO1-64790-2010000-230000000364-1-New		Open PO Amazon-recess supplies	0000223395-AMAZON.COM	Bradoaks	01.0-00000.0-11100-10000-4390-2010000	\$350.00	\$350.00
PO1-64790-2010000-230000000364-1-New						Sum:	\$350.00	\$350.00
11/09/22	PO1-64790-6000000-230000000363-1-New		2022-23 Open PO for Flagpole Repair Services	0000330831-California Steeplejack	District Wide	01.0-81500.0-00000-81100-5630-6040047	\$3,500.00	\$3,500.00
PO1-64790-6000000-230000000363-1-New						Sum:	\$3,500.00	\$3,500.00
11/09/22	PO1-64790-6010014-230000000362-1-New		Petty Cash Reimbursement Greg Francois	0000324565-Greg Francois	Instructional Services	01.0-00000.0-00000-21500-4390-6010014	\$371.32	\$371.32
PO1-64790-6010014-230000000362-1-New						Sum:	\$371.32	\$371.32
11/09/22	PO2W-64790-6010012-230000000208-1-New		Ashley Kirkland, Theater Op Technician: State of Schools	0000223502-ASHLEY KIRKLAND	Superintendent	01.0-00000.0-00000-71100-5810-6010016	\$500.00	\$500.00
PO2W-64790-6010012-230000000208-1-New						Sum:	\$500.00	\$500.00
11/09/22	PO2W-64790-6010023-230000000209-1-New		Student Transportation Service	0000329231-HopSkipDrive, Inc.	STUDENT SUPPORT SERVICES	01.0-56340.0-11100-10000-5889-6010023	\$1,233.46	\$1,233.46
PO2W-64790-6010023-230000000209-1-New						Sum:	\$1,233.46	\$1,233.46
11/09/22	PO3W-64790-3070000-230000000056-3-Cancellation	2	Core Literature Books for students	0000223439-FOLLETT SCHOOL SOLUTIONS, INC.	Santa Fe	01.4-07102.0-11100-10000-4210-3071400	\$3,500.82	\$0.00
PO3W-64790-3070000-230000000056-3-Cancellation						Sum:	\$3,500.82	\$0.00
11/09/22	PO3W-64790-3070000-230000000118-1-New	0	Core Literature Books for students	0000223915-FOLLETT CONTENT SOLUTIONS LLC	Santa Fe	01.4-07102.0-11100-10000-4210-3071400	\$3,500.82	\$0.00
PO3W-64790-3070000-230000000118-1-New						Sum:	\$3,500.82	\$0.00

Report ID: FIN-PROC-0099

Monrovia Unified School District

Run Date: 12/01/2022

Purchase Order Board List

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From 10/21/22 - To 11/25/22

PO Approval Date	PO Number	Change Order Number	Document Description	Vendor	Doc School Location/ Dept	Accounting Distribution	Acctg Line Amount	Open Acctg Line Amount	
11/09/22	PO3W-64790-602002 2-230000000119-1- New		Dell Monitors Technology	0000223734-AREY JONES EDUCATIONAL SOLUTIONS	Technology	01.0-00000.0-00000-77000-4440-6020022	\$892.52	\$892.52	
PO3W-64790-6020022-230000000119-1-New							Sum:	\$892.52	\$892.52

PO Approval Date	PO Number	Change Order Number	Document Description	Vendor	Doc School Location/ Dept	Accounting Distribution	Acctg Line Amount	Open Acctg Line Amount	
11/10/22	PO3W-64790-205000 0-230000000120-1- New		Order for Willy Wonka T-Shirts Wildrose	0000223417- STUBBIES PROMOTIONS	Wild Rose	01.0-90124.0-11100-10000-4390-2050000	\$1,732.22	\$1,732.22	
PO3W-64790-2050000-230000000120-1-New							Sum:	\$1,732.22	\$1,732.22
11/10/22	PO3W-64790-601003 0-230000000121-1- New		Printer for HR - Obdulia Moreno	0000224063-CDW COMPUTER CTRS, INC.	Personnel Services	01.0-00000.0-00000-74900-4440-6010030	\$536.56	\$536.56	
PO3W-64790-6010030-230000000121-1-New							Sum:	\$536.56	\$536.56

PO Approval Date	PO Number	Change Order Number	Document Description	Vendor	Doc School Location/ Dept	Accounting Distribution	Acctg Line Amount	Open Acctg Line Amount	
11/14/22	PO3W-64790-601001 2-230000000122-1- New		Ergo Office Chair - Liana Beserra	0000236666-ODP Business Solutions, LLC	Superintenden t	01.0-00000.0-00000-71500-4350-6010012	\$437.67	\$437.67	
PO3W-64790-6010012-230000000122-1-New							Sum:	\$437.67	\$437.67

PO Approval Date	PO Number	Change Order Number	Document Description	Vendor	Doc School Location/ Dept	Accounting Distribution	Acctg Line Amount	Open Acctg Line Amount
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Report ID: FIN-PROC-0099

Monrovia Unified School District

Run Date: 12/01/2022

Purchase Order Board List

Run Time: 8:45:21 AM

From 10/21/22 - To 11/25/22

PO Approval Date	PO Number	Change Order Number	Document Description	Vendor	Doc School Location/ Dept	Accounting Distribution	Acctg Line Amount	Open Acctg Line Amount	
11/15/22	PO1-64790-2020000-230000000365-1-New		Mayflower New Radio Programming w/ Existing Radios	0000223239-BEARCOM	Mayflower	01.0-32120.0-11100-10000-4390-6000000	\$2,000.00	\$2,000.00	
PO1-64790-2020000-230000000365-1-New							Sum:	\$2,000.00	\$2,000.00
11/15/22	PO3W-64790-6010014-230000000123-1-New		Additional Teaching Materials Requested by K. Harvey Jarrett	0000223307-THINKING MAPS, INC.	Instructional Services	01.4-07102.0-11100-10000-4310-6001200	\$2,015.92	\$2,015.92	
PO3W-64790-6010014-230000000123-1-New							Sum:	\$2,015.92	\$2,015.92
PO Approval Date	PO Number	Change Order Number	Document Description	Vendor	Doc School Location/ Dept	Accounting Distribution	Acctg Line Amount	Open Acctg Line Amount	
11/17/22	PO2W-64790-6020022-2300000000210-1-New		TV Setup Conference room and Dept. Superintend Office Q00001	0000334850-Dweld Johnson	Technology	01.0-00000.0-00000-77000-4440-6020022	\$2,085.00	\$2,085.00	
PO2W-64790-6020022-2300000000210-1-New							Sum:	\$2,085.00	\$2,085.00
11/17/22	PO2W-64790-6020022-2300000000211-1-New		MacBook Screen repair Case Number: 101843922253	0000223925-APPLE COMPUTER, INC.	Technology	01.0-00000.0-00000-77000-5840-6020022	\$99.00	\$99.00	
PO2W-64790-6020022-2300000000211-1-New							Sum:	\$99.00	\$99.00
11/17/22	PO3W-64790-0000000-2300000000125-1-New	0	Hand Soap - Warehouse Inventory Quote # 15166	0000223870-RANCHO JANITORIAL SUPPLIES	No Location	01.0-00000.0-00000-00000-9320-0000000	\$9,284.46	\$9,284.46	
PO3W-64790-0000000-2300000000125-1-New							Sum:	\$9,284.46	\$9,284.46

Report ID: FIN-PROC-0099

Monrovia Unified School District

Run Date: 12/01/2022

Purchase Order Board List

Run Time: 8:45:21 AM

From 10/21/22 - To 11/25/22

PO Approval Date	PO Number	Change Order Number	Document Description	Vendor	Doc School Location/ Dept	Accounting Distribution	Acctg Line Amount	Open Acctg Line Amount
11/17/22	PO3W-64790-601001 5-230000000124-1- New		Safety supplies for Sp Ed Student	0000223395- AMAZON.COM	Pupil Services	01.0-65000.0-57600-31200-4310-6010015	\$59.49	\$59.49
PO3W-64790-6010015-230000000124-1-New							Sum:	\$59.49

PO Approval Date	PO Number	Change Order Number	Document Description	Vendor	Doc School Location/ Dept	Accounting Distribution	Acctg Line Amount	Open Acctg Line Amount
11/18/22	PO2W-64790-205000 0-230000000212-1- New		Willy Wonka Jr. Screen projections Wildrose School	0000224022- MUSIC THEATRE INTERNATIONAL	Wild Rose	01.0-90124.0-11100-10000-4390-2050000	\$450.00	\$450.00
PO2W-64790-2050000-230000000212-1-New							Sum:	\$450.00

11/18/22	PO2W-64790-601001 4-230000000213-1- New		AP Textbooks and Material for MHS	0000321860- Teachers Pay Teachers	Instructional Services	01.4-07106.0-11100-10000-4210-6002100	\$565.99	\$565.99
PO2W-64790-6010014-230000000213-1-New							Sum:	\$565.99

11/18/22	PO3W-64790-601001 4-230000000126-1- New		AVID Sweaters for Clifton	0000223535-AWP	Instructional Services	01.4-07106.0-11100-10000-4310-6002200	\$929.24	\$929.24
PO3W-64790-6010014-230000000126-1-New							Sum:	\$929.24

11/18/22	PO3W-64790-601001 4-230000000127-1- New		Book order for Plymouth	0000223569-CHINA SPROUT	Instructional Services	01.0-42030.0-11100-10000-4210-6000000	\$4,221.21	\$4,221.21
PO3W-64790-6010014-230000000127-1-New							Sum:	\$4,221.21

11/18/22	PO3W-64790-601001 4-230000000128-1- New		SIPPS Books for Interventions Quote #Q720736	0000223567- COLLABORATIVE CLASSROOM	Instructional Services	01.4-07103.0-11100-10000-4210-6001600	\$2,708.38	\$2,708.38
PO3W-64790-6010014-230000000128-1-New							Sum:	\$2,708.38

Report ID: FIN-PROC-0099

Monrovia Unified School District

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Purchase Order Board List

Run Time: 8:45:21 AM

From 10/21/22 - To 11/25/22

PO Approval Date	PO Number	Change Order Number	Document Description	Vendor	Doc School Location/ Dept	Accounting Distribution	Acctg Line Amount	Open Acctg Line Amount
11/18/22	PO3W-64790-601001 4-230000000129-1- New		SPF Publications Order # 22-19182268	0000223254- LACOE	Instructional Services	01.4-07102.0-00000-21500-4210-6001200	\$926.04	\$926.04
PO3W-64790-6010014-230000000129-1-New						Sum:	\$926.04	\$926.04
11/18/22	PO3W-64790-601001 4-230000000130-2- Modification	1	Gesell at Yale	000032760-Gesell Program in Early Childhood at the Yale CSC	Instructional Services	01.0-32120.0-11100-10000-4310-6000000	\$362.00	\$362.00
PO3W-64790-6010014-230000000130-2-Modification						Sum:	\$362.00	\$362.00
11/18/22	PO3W-64790-601001 4-230000000131-1- New		Mrs. Nelson's Book Order for Plymouth - Quote # 15479	0000324332-Mrs. Nelson's Book Company	Instructional Services	01.0-42030.0-11100-10000-4210-6000000	\$16,004.29	\$16,004.29
PO3W-64790-6010014-230000000131-1-New						Sum:	\$16,004.29	\$16,004.29
11/18/22	PO3W-64790-601001 4-230000000132-1- New		Scholastic El Sol Magazines	0000223951- SCHOLASTIC INC.	Instructional Services	01.0-42030.0-11100-10000-4210-6000000	\$1,452.00	\$1,452.00
PO3W-64790-6010014-230000000132-1-New						Sum:	\$1,452.00	\$1,452.00
11/18/22	PO3W-64790-601001 4-230000000133-1- New		McGraw Hill Material	0000223937-THE MCGRAW-HILL COMPANIES	Instructional Services	01.4-07106.0-11100-10000-4210-6002100	\$2,607.60	\$2,607.60
PO3W-64790-6010014-230000000133-1-New						Sum:	\$2,607.60	\$2,607.60
							\$1,293,818.67	\$1,144,891.09

**RATIFICATION OF WARRANTS
RECOMMENDED FOR BOARD APPROVAL
December 14, 2022**

ACCOUNTS PAYABLE:

DATE ISSUED October 27, 2022 through November 30, 2022

Batch Numbers: 551-564 \$ 1,012,654.72

PAYROLL:

FOR THE MONTH OF: October, 2022

Certificated Salaries and Wages	\$	2,710,123.15	
Classified Salaries and Wages	\$	1,119,808.40	
CalSTRS and CalPERS Contributions	\$	752,629.07	
Health & Welfare Contributions	\$	657,373.79	
Employer Payroll Taxes	\$	146,114.55	
Total Salary and Benefit:			<u>\$ 5,386,048.96</u>

TOTAL DISTRICT ACCOUNTS: \$ 6,398,703.68

Agenda Item Details

Meeting Date: 2022-12-14 18:30:00

AGENDA ITEM TITLE:

9. 22/23-2078 - DISTRICT CASH RECEIPTS

RECOMMENDATION

The Board of Education is requested to receive District cash receipts; Deposit Report No. 16 through No. 18, deposited November 8, 2022, through November 18, 2022, for a total amount of \$900,395.84.

Rationale:

District cash receipts are presented to keep the Board apprised of all monetary transactions not processed through wire transfers from the Department of Finance or the Los Angeles County Office of Education (LACOE).

Background:

Budget Implication (\$ Amount):

Budget adjustments will be made if the funds received are not currently in the budget.

Legal References:

Additional Information:

A copy of deposit report #16 through #18 is attached.

ATTACHMENTS

- [BA Item 2078\(b-d\) Deposit Rpt #16-18 12-14-22.pdf](#)

DEPOSIT REPORT

11/8/2022

DEP #16

ACCOUNT	AMOUNT	
11.0-63910.0-00000-00000-8590-0000000	\$ 142,802.58	Adult Education Block Grant
Subtotal	<u>142,802.58</u>	Adult Education Fund
13.0-53100.0-00000-37000-8520-0000000	194,497.31	State Reimbursement SNP
Subtotal	<u>194,497.31</u>	Food Services Fund
Total	<u><u>\$ 337,299.89</u></u>	

DEPOSIT REPORT

11/10/2022

DEP #17

ACCOUNT	AMOUNT	
01.0-00000.0-00000-00000-8650-6010040	\$ 100.00	Leases & Rentals
01.0-00000.0-00000-00000-8650-6020022	5,969.14	Leases & Rentals/Tech
01.0-00000.0-00000-00000-8699-0000000	2,091.08	Other Local Income
01.0-00000.0-00000-71100-3412-6010016	415.29	Abate/Reimbursement/H&W
01.0-00000.0-00000-82000-8650-6010040	1,015.63	Leases & Rentals/Utilities
01.0-00000.0-00000-82100-8650-6010040	633.00	Leases & Rentals/Labor
01.0-32170.0-11100-10010-4310-6000000	168.42	Abate/Refund/Supplies
01.0-90109.0-00000-00000-8699-4080000	1,632.37	Donations/MHS
01.0-90124.0-00000-00000-8699-2050000	196.00	Donations/Wild Rose
01.0-90125.0-00000-00000-8699-2030000	17,500.00	Donations/Monroe
01.0-90210.0-00000-00000-8650-2020000	86.90	Leases & Rentals
01.0-90210.0-00000-00000-8650-3060000	289.00	Leases & Rentals
01.0-90210.0-00000-00000-8650-3070000	110.30	Leases & Rentals
01.0-90210.0-00000-00000-8650-4080000	212.00	Leases & Rentals
01.0-90210.0-00000-00000-8650-6000000	6,283.80	Leases & Rentals
01.0-90501.0-00000-00000-8689-0000000	17,849.05	Village Program/Parent Contributions
01.0-90609.0-00000-00000-8699-2020000	6,173.00	Cotsen Grant
01.0-90707.0-00000-00000-8290-0000000	15,399.64	Medi-Cal
Subtotal	<u>76,124.62</u>	General Fund
12.0-90503.0-00000-00000-8673-1650000	1,171.40	Tuition Based Preschool
Subtotal	<u>1,171.40</u>	Child Development Fund
13.0-53100.0-00000-37000-4330-6010052	167.45	Abate/Reimbursement/Supplies
13.0-53100.0-00000-37000-8220-0000000	169,083.16	Federal Reimbursement SNP
13.0-53100.0-00000-37000-8520-6010054	562.06	State Reimbursement SSFO
13.0-53201.0-00000-37000-8220-0000000	91,449.60	Federal Reimbursement CACFP
Subtotal	<u>261,262.27</u>	Food Services Fund
25.0-95500.0-00000-00000-8681-0000000	3,956.00	Developer Fees
Subtotal	<u>3,956.00</u>	Capital Facilities Fund
63.0-90306.0-00000-00000-8639-6010052	300.00	Catering
Subtotal	<u>300.00</u>	Enterprise Fund
76.0-00000.0-00000-00000-9517-0000000	57.24	Voluntary Deductions
76.0-00000.0-00000-00000-9537-0000000	16,790.72	Retirees Health Insurance
76.0-00000.0-00000-00000-9560-0000000	149.46	Voluntary Deductions
76.0-00000.0-00000-00000-9561-0000000	71.40	Voluntary Deductions
Subtotal	<u>17,068.82</u>	Payroll Clearance Fund
Total	<u><u>\$359,883.11</u></u>	

DEPOSIT REPORT

11/18/2022

DEP #18

ACCOUNT	AMOUNT	
01.0-00000.0-00000-82000-8650-6000028	\$ 1,170.00	LKT PAC Rental/Utilities
01.0-90221.0-00000-82100-8650-4080000	1,839.00	LKT PAC Rental/MHS
01.0-90221.0-17030-00000-8650-4080000	1,839.00	LKT PAC Rental/MHS
Subtotal	<u>4,848.00</u>	General Fund
11.0-00000.0-00000-27000-5882-7100000	(1,895.23)	Bank Fees
11.0-00000.0-41340-00000-8671-0000000	79,757.00	Ad Ed Tuition/Career Ed
11.0-00000.0-41340-10000-4310-7100000	(1,366.02)	Career Ed/Refunds/Supplies
11.0-00000.0-41360-10000-8699-7100000	360.00	Ad Ed Supplies/Adult Literacy
11.0-00000.0-41390-00000-8671-0000000	44,745.00	Ad Ed Tuition/Fee Based
Subtotal	<u>121,600.75</u>	Adult Education Fund
25.0-95500.0-00000-00000-8681-0000000	1,472.00	Developer Fees
Subtotal	<u>1,472.00</u>	Capital Facilities Fund
63.0-90221.0-00000-00000-8650-6000028	33,102.00	LKT PAC Rental
63.0-90221.0-00000-60003-8650-6000028	28,850.00	LKT PAC Rental-labor
Subtotal	<u>61,952.00</u>	Enterprise Fund
76.0-00000.0-00000-00000-9537-0000000	13,340.09	Retirees Health Insurance
Subtotal	<u>13,340.09</u>	Payroll Clearance Fund
Total	<u>\$ 203,212.84</u>	

Agenda Item Details

Meeting Date: 2022-12-14 18:30:00

AGENDA ITEM TITLE:

10. 22/23-2079 - ACCEPTANCE OF GIFTS

RECOMMENDATION

The Board of Education is requested to accept the gifts as described in Acceptance of Gifts Report No. 2023-07.

Rationale:

The Board of Education welcomes and appreciates donations of educationally suitable material items, monetary donations, and in-kind donations that can be used for the benefit of Monrovia Unified School District students or staff and are consistent with the District's curriculum, vision, and philosophy.

Budget Implication (\$ Amount):

Material donations are at no cost to the District, and monetary donations increase site donation accounts.

Legal References:

Board Policy No. 3290 requires Board approval of gifts.

Additional Information:

The Acceptance of Gifts Report is attached.

ATTACHMENTS

- [Acceptance of Gifts #2023-07-12-14-22.pdf](#)

MONROVIA UNIFIED SCHOOL DISTRICT
 Acceptance of Gifts Report No. 2023-07
 Board Meeting 20221214

	Type of Gift	Donor	Estimated Value of Gift	Purpose of Gift/Benefit to District	Prepared by	D Number	Budget Implications
1	Check	Ohiopyle Prints, Inc.	\$132.37	To benefit the students and staff of Monrovia High School	Adrian Ayala, Principal Monrovia High School	D-1214036	Increases site donation account
2	Check	Wendy Williams Towns	\$500.00	Donation to be used for Extended School Year Field Trips	Adrian Ayala, Principal Monrovia High School	D-1214037	Increases site donation account
3	Check	Child Care Alliance of Los Angeles	\$4,000.00	To benefit the students and staff of Canyon Early Learning Center	Angel Arias, Principal Canyon Early Learning Center	D-1214038	Increases site donation account
4	Check	City of Monrovia	\$2,500.00	To benefit MUSD's Performing Arts programs.	Patrick Garcia, Director Performing Arts	D-1214039	Increases site donation account
5	Credit Card	Marylou Boone	\$5,000.00	To benefit MUSD's Performing Arts programs.	Patrick Garcia, Director Performing Arts	D-1214040	Increases site donation account
6							
7							
8							
9							
10							

Agenda Item Details

Meeting Date: 2022-12-14 18:30:00

AGENDA ITEM TITLE:

11. 22/23-2080 - PROFESSIONAL SERVICE AGREEMENTS

RECOMMENDATION

The Board of Education is requested to approve the Professional Service Agreements Report #9 for the Monrovia Unified School District 2022-23 SY.

Rationale:

Board Policy 3600 states that all consultant contracts shall be brought to the Board for approval.

Budget Implication (\$ Amount):

Legal References:

Government Code 53060 and Board Policy 3600.

Additional Information:

The professional services agreement report is attached.

ATTACHMENTS

- [Professional Service Agmts #9.pdf](#)

Monrovia Unified School District
Professional Service Agreements #9

Agenda Item # 22/23-2080
December 14, 2022

Name/Company	Services	Amount	Site	Effective Dates	Funding
Orbach Huff and Henderson LLP	Legal Services	Hourly Rates as specified in the agreement	District	7/1/2022-6/30/2023	General Fund
Megan Stone DO Inc.	Physician Services for Medi-Cal Billing Program	Speech and Language Protocol \$500 PT/OT Psych Review and Authorization \$56/student EpiPen/ Naloxone Protocol \$500	Special Education	12/15/2022-6/30/2023	LEA Collaborative
Jostens	Yearbook	No Cost	Clifton Middle School	12/15/2022-6/30/2023	N/A
Jostens	Yearbook	No Cost	Santa Fe Computer Science Magnet School	12/15/2022-6/30-2023	N/A
California School Boards Association	Governance Consulting Services	\$2,700.00	District Office	12/15/2022-6/30/2023	General Fund

Agenda Item Details

Meeting Date: 2022-12-14 18:30:00

AGENDA ITEM TITLE:

12. 22/23-3040 - PERSONNEL ASSIGNMENTS

RECOMMENDATION

The Board of Education is requested to approve Personnel Assignments Report #9.

Rationale:

All personnel assignments are routinely reviewed and approved by the Board of Education.

Background:

Legal References:

Education Code sections 35161, 44830-44831, 45103-45139; and Board Policy 4000 Series.

Additional Information:

A copy of the report is attached.

ATTACHMENTS

- [BRD Report 20221214 Month 9 - Final.pdf](#)

MONROVIA UNIFIED SCHOOL DISTRICT
Personnel Assignment Report #9

EMPLOYMENTS, SUPPLEMENTAL HOURS/SPECIAL ASSIGNMENTS, LEAVES, TERMINATIONS, OTHER

A. Employments

	First Name	Last Name	Classification	Action	Effective	Site	Hours	Program	Position	Range	Percentage
1 #	Maricela	Fernandez	Social Worker	Employ	12/12/2022	Ed Services		C-07301.0	004204	2-006/10	100%
2 #	Ignacio	Gottheil	Daily Substitute Teacher	Employ, as needed	10/31/22-9/30/23	District-wide		G-00000.0	000003	\$190./day	100%
3 #	Jo	Porter	Retired Daily Substitute Teacher	Employ, as needed	08/01/22-09/30/22	District-wide		G-00000.0	000003	\$220./day	100%

B. Supplemental Hours/Special Assignments

	First Name	Last Name	Classification	Action	Effective	Site	Hours	Program	Position	Range	Percentage
4 #	Maria	Akl	Teacher	Induction mentor for new teachers	09/01/22-06/30/22	MHS	NTE:10 hrs. total	C-62660.0	004179	\$40.00/hr	100%
5 #	Amanda	Alfieiri	Teacher	21st Century Pilot	09/01/22-06/30/23	MHS	hrs. total	C-7102.0	004176	\$40.00/hr	100%
6 #	Kelly	Curtis	Teacher	21st Century Pilot	09/01/22-06/30/23	MHS	hrs. total	C-7102.0	004176	\$40.00/hr	100%
7 #	Monica	Hernandez	Teacher	To substitute as needed.	10/01/22-06/07/23	Wild Rose	hrs per	G-00000.0	004203	\$40.00/hr	100%
8 #	Cynthia	High	Adult Ed. ESL Instructor	Employ: Substitute as needed during the 2022-23 school year.	09/06/22-06/08/23	Adult Ed	NTE:8 hrs. total	C-39050.0 50% C-63910.0 50%	004165	\$46.83/hr	100%
9 #	Marla	Keeth	Substitute Adult Ed Teacher	To substitute as needed.	09/06/22-06/08/23	Adult Ed	needed.	C-63910.0	003419	\$36.68/hr	100%
10 #	Randy	Medina	Teacher	To substitute as needed.	10/01/22-06/07/23	Wild Rose	hrs per	G-00000.0	004203	\$40.00/hr	100%
11 #	Alison	Meloserdoff	Teacher	21st Century Pilot	09/01/22-06/30/23	MHS	hrs. total	C-7102.0	004176	\$40.00/hr	100%
12 #	Rochelle	Munoz	Teacher	Tutoring	10/03/22-06/07/23	Plymouth	per day	C-30100.0	001519	\$40.00/hr	100%
13 #	Valerie	Shay	TOSA	ISTE training	10/14/22-10/16/22	District Office	hrs. total	C-07303.0	004207	\$40.00/hr	100%
14 #	Stephanie	Sparks	Teacher	Short-term Independent Study Co	10/01/22-06/07/23	Santa Fe	hrs. total	C-32120.0	004196	\$40.00/hr	100%
15 #	Harry	Terrill	Substitute Adult Ed Teacher	To substitute as needed.	10/20/22-06/08/23	Adult Ed	needed.	C-63910.0	003419	\$46.83/hr	100%
16 #	Jenni	Tubbs	Teacher	Short-term Independent Study Co	09/01/22-06/07/23	Wild Rose	hrs. total	C-32120.0	004196	\$40.00/hr	100%
17 #	Amanda	Velez-Buck	Teacher	To substitute as needed.	10/01/22-06/07/23	Wild Rose	hrs per	G-00000.0	004203	\$40.00/hr	100%
18 #	Josheua	Zeeman	Teacher	21st Century Pilot	09/01/22-06/30/23	MHS	hrs. total	C-7102.0	004176	\$40.00/hr	100%

C. Leaves of Absences

	First Name	Last Name	Classification	Action	Effective	Site
19 #	Vivian	Bruno	Speech Pathologist	Unpaid leave of absence	11/7/22-01/09/23	PPS

D. Terminations

	First Name	Last Name	Classification	Action	Effective	Site
20 #	Ashton	Bond	Counselor	Voluntary Resignation	11/10/22	Plymouth

E. Other

	First Name	Last Name	Classification	Action	Effective	Site	Hours	Program	Position	Range	Percentage
21 #	Angel	Arias	Principal	Promotion; Transfer from CELC	10/27/2022	CELC		C-61050.0	000015	M-39-1	100%
22 #	Hayde	Chahla	Counselor	Change of funding	8/8/2022	Bradoaks		C-7301.0	003682	Q/004/01	100%
23	Sandra	Duff	Teacher	Approve stipend-Student Body Advisor	01/01/22-06/30/22	Canyon Oaks		G-00000.0	001188	\$1000 Annual Stipend	100%
24	Sandra	Duff	Teacher	Approve stipend-WASC Coordinator	01/01/22-06/30/22	Canyon Oaks		G-00000.0	001188	\$1000 Annual Stipend	100%
25 #	Alana	Elliott	Counselor	Change of funding	8/8/2022	Monroe		C-7301.0	003683	Q/004/01	100%
26 #	Sarah	Jaramillo	Teacher	Approve stipend-Leadership	10/1/22-04/30/22	Wild Rose		G-00000.0	001195	\$280 Annual Stipend	100%
27 #	Geovanna	Loeza-Gonzalez	Teacher	Approve stipend-Talented Leader Coordinator	10/1/22-04/30/22	Wild Rose		G-00000.0	001195	\$450 Annual Stipend	100%
28 #	Geovanna	Loeza-Gonzalez	Teacher	Approve stipend-Leadership	10/1/22-04/30/22	Wild Rose		G-00000.0	001195	\$280 Annual Stipend	100%
29	Higinio	Lujan	Teacher	Approve stipend-Admin. Designee	01/01/22-06/30/22	Canyon Oaks		G-00000.0	001188	\$1000 Annual Stipend	100%
30 #	Natalie	Macchia	Counselor	Change of funding	7/1/2022	Adult Ed		C-63910.0 60% C-39260.0 40%	004205	2/006/15	100%
31 #	Alison	Meloserdoff	Teacher	Approve stipend-Leadership	10/1/22-04/30/22	Wild Rose		G-00000.0	001195	\$280 Annual Stipend	100%
32 #	Jennifer	Menlove	Teacher	Approve stipend-Leadership	10/1/22-04/30/22	Wild Rose		G-00000.0	001195	\$280 Annual Stipend	100%
33	Chad	Miller	Teacher	Approve stipend-Technology Support	01/01/22-06/30/22	Canyon Oaks		G-00000.0	001188	\$1000 Annual Stipend	100%
34 #	Sharon	Naugle	Teacher	Approve stipend-Webmaster	10/1/22-06/30/22	Wild Rose		G-00000.0	001195	\$500 Annual Stipend	100%

#-Ratification

C-Categorical Fund G-General Fund

E. Other (Continued)

	First Name	Last Name	Classification	Action	Effective	Site	Hours	Program	Position	Range	Percentage
35 #	Sharon	Naugle	Teacher	Approve stipend-Leadership	10/1/22-04/30/22	Wild Rose		G-00000.0	001195	\$280 Annual Stipend	100%
36	Rebecca	Rousseau	Teacher	Approve stipend-Testing Coordinator	01/01/22-06/30/22	Canyon Oaks		G-00000.0	001188	\$1200 Annual Stipend	100%
37 #	Drew	Sawyer	Teacher	Approve stipend-Yearbook Coordinator	11/1/22-04/30/22	Wild Rose		G-00000.0	001195	\$500 Annual Stipend	100%
38 #	Drew	Sawyer	Teacher	Approve stipend-Leadership	10/1/22-04/30/22	Wild Rose		G-00000.0	001195	Stipend	100%
39 #	Drew Cynthia	Sawyer	Counselor	Change of funding	8/8/2022	Wild Rose		C-7301.0	003681	Q/005/01	100%
40 #	Jennifer	Tubbs	Teacher	Approve stipend-Admin. Designee	10/1/22-06/30/22	Wild Rose		G-00000.0	001195	\$500 Annual Stipend	100%
41 #	Jennifer	Tubbs	Teacher	Approve stipend-Leadership	10/1/22-04/30/22	Wild Rose		G-00000.0	001195	\$280 Annual Stipend	100%
42 #	Amanda	Velez-Buck	Teacher	Approve stipend-Leadership	10/1/22-04/30/22	Wild Rose		G-00000.0	001195	\$280 Annual Stipend	100%

E. Other - Volunteers

	First Name	Last Name	Classification	Action	Effective	Site
43 #	Rajesh	Bhattacharya	Volunteer I	Approve	11/15/2022	Mayflower ES
44 #	Sandra	Carmona	Volunteer II	Approve	11/2/2022	Plymouth ES
45 #	Jessica	Castillo	Volunteer I	Approve	11/3/2022	Bradoaks ES, CELC, Clifton MS
46 #	Christine	Caudillo	Volunteer I	Approve	11/28/2022	CELC, MHS, Santa Fe MS, Wild Rose ES
47 #	Steve	D'Arcangelo	Volunteer I	Approve	11/29/2022	Mayflower ES
48 #	Cindy	Estorga	Volunteer I	Approve	11/10/2022	Bradoaks ES
49 #	Samantha	Fajardo	Volunteer I	Approve	11/1/2022	Bradoaks ES, Clifton MS
50 #	Melissa	Gonzalez	Volunteer I	Approve	11/2/2022	Clifton MS, Mayflower ES
51 #	Gloria	Hernandez	Volunteer I	Approve	11/16/2022	Mayflower ES
52 #	Jonathan	Hernandez	Volunteer I	Approve	11/28/2022	Bradoaks ES, Mayflower ES, Monroe ES, Village
53 #	Jayleen	Ikehara	Volunteer I	Approve	11/1/2022	Bradoaks ES, Clifton MS
54 #	Imelda	James	Volunteer I	Approve	11/1/2022	Santa Fe MS

E. Other - Volunteers (Continued)

	First Name	Last Name	Classification	Action	Effective	Site
55	# Susan	Johnson	Volunteer II	Approve	11/15/2022	Clifton MS, MHS, Santa Fe MS
56	# Jacqueline	Kandalajt	Volunteer I	Approve	11/28/2022	Bradoaks ES
57	# Jack	Lansford Jr	Volunteer I	Approve	10/31/2022	Monroe ES
58	# Brian	Lichtman	Volunteer I	Approve	11/18/2022	Mayflower ES
59	# Ana	Longoria	Volunteer I	Approve	11/9/2022	Monroe ES
60	# Nancy	Ludwig	Volunteer I	Approve	12/1/2022	Bradoaks ES
61	# Marian	Marshall	Volunteer I	Approve	10/28/2022	Mayflower ES
62	# UFEMIA	MCCOY	Volunteer I	Approve	10/31/2022	Monroe ES
63	# Julieta	Mingo	Volunteer I	Approve	10/28/2022	Mayflower ES
64	# Fernando	Mingo	Volunteer I	Approve	11/29/2022	Mayflower ES
65	# Katy	Mui	Volunteer II	Approve	11/17/2022	MHS, Plymouth ES
66	# Carolyn	Noonchester	Volunteer I	Approve	11/10/2022	Mayflower ES
67	# Lissbeth	Ramirez	Volunteer I	Approve	11/28/2022	Plymouth ES
68	# Karissa	Roybal	Volunteer I	Approve	10/27/2022	CELC
69	# Mayra	Saenz-Ulloa	Volunteer I	Approve	11/4/2022	Clifton MS, Monroe ES
70	# Zhujun	Sun	Volunteer I	Approve	11/7/2022	Plymouth ES
71	# Luis	Trejo Fragoso	Volunteer I	Approve	11/29/2022	Mayflower ES
72	# Rachael	Venegas	Volunteer I	Approve	10/27/2022	Wild Rose ES

#-Ratification

C-Categorical Fund G-General Fund

MONROVIA UNIFIED SCHOOL DISTRICT
Personnel Assignment Report #9

EMPLOYMENTS, LEAVES OF ABSENCE, RESIGNATIONS, CHANGES OF STATUS, OTHER (CLASSIFIED)

A. Employments

	First Name	Last Name	Classification	Site/ Department	Action	Rate of pay	Range	Step	Hours	Effective	Position	Program	Percent
1	# Erlinda	Gamboa Nava	Occupational Therapist	Mayflower	Employ	\$8757.55/mo	56	4	8 hr./d.; 11 mo./yr.	11/7/2022	004184	C 65002.0	100%
2	# Marco	Reyes Valdez	Custodian	MHS	Employ	\$3192.76/mo	21-H	1	8 hr./d.; 12 mo./yr.	11/15/2022	000588	G 00000.0	100%
3	# Heather	Valadez	After School Site Manager	VESP	Employ	\$3175.39/mo	21	1	8 hr./d.; 9 mo./yr.	11/15/2022	000398	C 60100.0	100%

B. Supplemental Hours/Special Assignments

	First Name	Last Name	Classification	Site/ Department	Action	Rate of pay	Range	Step	Hours	Effective	Position	Program	Percent
4	# Rosa	Avla	Food Service Manager Extra Hours	Wild Rose	Employ: SNA Conference/Training.	\$26.45/hr.	15-G	6	NTE: 8 hours per day.	10/22/22-6/7/23	004200	C 70290.0	100%
5	# Jasmine	Campos	Substitute Food Service Worker	MHS	Employ: To substitute as needed during the 2022-23 school year.	\$17.90/hr.	12	5	NTE: 4.25 hours per day.	11/1/22-6/30/23	002546	C 53100.0	100%
6	# Sandy	Castro	Food Service Manager Extra Hours	Mayflower	Employ: SNA Conference/Training.	\$26.45/hr.	15-G	6	NTE: 8 hours per day.	10/22/22-6/7/23	004200	C 70290.0	100%
7	# Lynette	Edwards	Substitute Instructional Aide - Severe Disabilitites	Monroe	Employ: To substitute as needed.	\$20.77/hr.	18	5	NTE: 4.5 hours total.	10/17/2022	003760	C 65000.0	100%
8	# Alicia	Escobar	Production Center Manager - MHS Extra Hours	MHS	Employ: SNA Conference/Training.	\$30.67/hr.	30-G	6	NTE: 8 hours per day.	10/22/22-6/7/23	004200	C 70290.0	100%
9	# Hector	Flores	Custodian Extra Hours	Santa Fe	Employ: Robotics league meets.	\$23.51/hr.	21	6	NTE: 32 hours total.	11/12/22-1/21/23	004210	C 07102.0	100%
10	# Steven	Fonseca	Substitute Custodian	District-wide	Employ: To substitute as needed during the 2022-23 school year.	\$19.28/hr.	21	2	NTE: 4 hours per day.	11/1/22-6/30/23	000137	G 00000.0	100%
11	# Juanita	Gutierrez	Instructional Aide - Special Education Extra Hours	Monroe	Employ: To assist in the RSP classroom.	\$21.29/hr.	17	6	NTE: 2.5 hours total.	9/13/22-9/30/22	003894	C 65000.0	100%
12	# Vanessa	Hernandez	Instructional Aide - Kindergarten Extra Hours	Plymouth	Employ: Additional classroom support.	\$15.80/hr.	15	1	NTE: 147 hours per year.	10/10/22-6/7/23	003381	C 07102.0	100%
13	# Jesus	Jara	Custodian Extra Hours	Bradoaks	Employ: Fall Festival.	\$19.28/hr.	21	2	NTE: 6 hours total.	10/21/2022	004209	C 90125.0	100%
14	# Anthony	Jimenez	Student Worker	MHS	Employ: Workability	\$15.00/hr.	Flat	Rate	NTE: 50 hours total.	11/9/22-12/30/22	002431	C 65200.0	100%

Ratification
* Correction
G General Fund
C Categorical Fund

B. Supplemental Hours/Special Assignments (continued)

	First Name	Last Name	Classification	Site/ Department	Action	Rate of pay	Range	Step	Hours	Effective	Position	Program	Percent
15	# Anthony	Jimenez	Student Worker	MHS	Employ: Transition Partnership Program.	\$15.00/hr.	Flat	Rate	NTE: 100 hours total.	11/9/22-12/30/22	002441	C 34100.0	100%
16	# Aja	Jones	Health Assistant II Extra Hours	District-wide	Employ: Medical coverage for students as needed during extra curricular activities on and off site.	\$25.32/hr.	26	5	Hourly, as needed.	10/1/22-6/8/22	003890	C 65000.0	100%
17	# Brandon	Leyba	Student Worker	MHS	Employ: Workability	\$15.00/hr.	Flat	Rate	NTE: 50 hours total.	11/9/22-12/30/22	002431	C 65200.0	100%
18	# Brandon	Leyba	Student Worker	MHS	Employ: Transition Partnership Program.	\$15.00/hr.	Flat	Rate	NTE: 100 hours total.	11/9/22-12/30/22	002441	C 34100.0	100%
19	# Alexandra	Lo	Student Technical Intern	MHS/T-PAC	Employ: T-PAC rental events.	\$15.00/hr.	Flat	Rate	NTE: 30 hours total.	6/1/22-6/30/22	002715	C 90221.0	100%
20	# Christopher	Malone	Warehouse Operator/Delivery Driver Extra Hours	Warehouse	Employ: To provide general logistic/operational support to instructional projects and site programs.	\$24.70/hr.	23	6	NTE: 160 hours total.	11/1/22-6/30/23	004140	C 32120.0	100%
21	# Maria	Marquez	Instructional Aide - Special Education Extra Hours	MHS	Employ: Provide support to students during after-school activities or school-sponsored events.	\$21.29/hr.	17	6	NTE: 5 hours total.	10/22/2022	003894	C 65000.0	100%
22	# Lourdes	Martinez	Food Service Accounting Clerk Extra Hours	Food Services	Employ: SNA Conference/Training.	\$25.32/hr.	24	6	NTE: 8 hours per day.	10/22/22-6/7/23	004200	C 70290.0	100%
23	# Mary	Oatman	Music Coach	Elementary Sites	Employ: Elementary music coach.	\$40.00/hr.	Flat	Rate	NTE: 30 hours per month.	10/1/22-6/30/23	002819	C 90501.0 G 00000.0	16.6% 83.4%
24	# Cassandra	Ochoa	Music Coach	Elementary Sites	Employ: Elementary music coach.	\$40.00/hr.	Flat	Rate	NTE: 30 hours per month.	10/1/22-6/30/23	002819	C 90501.0 G 00000.0	16.6% 83.4%
25	# Eva	Puccio	Clerical Assistant III Extra Hours	Special Education	Employ: To assist with updating records and other paperwork.	\$22.93/hr.	22	5	NTE: 2 hours per day.	11/7/22-6/30/23	003816	C 65000.0	100%
26	# Mildred	Ramos	Food Service Manager Extra Hours	Santa Fe	Employ: SNA Conference/Training.	\$23.51/hr.	21	6	NTE: 8 hours per day.	10/22/22-6/7/23	004200	C 70290.0	100%
27	# Marco	Reyes Valdez	Custodian Extra Hours	District-wide	Employ: Community Services.	\$18.32/hr.	21	1	Hourly, as needed.	11/1/22-6/30/23	000590	G 00000.0	100%
28	# Tomasa	Rios	Ltd. Term Food Service Manager Extra Hours	Bradoaks	Employ: SNA Conference/Training.	\$22.79/hr.	15-G	3	NTE: 8 hours per day.	10/22/22-6/7/23	004200	C 70290.0	100%
29	# Akil	Smith	Student Worker	MHS	Employ: Workability	\$15.00/hr.	Flat	Rate	NTE: 50 hours total.	10/1/22-12/30/22	002431	C 65200.0	100%
30	# Akil	Smith	Student Worker	MHS	Employ: Transition Partnership Program.	\$15.00/hr.	Flat	Rate	NTE: 100 hours total.	10/1/22-12/30/22	002441	C 34100.0	100%
31	# Richard	Tamez	Food Service Manager Extra Hours	MHS	Employ: Catering.	\$26.45/hr.	15-G	6	NTE: 8 hours per day.	10/1/22-6/7/23	002555	C 90306.0	100%
32	# Richard	Tamez	Food Service Manager Extra Hours	Clifton	Employ: SNA Conference/Training.	\$26.45/hr.	15-G	6	NTE: 8 hours per day.	10/22/22-6/7/23	004200	C 70290.0	100%

Ratification
* Correction
G General Fund
C Categorical Fund

B. Supplemental Hours/Special Assignments (continued)

	First Name	Last Name	Classification	Site/ Department	Action	Rate of pay	Range	Step	Hours	Effective	Position	Program	Percent
33	# Rosemary	Torres	Clerical Assistant I Extra Hours	Special Education Services	Employ: To assist with filing during the 2022-23 school year.	\$21.29/hr.	17	6	NTE: 3 hours total.	10/17/22-6/7/23	003174	C 65000.0	100%
34	# Ruben	Vargas	Head Custodian II Extra Hours	Santa Fe	Employ: Robotics league meets.	\$26.60/hr.	26	6	NTE: 32 hours total.	11/12/22-1/21/23	004210	C 07102.0	100%
35	# Charles	Wolf	Warehouse Operator/Delivery Driver Extra Hours	Warehouse	Employ: To assist with food and material distribution services.	\$24.70/hr.	23	6	NTE: 327 hours total.	1/3/23-6/30/23	004140	C 32120.0	100%

C. Leaves of Absence

	First Name	Last Name	Classification	Site/ Department	Action	Rate of pay	Range	Step	Hours	Effective	Position	Program	Percent
36	# Jasmine	Campos	After School Activity Leader	VESP	Approve: Unpaid Leave of Absence.	\$18.35/hr.	15	4	3.75 hr./d.; 9 mo./yr.	12/5/22-12/19/22	000308	C 60100.0	100%
37	# Ricardo	Chavez	Ltd. Term Head Custodian I	Mayflower	Approve: California Family Rights Act Leave.	\$4412.05/mo	24-H	6	8 hr./d.; 12 mo./yr.	11/4/22-12/6/22	004044	G 00000.0	100%
38	* Guadalupe	Contreras	Instructional Aide - Severe Disabilities	Mayflower	Approve: California Family Rights Act Leave.	\$2766.33/mo	18	4	6.46 hr./d.; 9 mo./yr.	9/12/22-12/2/22; Revised end date 10/24/22, originally Board approved 9/2/2022	002972	C 65002.0	100%
39	# Mauro	Dela Torre	Head Custodian III	MHS	Approve: California Family Rights Act Leave.	\$4991.40/mo	29-H	6	8 hr./d.; 12 mo./yr.	11/11/22-1/27/23	000488	G 00000.0	100%
40	* Laura	Fata	Instructional Aide - Special Education	M.H.S.	Approve: Unpaid Leave of Absence.	\$2767.59/mo	17	6	6 hr./d.; 9 mo./yr.	9/19/22-9/19/23 Revised end date 12/12/22, originally Board approved 9/2/2022	003483	C 65000.0	100%
41	# Sheila	Weaver	M.O.T. Assistant	M.O.T.	Approve: Unpaid Leave of Absence.	\$4991.40/mo	29-H	6	8 hr./d.; 12 mo./yr.	12/1/22-2/28/23.	000876	C 81500.0	100%

D. Resignations

	First Name	Last Name	Classification	Site/ Department	Action	Rate of pay	Range	Step	Hours	Effective	Position	Program	Percent
42	# Raymond	Alarcon	Head Custodian I	Wild Rose	Voluntary Resignation	\$4412.05/mo	24-H	6	8 hr./d.; 12 mo./yr.	11/25/2022	000486	G 00000.0	100%
43	# Theresa	Crooks	Instructional Aide - Kindergarten	Mayflower	Voluntary Resignation	\$15.80/hr.	15	1	3 hr./d.; 9 mo./yr.	12/2/2022	004111	C 30100.0	100%
44	# Hermann	Goss	Food Service Manager	Monroe	Voluntary Resignation	\$4584.41/mo	15-G	6	8 hr./d.; 9 mo./yr.	10/31/2022	000754	C 53100.0	100%
45	# Consuela	Hernandez	Instructional Aide - Special Education	MHS	Voluntary Resignation	\$2767.59/mo	17	6	6 hr./d.; 9 mo./yr.	11/11/2022	000019	C 65000.0	100%

Ratification
* Correction
G General Fund
C Categorical Fund

D. Resignations (continued)

	First Name	Last Name	Classification	Site/ Department	Action	Rate of pay	Range	Step	Hours	Effective	Position	Program	Percent
46	# Esther	Sanford	After School Activity Leader	VESP	Voluntary Resignation	\$18.35/hr.	15	4	3.75 hr./d.; 9 mo./yr.	10/14/2022	000308	C 60100.0	100%
47	# Mary	Saxon	Instructional Aide - Special Education	MHS	Retirement	\$2767.59/mo	17	6	6 hr./d.; 9 mo./yr.	11/30/2022	003203	C 65000.0	100%

E. Changes of Status

	First Name	Last Name	Classification	Site/ Department	Action	Rate of pay	Range	Step	Hours	Effective	Position	Program	Percent
48	# Diana	Lee	Food Service Manager	Monroe	Promotion; transfer from MHS.	\$3511.59/mo	21	3	8 hr./d.; 9 mo./yr.	11/1/2022	000754	C 53100.0	100%
49	# Barbara	Orozco	Clerical Assistant III	CO/MP	Increase in hours.	\$3599.73/mo	22	3	8 hr./d.; 10 mo./yr.	11/1/2022	004208	G 00000.0 G 00000.0	50% 50%
50	# Martha	Solorzano	Instructional Assistant - Behavior 1:1	Santa Fe	Voluntary transfer from MHS	\$3468.48/mo	20	6	6.98 hr./d.; 9 mo./yr.	11/9/2022	003626	C 65000.0	100%
51	# Rebecca	Taylor	Health Assistant II	Monroe	Transfer from Mayflower due to student need.	\$3602.30/mo	26	6	6.25 hr./d.; 9 mo./yr.	11/2/2022	003658	G 00000.0	100%

F. Other

	First Name	Last Name	Classification	Site/ Department	Action	Rate of pay	Effective	Position	Program	Percent
52	# Bradley	Blackmore	Walk-on Coach	MHS	Approve stipend - Varsity Baseball Head Coach	\$3,645. stipend paid over 9 months.	9/1/22-6/30/23	000206	C 00701.0	100%
53	# Thomas	Bogdon	Classified Stipend	Wild Rose	Approve stipend - Webmaster	\$400. stipend paid over 5 months.	10/1/22-6/30/23	001917	C 00701.0	100%
54	# Thomas	Bogdon	Classified Stipend	Wild Rose	Approve stipend - Leadership	\$280. stipend paid over 4 months.	10/1/22-6/30/23	001917	C 00701.0	100%
55	# Sean	Cataleta	Walk-on Coach	MHS	Approve stipend - JV Football Head Coach	\$2,200. stipend paid over 5 months.	10/1/22-6/30/23	000206	C 00701.0	100%
56	# Ron	Chaney	Walk-on Coach	MHS	Approve stipend - JV Softball Head Coach	\$2,118. stipend paid over 6 months.	11/1/22-4/30/23	000206	C 00701.0	100%
57	# Brianna	Dominguez	Walk-on Coach	MHS	Approve stipend - Varsity Girls Wrestling Head Coach	\$1,450. stipend paid over 10 months.	9/1/22-6/30/23	000206	C 00701.0	100%
58	# Arthur	Duncan	Walk-on Coach	MHS	Approve stipend - Varsity Boys Basketball Assistant Coach	\$2,000. stipend paid over 4 months.	11/1/22-2/28/23	000206	C 00701.0	100%
59	# Robert	Fernandez	Walk-on Coach	Santa Fe	Approve stipend - Girls Basketball Coach	\$1,000. stipend paid over 2 months.	11/1/22-12/31/22	000603	C 00701.0	100%
60	Robert	Fernandez	Walk-on Coach	Santa Fe	Approve stipend - Softball Coach	\$1,000. stipend paid over 3 months.	3/1/23-5/31/23	000603	C 00701.0	100%
61	# Rory	Hare	Walk-on Coach	MHS	Approve stipend - Frosh Boys Basketball Head Coach	\$1,900. stipend paid over 4 months.	11/1/22-2/28/23	000206	C 00701.0	100%
62	# Julie	Milligin	Walk-on Coach	MHS	Approve stipend - Girls Varsity Water Polo Assistant Coach	\$1,449. stipend paid over 4 months.	11/1/22-2/28/23	000206	C 00701.0	100%

Ratification
* Correction
G General Fund
C Categorical Fund

F. Other (continued)

	First Name	Last Name	Classification	Site/ Department	Action	Rate of pay	Effective	Position	Program	Percent
63	# Samuel	Morris	Walk-on Coach	MHS	Approve stipend - Varsity Boys Basketball Head Coach	\$3,400. stipend paid over 7 months.	11/1/22-5/31/23	000206	C 00701.0	100%
64	# Marcus	Rincon	Walk-on Coach	Clifton	Approve stipend - Boys Basketball Coach	\$500. stipend paid over 4 months.	11/1/22-2/28/23	001191	C 00701.0	100%
65	# Joseph	Valenzuela	Walk-on Coach	MHS	Approve stipend - Colorguard Coach	\$1,464. stipend paid over 10 months.	9/1/22-6/30/23	000206	C 00701.0	100%
66	# Michael	Williams	Walk-on Coach	MHS	Approve stipend - Boys Varsity Soccer Assistant Coach	\$1,632. stipend paid over 5 months.	9/1/22-6/30/23	000206	C 00701.0	100%

Agenda Item Details

Meeting Date: 2022-12-14 18:30:00

AGENDA ITEM TITLE:

13. 22/23-3041 - CONFERENCE/ IN-SERVICE ATTENDANCE AND TRAVEL

RECOMMENDATION

The Board of Education is requested to approve Travel and Conference Report #8.

Rationale:

All personnel travel and conference/in-service attendance are routinely reviewed and approved by the Board of Education.

ATTACHMENTS

- [12142022TravelConference.pdf](#)

MONROVIA UNIFIED SCHOOL DISTRICT
Conference/Inservice Attendance and Travel
Report # 8

GROUP A (Within budget. For maintenance and/or improvement of district programs)

1/
Ratification

Learner-Centered Collaborative,
School Visits.
November 30, 2022; San Diego, CA
Account#: 00.0-00000.0.00000-71100-5220-6010016
Estimated cost: \$271.37
(Lodging: \$202.62; Mileage: \$68.75)

Jennifer Anderson, Board Member.
Paula Hart Rodas, Director of Secondary Ed.
Greg Francois, Deputy Superintendent
Rob Hammond, Board Member.
Selene Lockerbie, Board President.
Jayne Nickles, Principal, Bradoaks ES.
Rebecca Perez, Principal, Santa Fe Computer Magnet School.
Ryan D. Smith, Superintendent.
Maritza Travanti, Board Member.

2/ California Schools Personnel Commissioners Association (CSPCA)
2023 Annual Conference.
January 22-24, 2023, Long Beach, CA.
Account #: 01.0 00000.0 00000 74002 5220 6010035
Estimated cost: \$947.00
(Registration: \$699; Mileage: \$134; Hotel Parking: \$114.)

Greg Puccia, Assistant Superintendent, Human Resources.
Shershonna Huff, Director of Human Resources.
Hugo Torres, Clerical II.

3/ Arizona State University and Global Silicon Valley, Summit 2023.
April 16-19, 2023; San Diego, CA
Account#: 00.0-00000.0.00000-71500-5220-6010012
Estimated cost: \$1,777.78
(Lodging: \$1,410.15; Mileage: \$160.63; Meals: \$160.63)

Ryan D. Smith, Superintendent.
Greg Puccia, Assistant Superintendent, HR.

4/ Association of California School Administrators
Superintendent's Symposium
January 24, 2022, Monterey, CA
Account #: 01-0-00000.0-00000-71500-5220-6010012
Estimated cost: \$2,951.68
(Lodging: \$1,174.40; Registration: \$800.00; Meals: \$242.00; Airfare: \$257.95;
Mileage: \$93.12; Other: \$ 384.21)

Ryan D. Smith, Superintendent.

5/ Workability State Advisory
California Department of Education
**Dates Corrected* from 9/14/2022 report*
**December 07-09, 2022; Santa Clarita, CA*
**January 25-26, 2023; Sacramento, CA*
**March 13-14, 2023; Sacramento, CA*
May 9-10, 2023; Sacramento, CA
Account #: 01-0-65200-0-57600-11900-5220-6010015
Estimated cost: \$623.80
(Lodging: \$320.42; Hotel Parking: \$ 48.00; Mileage: \$125.88; Meals: \$129.50)

Kymberly Hirst, Counselor.

GROUP B (Not within budget. Budget transfer required)

None.

GROUP C (Within budget of Federal/Special programs)

6/ Spring CUE Conference.
March 16-18, 2023; Palm Spring, CA
Account#: 01.4-07102.0.11100-10000-5220-2011500
Estimated cost: \$1,594.00
(Lodging: \$850.00; Mileage: \$121.50; Meals: \$172.50; Hotel Parking: \$70.00;
Sub @ \$190/day: \$380.00)

Amanda Alfieri, Teacher, Clifton MS.
Heather Povinelli, Teacher, Bradoaks ES.
Alison Meloserdoff, Teacher, Wild Rose School of Creative Arts.
Jayne Nickles, Principal, Bradoaks ES.
Valerie Shay, Teacher on Special Assignment.
Tonya Sherman, Teacher, Bradoaks ES.
Josh Zeeman, Teacher, Monrovia High School.

GROUP D (No cost to District)

None.

Agenda Item Details

Meeting Date: 2022-12-14 18:30:00

AGENDA ITEM TITLE:

14. 22/23- 3043 - MEMORANDUM OF UNDERSTANDING WITH AZUSA PACIFIC UNIVERSITY

RECOMMENDATION

The Board of Education is requested to approve a Memorandum of Understanding (MOU) between Monrovia Unified School District and Azusa Pacific University. Effective December 15, 2022, through June 30, 2028.

Rationale:

Board approval of this Memorandum of Understanding (MOU) will allow the District to participate and provide educational field experiences as called for in the specific credential program. Adaptive Physical Education teachers teach students from preschool through adult transition classes, conduct assessments, and report findings through the Individualized Education Plan (IEP) process.

Background:

Approval of this agreement will give the District benefits of having Adaptive Physical Education student teachers in the classroom and on the playground while assisting in the preparation of future Adaptive Physical Education teachers.

Additional Information:

Azusa Pacific University's School of Behavioral and Applied Sciences values the importance of developing programs of distinction and academic integrity. The university is accredited by the WASC Senior College and University Commission (WSCUC). Azusa Pacific University offers teacher education programs approved by the California Commission on Teacher Credentialing (CTC), authorizing elementary and secondary school teaching, and the National Council for the Accreditation for Teacher Education (NCATE).

ATTACHMENTS

- [Monrovia_USD_and_Azusa_Pacific_University_MOU_for_Adapted_PE_Fieldwork.pdf](#)



School of Behavioral and Applied Sciences

MEMORANDUM OF UNDERSTANDING

THIS AGREEMENT entered into by and between **Azusa Pacific University**, a California non-profit religious corporation, hereinafter called the **UNIVERSITY**, and **Monrovia Unified School District**, hereinafter called the **DISTRICT**:

WITNESSETH

WHEREAS, the governing board of a school district may enter into agreements with a college or university approved by the Commission on Teacher Credentialing as a teacher education institution (Ed. Code Section 44227), to provide educational field experiences as may be called for in the requirements of the various authorized credentials for public school service; and

WHEREAS, any such agreement may provide for the payment in money or in services for the services rendered by the school district of an amount not to exceed the actual cost to the school district of the services rendered; and

WHEREAS, the University operates fully-accredited educational programs for its candidates; and

WHEREAS, it is to the mutual benefit of the University and the District to make a program of educational fieldwork experiences available to the University's candidates at the District's facilities.

NOW, THEREFORE, it is mutually agreed upon between the parties as follows:

GENERAL TERMS AND CONDITIONS

- 1. Term.** The term of this agreement shall commence on **December 15, 2022**, and extend for a period of five and one-half (5.5) years, terminating on **June 30, 2028**.
- 2. Termination.** Notwithstanding anything herein contained to the contrary, either party may terminate this agreement with thirty (30) days written notice to the undersigned. In the event of early termination of this agreement, candidates who have not yet completed their K-12 Educational field experience assignment in the District may complete their assignment at the discretion of the University. Nothing in this agreement shall limit the right of the University, acting in its sole discretion, to remove a candidate from the K-12 setting at any time.
- 3. Amendments.** The provisions of this agreement may be altered, changed, or amended, by mutual written consent of the parties hereto.
- 4. Execution.** This agreement may be executed in one or more counterparts, all of which shall

constitute one and the same document. Counterparts may be exchanged by facsimile or email. Each counterpart, whether an original signature or a facsimile copy, shall be deemed an original as against any Party who signed it.

5. Insurance.

- a. The District shall maintain minimum insurance coverage for Worker's Compensation, including Employer's Liability, covering its employees. The University shall maintain minimum insurance coverage for Worker's Compensation, including Employer's Liability, covering its employees and candidates.
- b. The District shall carry professional liability insurance coverage in the amount of \$1,000,000 per limit and \$3,000,000 in the aggregate, for its employees and agents. The University shall carry professional liability insurance coverage in the amount of \$1,000,000 per limit and \$3,000,000 in the aggregate, for its employees, agents, and candidates. The District shall maintain general liability insurance coverage in the amount of \$1,000,000 per incident and \$3,000,000 in the aggregate, covering its employees and agents. The University shall maintain general liability insurance coverage in the amount of \$1,000,000 per incident and \$3,000,000 in the aggregate, covering its employees, agents, and candidates.
- c. The District maintains proof of all insurance coverage and will provide said proof to the University upon request. The University maintains proof of all insurance coverage and will provide said proof to the District upon request.
- d. The employment status of candidates and the responsibility for insurance coverage for candidate activities depends upon the status of the candidates as set forth below:
 - i. Candidates Participating in Unpaid K-12 Educational Field Experience not at Candidate's Place of Employment: If the University's candidates are participating in an unpaid K-12 educational field experience not at his or her place of employment, it is understood that the University's candidates are fulfilling specific requirements for field experiences as part of a degree or credential program requirement, and therefore, the University's candidates do not thereby become employees of the District by virtue of their field experience. The University shall be responsible for providing insurance coverage for such candidates, pursuant to Sections 5.a and 5.b of this agreement.
 - ii. Candidates Participating in Unpaid K-12 Educational Field Experience at Candidate's Place of Employment: If the University's candidates are participating in an unpaid internship or field experience at his or her place of employment, it is understood by that the University and the District shall keep the field experience and work duties of the University's candidates strictly separate. The University shall be responsible for providing insurance coverage for such candidates' field experience pursuant to Section 5.a and 5.b of this agreement. The District shall be responsible for providing insurance coverage for such candidates' activities as a District employee pursuant to Section 5.a and 5.b of this agreement.
 - iii. Candidates Participating in Paid K-12 Educational Field Experience: If the University's candidates are provided with a nominal stipend from the District intended to reimburse them for estimated expenses related to their field experience, the University's candidates do not thereby become employees of the District, and the University shall be responsible for providing insurance coverage for such candidates pursuant to Sections 5.a and 5.b of this

agreement; however, the District shall be responsible for issuing a Form 1099 reporting the stipend to the Internal Revenue Service. If, however, the University's candidates are paid by the District for their services, then they become employees of the District, and the District is responsible for all employee obligations and for insuring the activities of such candidates under Section 5.a and 5.b of this agreement.

6. Confidentiality.

- a. All verbal and written information exchanges, as well as proprietary information relating to business practices, procedures or methods of the District or the project shall remain strictly confidential and shall not be disclosed without consent of the District. The University agrees to notify candidates that they are responsible for respecting and maintaining the confidentiality of all information with respect to all students of the District.
- b. The University and the District agree to comply with the Family Educational Rights and Privacy Act (FERPA) of 1974, and all requirements imposed by or pursuant to regulation of the Department of Education to the end that the rights and privacy of the students enrolled in the District and of their parents are not violated or invaded. This assurance is given to obtain access to individual student data for the purpose of using said data to fulfill assignments or contractual obligations with the District. The provisions of the Family Educational Rights and Privacy Act of 1974 include, but are not limited to ensuring that (a) no identification of students or their parent(s)/guardian(s) by persons other than representatives of the University and required persons performing activities mandated by the California Department of Education, California Commission on Teacher Credentialing (i.e. auditors) is permitted; (b) the individual student data will be destroyed when no longer needed for the purpose(s) for which they were obtained; (c) no access to individual student data shall be granted by the University to any other persons, agency, or organization without the written consent of the pupil's parent/guardian, except for sharing with other persons within the District or representatives of the University, so long as those persons have a legitimate interest in the information; (d) the District will not disclose the candidate records of the University's candidates except to University and District officials who have a legitimate need for the information consistent with their official responsibilities.

7. Non-Discrimination. The University and the District agree to make no distinction among candidates covered by this agreement on the basis of race, color, religion, national origin, gender, age, disability, or status as a veteran.

8. Transportation of Students. Neither the University nor the District will provide transportation for candidates between the University and the District school. Each candidate shall be responsible for his or her transportation.

9. Scope of Authority. The District shall exercise exclusive control over the administration, operation, maintenance and management of the District and its schools, and the University's candidates while they are in residence at the District. Subject thereto, the University shall exercise control and supervision over the operation, curriculum, faculty and candidates of the University within the prescribed framework.

10. Indemnification.

- a. The University shall indemnify, save and hold harmless the District, its officers, directors, and employees from and against all obligations, claims and liabilities of any kind under state or federal law (including costs and attorney's fees) that may arise out of negligent acts or omissions of the University, and its officers, directors, candidates and employees during the course and scope of a University candidate's clinical training, but only in proportion to the extent of the

University's responsibility..

- b. The District shall indemnify, save and hold harmless the University, its officers, directors, and employees from and against all obligations, claims and liabilities of any kind under state or federal law (including costs and attorney's fees) that may arise out of negligent acts or omissions of the District, and its officers, directors, or employees during the course and scope of a University candidate's clinical training, but only in proportion to the extent of the District's liability.

11. Scope of Work.

ADAPTED PHYSICAL EDUCATION FIELDWORK

"Fieldwork" as used herein and elsewhere in this agreement means active participation in the duties and functions of teaching adapted physical education under the direct supervision and instruction of employees of the District (a) holding valid credentials and authorizations issued by the Commission on Teacher Credentialing, other than emergency or intern credentials, authorizing them to serve as adapted physical education teachers in the schools or classes in which the fieldwork is provided and (b) having completed a minimum of three years of successful teaching experience.

The District shall provide teaching experience through fieldwork in schools and classes of the district for candidates who are assigned by the University to fieldwork in schools or classes of the District. Such fieldwork shall be provided in such schools or classes of the District, and under the direct supervision and instruction of such employees of the District, as the District and the University through their duly authorized representatives may agree upon.

The District may, for good cause, refuse to accept for fieldwork any candidate of the University assigned to fieldwork in the District and upon request of the District, made for good cause, the University shall terminate the assignment of any candidate of the University to fieldwork in the District.

The University will ensure candidates who participate in fieldwork hold a Baccalaureate degree or higher from a regionally accredited institution of higher education and have satisfied the additional requirements of (a) passing the CBEST exam, (b) demonstrating Subject Matter Competence, (c) meeting U.S. Constitution, (d) possessing a valid certificate of clearance, (e) have a negative TB test within 2 years of the end date of the fieldwork assignment, (f) passing applicable Teaching Performance Assessments, and (g) passing core coursework in the adapted physical education added authorization program.

An assignment of a candidate of the University to fieldwork in schools or classes of the District shall be, at the discretion of the University for a minimum of 35 hours for the first University term of fieldwork, and a minimum of 35 hours for the second University term of fieldwork. Fifty (50)

[continued on next page]

percent of fieldwork hours shall be completed at preschool and elementary school sites, and fifty percent of fieldwork shall be completed at secondary (i.e., middle and high) school sites.

The following signatures hereby indicate approval of this agreement:

Azusa Pacific University		Monrovia Unified School District	
By:	<i>Deshonna Collier</i>	By:	
Name:	Deshonna Collier-Goubil	Name:	
Title:	Interim Dean School of Behavioral and Applied Sciences	Title:	
Date:	10 / 18 / 2022	Date:	
Address:	Azusa Pacific University 901 E. Alost Avenue, P.O. Box 7000 Azusa, CA 91702	Address:	

TITLE	MOU
FILE NAME	Monrovia Unified ... PE Fieldwork.pdf
DOCUMENT ID	f076a229251e38b527c8023cb697784f73394098
AUDIT TRAIL DATE FORMAT	MM / DD / YYYY
STATUS	● Signed

Document History



SENT

10 / 14 / 2022

11:13:54 UTC-7

Sent for signature to Deshonna Collier-Goubil
(dcollier@apu.edu) from essadjuncts@apu.edu
IP: 172.89.155.197



VIEWED

10 / 18 / 2022

11:34:49 UTC-7

Viewed by Deshonna Collier-Goubil (dcollier@apu.edu)
IP: 23.243.112.123



SIGNED

10 / 18 / 2022

11:35:02 UTC-7

Signed by Deshonna Collier-Goubil (dcollier@apu.edu)
IP: 23.243.112.123



COMPLETED

10 / 18 / 2022

11:35:02 UTC-7

The document has been completed.

Agenda Item Details

Meeting Date: 2022-12-14 18:30:00

AGENDA ITEM TITLE:

15. 22/23-3044 - CLINICAL AFFILIATION AGREEMENT BETWEEN CAL STATE LOS ANGELES AND THE MONROVIA UNIFIED SCHOOL DISTRICT

RECOMMENDATION

The Board of Education is requested to approve the Clinical Affiliation agreement between California State University, Los Angeles, and the Monrovia Unified School District for a term beginning December 14, 2022, through December 14, 2025.

Rationale:

Board approval of this agreement would allow Monrovia Unified School District to participate in the clinical training of students in the following programs: Communication Disorders (Speech-Language Pathology), Post-Baccalaureate certificate in Speech-Language Pathology, Kinesiology, Nutritional Science, Nursing, Social Work, Psychology, and Doctor of Audiology for California State University, Los Angeles.

Background:

California State University, Los Angeles, provides fieldwork practice experience through observation, participation, and guided practice to students enrolled in various certificate and credential programs of the State University.

Additional Information:

Cal State Los Angeles University operates fully accredited health sciences programs offering Graduate/ Undergraduate degrees in Audiology, Child & Family Studies, Communication Disorders (Speech-Language Pathology), Kinesiology, Nutritional Science, Nursing, Social Work, Psychology, and a Doctor of Audiology. In addition to Certificate Programs in Clinical Laboratory Scientist and Clinical Genetic Molecular Biologist Scientist ("Program" or "Programs").

ATTACHMENTS

- [CAL State Los Angeles Clinical Practice for Speech, SLPA and audiology 6722-0239CL Monrovia USD \(3\).pdf](#)



CLINICAL AFFILIATION AGREEMENT

This Agreement is made this 14th day of December, 2022, by and between the State of California acting through the Trustees of the California State University on behalf of California State University Los Angeles, hereinafter called the (“University”) and Monrovia Unified School District, hereinafter called the (“Facility”). The parties may be referred to collectively as the “Parties” and singularly as a “Party”.

- A. University is an institution of higher learning authorized pursuant to California law to offer fully accredited health science programs and to maintain classes and such programs at Facility for the purpose of providing clinical training for students in such classes.
- B. Facility provides a learning environment where students may complete their academic fieldwork studies for required coursework.
- C. University operates fully accredited health sciences programs offering Graduate/ Undergraduate degrees in Audiology, Child & Family Studies, Communication Disorders (Speech-Language Pathology), Kinesiology, Nutritional Science, Nursing, Social Work, Psychology, and Doctor of Audiology. In addition to Certificate Programs in Clinical Laboratory Scientist and Clinical Genetic Molecular Biologist Scientist, (“Program” or “Programs”).
- D. The purpose of this Agreement is to set forth the terms and conditions pursuant to which the parties will institute the Programs at Facility.

The parties will both benefit by making a clinical training program available to University students at Facility.

The parties agree as follows:

I. GENERAL INFORMATION ABOUT THE PROGRAM

- A. The maximum number of University students who may participate in the Program during each training period shall be mutually agreed by the parties at least 30 days before the training period begins.
- B. The starting date and length of each Program training period shall be determined by mutual agreement.

II. UNIVERSITY'S RESPONSIBILITIES

- A. Student Profiles. University shall advise each student enrolled in the Program to complete and send to Facility a student profile on a form to be agreed by the parties, which shall include the student's name, address, email address and telephone number. Each student shall be responsible for submitting his or her student profile before the Program training period begins. Facility shall regard this information as confidential and shall use the information only to identify each student.
- B. Schedule of Assignments. University shall notify Facility's Program supervisor of student assignments, including the name of the student, level of academic preparation, and length and dates of proposed clinical experience. This would occur following the agreed upon assignments after the interview process is completed.
- C. Program Coordinator. University shall designate a faculty member to coordinate with Facility's designee in planning the Program to be provided to students.
- D. Orientation Program. University instructors shall attend an orientation provided by Facility, and shall provide a similar orientation to students at the beginning of their enrollment in the Program.
- E. Records. University shall maintain all personnel records for its staff and all academic records for its students.
- F. Background Checks. If required by Facility, ensure that students complete any background check required by Facility and submit such results to Facility for review and approval.
- G. Student Responsibilities. University shall notify students in the Program that they are responsible for:
 - 1) Complying with Facility's clinical and administrative policies, procedures, rules and regulations;
 - 2) Arranging for their own transportation and living arrangements if not provided by University;
 - 3) Assuming responsibility for their personal illnesses, necessary immunizations, tuberculin tests, and annual health examinations;
 - 4) Maintaining the confidentiality of patient information:
 - a) No student shall have access to or have the right to receive any medical record, except when necessary in the regular course of the clinical experience. The discussion, transmission, or narration in any form by students of any individually identifiable patient information, medical or otherwise, obtained in

the course of the Program is forbidden except as a necessary part of the practical experience;

b) Neither University nor its employees or agents shall be granted access to individually identifiable information unless the patient has first given consent using a form approved by Facility that complies with applicable state and federal law, including the Health Insurance Portability and Accountability Act (“HIPAA”) and its implementing regulations;

c) Facility shall reasonably assist University in obtaining patient consent in appropriate circumstances. In the absence of consent, students shall use de-identified information only in any discussions about the clinical experience with University, its employees, or agents.

5) Complying with Facility’s dress code and wearing name badges identifying themselves as students;

6) Attending an orientation to be provided by their University instructors;

7) Notifying Facility immediately of any violation of state or federal laws by any student; and

8) Providing services to Facility’s patients only under the direct supervision of Facility’s professional staff.

9) Completing and submitting to University:

- Covid-19 Release of Liability Assumption of Risk form
- Covid-19 Acknowledgement form

H. Payroll Taxes and Withholdings. University shall be solely responsible for any payroll taxes, withholdings, workers’ compensation and any other insurance or benefits of any kind for University’s employees and agents, if any, who provide services to the Program under this Agreement. Students are not employees or agents of the University and shall receive no compensation for their participation in the Program, either from University or Clinic. CSULA/ CPP/CLS/ CGMBS Students may accept a stipend, if offered, which is not considered a salary. For purposes of this agreement, however, students are trainees and shall be considered members of Clinic’s “workforce” as that term is defined by the HIPAA regulations at 45 C.F.R. § 160.103.

III. FACILITY’S RESPONSIBILITIES

A. Clinical Experience. Facility shall accept from University the mutually agreed upon number of students enrolled in the Program and shall provide the students with supervised clinical experience.

- B. Facility Designee. Facility shall designate a member of its staff to participate with University's designee in planning, implementing, and coordinating the Program.
- C. Orientation Program for University Instructors. Facility shall provide an orientation for University instructors who will oversee students in the Program, and shall include all information and materials that University instructors are to provide during the student orientation required in paragraphs II.D and II.F.6) above.
- D. Access to Facilities. Facility shall permit students enrolled in the Program access to Facility facilities as appropriate and necessary for their Program, provided that the students' presence shall not interfere with Facility's activities.
- E. Records and Evaluations. Facility shall maintain complete records and reports on each student's performance and provide an evaluation to University on forms the University shall provide.
- F. Withdrawal of Students. Facility may request that University withdraw from the program any student who Facility determines is not performing satisfactorily, refuses to follow Facility's administrative policies, procedures, rules and regulations, or violates any federal or state laws. Such requests must be in writing and must include a statement as to the reason or reasons for Facility's request. University shall comply with the written request within five (5) days after actually receiving it.
- G. Emergency Health Care/First Aid. Facility shall, on any day when a student is receiving training at its facilities, provide to that student necessary emergency health care or first aid for accidents occurring in its facilities. Except as provided in this paragraph, Facility shall have no obligation to furnish medical or surgical care to any student.
- H. Student Supervision. Facility shall permit students to perform services for patients only when under the supervision of a registered, licensed, or certified clinician/professional on Facility's staff. Such clinicians or professionals are to be certified or licensed in the discipline in which supervision is provided. Students shall work, perform assignments, and participate in ward rounds, clinics, staff meetings, and in-service educational programs at the discretion of their Facility-designated supervisors. Students are to be regarded as trainees, not employees, and are not to replace Facility's staff.
- I. Facility's Confidentiality Policies. As trainees, students shall be considered members of Facility's "workforce," as that term is defined by the HIPAA regulations at 45 C.F.R. § 160.103, and shall be subject to Facility's policies respecting confidentiality of medical information. In order to ensure that students comply with such policies, Facility shall provide students with substantially the same training that it provides to its regular employees.
- J. COVID-19 Safety and Compliance. Facility is aware of and informed about the hazards currently known to be associated with the novel coronavirus referred to as "COVID-19". Facility is familiar with and informed about the Centers for Disease Control and

Prevention (CDC) current guidelines regarding COVID-19 as well as applicable federal, state and local governmental directives regarding COVID-19. Facility, to the best of its knowledge and belief, is in compliance with those current CDC guidelines and applicable governmental directives. If the current CDC guidelines or applicable government directives are modified, changed or updated, Facility will take steps to comply with the modified, changed or updated guidelines or directives. If at any time Facility becomes aware that it is not in compliance with CDC guidelines or an applicable governmental directive, it will notify University of that fact.

IV. AFFIRMATIVE ACTION AND NON-DISCRIMINATION

The parties agree that all students receiving clinical training pursuant to this Agreement shall be selected without discrimination on account of race, color, religion, national origin, ancestry, disability, marital status, gender, gender identity, sexual orientation, age or veteran status.

V. STATUS OF UNIVERSITY AND FACILITY

The parties expressly understand and agree that the students enrolled in the Program are in attendance for educational purposes, and such students are not considered employees of either Facility or University for any purpose, including, but not limited to, compensation for services, welfare and pension benefits, or workers' compensation insurance. Students are, however, considered members of Facility's "workforce" for purposes of HIPAA compliance.

VI. INSURANCE

- A. University Insurance. University shall procure and maintain in force during the term of this Agreement, at its sole cost and expense, insurance in amounts reasonably necessary to protect it against liability arising from any and all negligent acts or incidents caused by University's employees. Coverage under such professional and commercial general liability insurance shall be not less than one million dollars (\$1,000,000) for each occurrence and three million dollars (\$3,000,000) in the aggregate. Such coverage shall be obtained from a carrier rated A:VII or better by AM Best or a qualified program of self-insurance. The University shall maintain and provide evidence of workers' compensation and disability coverage as required by law. University shall provide Facility with evidence of the insurance required under this paragraph, which shall provide for not less than thirty (30) days-notice of cancellation to Facility. University shall promptly notify Facility of any cancellation, reduction, or other material change in the amount or scope of any coverage required hereunder.

- B. Student Insurance: Student shall procure at the student's sole cost and expense, professional liability insurance in amounts reasonably necessary to protect the student against liability arising from any and all negligent acts or incidents caused by the student. Coverage under such professional liability insurance shall be not less than one million dollars (\$1,000,000) for each occurrence and three million dollars (\$3,000,000) in the aggregate. Such coverage is to be obtained from a carrier rated A:VII or better by

AM Best. University shall require each student in the Program to present evidence of his or her professional liability coverage to Facility, upon request. University shall also require malpractice insurance to be purchased by student.

- C. Facility Insurance. Facility shall procure and maintain in force during the term of this Agreement, at its sole cost and expense, insurance in amounts that are reasonably necessary to protect it against liability arising from any and all negligent acts or incidents caused by its employees. Coverage under such professional and commercial general liability insurance shall be not less than one million dollars (\$1,000,000) for each occurrence and three million dollars (\$3,000,000) in the aggregate. Such coverage is to be obtained from a carrier rated A:VII or better by AM Best or a qualified program of self-insurance. Facility shall also maintain and provide evidence of workers' compensation and disability coverage for its employees as required by law. Facility shall provide University with evidence of the insurance coverage required by this paragraph, which shall provide for not less than thirty (30) days-notice of cancellation to University. Facility shall promptly notify University of any cancellation, reduction, or other material change in the amount or scope of any coverage required hereunder.

VII. INDEMNIFICATION

- A. The University agrees to defend all claims of loss, indemnify, and hold harmless the Facility and its officers, agents and employees from any and all liability for personal injury, damages, wrongful death or other losses and costs, including but not limited to reasonable attorney fees and defense costs, arising out of the negligent acts or omissions or willful misconduct of the University or its employees, officers, or volunteers in the performance of this Agreement.
- B. The Facility agrees to defend all claims of loss, indemnify, and hold harmless the State of California, the Trustees of the California State University, California State University Los Angeles and their officers, agents, volunteers and employees from any and all liability for personal injury, damages, wrongful death or other losses and costs, including but not limited to reasonable attorney fees and defense costs, arising out of the negligent acts or omissions or willful misconduct of the Facility or its employees, agents or volunteers in the performance of this Agreement.

VIII. TERM AND TERMINATION

- A. Term. This Agreement shall be effective December 14, 2022 and shall remain in effect for (3) three years, terminating on December 14, 2025.
- B. Renewal. This Agreement may be renewed by mutual agreement.
- C. Termination. This Agreement may be terminated at any time by the written agreement or upon 30 days' advance written notice by one party to the other, PROVIDED, HOWEVER, that in no event shall termination take effect with respect to currently

enrolled students, who shall be permitted to complete their training for any semester or year in which termination would otherwise occur.

IX. GENERAL PROVISIONS

- A. Amendments. In order to ensure compliance with HIPAA, the following provisions of this Agreement shall not be subject to amendment by any means during the term of this Agreement or any extensions: Section II, Paragraph G, subdivisions 4.a), 4.b), and 4.c); Section II, Paragraph H, to the extent it provides that students are members of Facility's "workforce" for purposes of HIPAA; Section III, Paragraphs H and I; and Section V. This Agreement may otherwise be amended at any time by mutual agreement of the parties without additional consideration, provided that before any amendment shall take effect, it shall be reduced to writing and signed by the parties.
- B. Assignment. Neither party shall voluntarily or by operation of law, assign or otherwise transfer this Agreement without the other party's prior written consent. Any purported assignment in violation of this paragraph shall be void.
- C. Captions. Captions and headings in this Agreement are solely for the convenience of the parties, are not a part of this Agreement, and shall not be used to interpret or determine the validity of this Agreement or any of its provisions.
- D. Counterparts. This Agreement may be executed in any number of counterparts, each of which shall be deemed an original, but all such counterparts together shall constitute one and the same instrument.
- E. Entire Agreement. This Agreement is the entire agreement between the parties. No other agreements, oral or written, have been entered into with respect to the subject matter of this Agreement.
- F. Governing Law. The validity, interpretation, and performance of this Agreement shall be governed by and construed in accordance with the laws of the State of California.
- G. Notices. Notices required under this Agreement shall be sent to the parties by certified or registered mail, return receipt requested, postage prepaid, at the addresses set forth below:"

TO UNIVERSITY:

California State University, Los Angeles
Procurement and Contracts
5151 State University Drive
Los Angeles, CA 90032

TO FACILITY:

Monrovia Unified School District
325 E. Huntington Drive
Monrovia CA 91016

X. EXECUTION

By signing below, each of the following represent that they have authority to execute this Agreement and to bind the party on whose behalf their signature is made.

UNIVERSITY

FACILITY

Signature: _____

Signature: _____

Name: Pedro Diaz

Name: Ryan Smith, Ed. D.

Title: AVP Admin Operations & Business Services

Title: Superintendent of Schools

Date: _____

Date: _____

Agenda Item Details

Meeting Date: 2022-12-14 18:30:00

AGENDA ITEM TITLE:

16. 22/23 3045- APPROVAL OF CONTRACT WITH SYTECH SOLUTIONS

RECOMMENDATION

The Board of Education is requested to approve the quotes from Sytech Solutions for records management services for the District.

Rationale:

SyTech Solutions (SyTech) is a leading document management solutions provider and has over 22 years of experience completing conversion projects for public and private agencies statewide. SyTech utilizes a streamlined conversion process that maximizes image quality and batch management, all while providing efficient project management.

Background:

SyTech will provide document management services, including converting and hosting student records currently stored at the Warehouse. SyTech Solutions (SyTech) will scan and electronically organize these records into an efficient, streamlined & manageable database and upload them to the vendor software platform "1DocStop" for district access and use. This process will save valuable storage space, provide a backup copy of vital information, and allow staff to access records efficiently.

ATTACHMENTS

- [SYTECH for December 14 2022 Board Monrovia USD \(2022\).pdf](#)



PRICE QUOTE B

SyTech Solutions

Casey Morris

8930 Big Horn Blvd

Elk Grove CA 95758

(916) 381-3010 x224

cmorris@sytechsolutions.com

www.sytechsolutions.com

Customer: Monrovia Unified School District

Contact: Greg Puccia

Date: 9/19/2022

Project Description

SyTech will provide scanning and indexing of an estimated 185 boxes of Special Ed records located in the warehouse (131 boxes) and the office (54 boxes). Records will be indexed by first name, last name, and date of birth. It is okay to cut folders for processing. Records will be uploaded to 1DocStop. Scanning to take place at SyTech's Elk Grove facility.

Special Ed Records

Quantity	Units	Service or Product	Unit Price	Extended Price
1	Instance	Courier Service	\$150.00	\$150.00
50	Boxes	(Optional) Boxing of records in file cabinets and providing boxes	\$4.50	\$225.00
740	Hours	Document Preparation	\$18.00	\$13,320.00
471,750	Images	Document Scanning	\$0.055	\$25,946.25
185,000	Keystrokes	Indexing (FN, LN, DOB)	\$0.005	\$925.00
185	Boxes	(Optional) Box Destruction	\$6.00	\$1,110.00
	Month	(Optional) Box Storage (per box/month)	\$1.00	
12	Months	1DocStop (additional department)	\$175.00	\$2,100.00
			Total	\$43,776.25

The pricing specified above is based on the quantity estimated. Should the actual quantities change, pricing will be adjusted accordingly. SyTech offers additional technical services and support. A complete SyTech pricing list for service and installation upgrade options can be provided upon request. Pricing does not include any applicable taxes.

Agenda Item Details

Meeting Date: 2022-12-14 18:30:00

AGENDA ITEM TITLE:

1. 22/23-1071 - AGREEMENT FOR DENTAL SERVICES WITH WESTERN UNIVERSITY OF HEALTH SCIENCES

RECOMMENDATION

The Board of Education is requested to approve an agreement between Western University of Health Sciences and Monrovia Unified School District (MUSD) to provide dental services to MUSD students at no cost by their College of Dental Medicine.

Motion by _____, seconded by _____, Vote _____
Board Member Lockerbie __, Board Member Travanti __, Board Member Hammond __,
Board Member Anderson __, Board Member Gholar ____

Rationale:

The Agreement for Dental Services with Western University of Health Sciences in Pomona, California, will provide Monrovia Unified School District (MUSD) students from select grade levels with dental care at no cost. Under this partnership, Western University second-year students in the College of Dental Medicine will provide, under the direction and supervision of the clinic's licensed dentists, the delivery of dental services to MUSD students with parental consent to further the dental students' clinical training and education. The dental students will be able to provide dental screenings, oral hygiene lessons, and fluoride application and recommend follow-up services at a local partner facility at no cost.

Background:

The initial goal is to support the mandated Kindergarten Oral Health Assessments and then extend the services to the third graders as this aligns with the California Department of Public Health Office of Oral Health Strategic Plan goals.

Budget Implication (\$ Amount):

There is no cost to the district.

Legal References:

Education Code 17604 requires all contracts and agreements to be approved or ratified by the Board of Education.

Additional Information:

The MOU is attached.

ATTACHMENTS

- [Western University MOU re Dental Services - 20221214.pdf](#)

AGREEMENT FOR DENTAL SERVICES

THIS AGREEMENT FOR DENTAL SERVICES (“**Agreement**”) is made and entered into on December ~~November~~ 14, 2022, by and between WESTERN UNIVERSITY OF HEALTH SCIENCES, a California non-profit public benefit corporation (“**Provider**”), and MONROVIA UNIFIED SCHOOL DISTRICT, a public agency of the State of California (“**District**”).

RECITALS

WHEREAS, Provider desires to arrange for students of its College of Dental Medicine (“**Dental Students**”) to provide, under the direction and supervision of its licensed clinical staff (“**Faculty Providers**”), certain dental services to students of District (“**District Students**”) who are identified and referred to Provider by District’s school nursing staff and personnel, in order to further the Dental Students’ clinical training and education;

WHEREAS, the Faculty Providers are duly licensed, qualified and experienced to supervise the Dental Students as they provide dental services to District Students;

WHEREAS, the governing board of the District (“**Governing Board**”) desires that Provider make available the Faculty Providers and Dental Students to provide dental services to District Students; and

WHEREAS, Provider and District are entering into this Agreement in order to set forth their respective responsibilities in connection with the dental services to be provided to the District Students.

NOW, THEREFORE, in consideration of the above facts and of the covenants and agreements contained herein, the parties agree as follows:

1. Term. The term of this Agreement (“**Term**”) shall commence as of November 1st, 2022 and expire on October 31st, 2025 unless terminated earlier pursuant to Section 11 of this Agreement. On the Expiration Date, and on each annual anniversary of the term of this Agreement thereafter, this Agreement shall automatically renew for an additional 1-year term unless and until a party gives the other party written notice of its intent not to renew at least 30 days prior to the expiration of the then-current term.
2. Services.
 - 2.1 As required and directed by District and as acceptable to Provider, Provider shall arrange for the Faculty Providers and Dental Students, under the supervision of the Faculty Providers, to provide dental examinations as well as dental services to District Students (the “**Services**”). A detailed description of the Services is attached to this Agreement as Exhibit “A”. The Services shall be performed at school sites operated and selected by District, and shall be scheduled in advanced as mutually determined by District and Provider. District shall assist Provider in scheduling the appointments for the District Students, and in gathering the demographic and insurance information of the District Students.

- 2.2 Provider shall coordinate the provision of the Services with the District's Health Services Coordinator, or his/her successor ("**District's Designee**"). The scope of the Services, as acceptable to Provider in accordance with Section 2.1 of this Agreement, shall be subject to the final approval of District's Designee in his/her sole and absolute discretion.
- 2.3 The District and/or WesternU shall be responsible for obtaining in advance the written consent of the parent/legal guardian of each District Student who is scheduled to receive the Services. The written consent shall be provided in a standard form jointly developed and approved by Provider and District.
- 2.4 Provider shall be responsible for creating and maintaining, as permitted under applicable confidentiality laws, patient records for all District Students examined. District may receive copies of the records of a District Student but only if District is authorized in writing, as required by law, by the District Student's parent/legal guardian.
- 2.5 District shall make available to Provider, at District's cost, District's facilities suitable for the confidential nature of the Services provided by the Dental Faculty and Dental Students. In the event District's facilities are not available or appropriate at a given time for a District Student receiving Services, District shall make arrangements with Provider for a suitable alternative location approved by District's Designee in his/her sole and absolute discretion. In addition, District shall provide adequate parking for the Faculty Providers, Dental Students and staff of Provider at each location at which Services are to be provided.
- 2.6 Provider shall not discriminate on the basis of actual or perceived race, religion, sex, national origin, age, handicap, or sexual orientation in employment or in the performance of the Services or the operation of its programs.
- 2.7 If a Dental Student notifies Provider of any sex discrimination complaint, District shall cooperate with Provider's investigation of such complaint and comply with Provider's policies and grievance procedures for the prompt and equitable resolution of such complaint. For the sake of clarity, Provider and District acknowledge that the purpose of this Section 2.7 is to ensure compliance with Title IX of the Education Amendments of 1972, as amended (20 U.S.C. 1681 et seq.). (See Exhibit D)

3. Compensation; Billing for Services.

- 3.1 Provider is providing the Services to the District Students, but shall not be entitled to any compensation, costs, expenses or benefit from District of any kind or type for the Services to be provided hereunder.
- 3.2 Provider may charge a parent/legal guardian or appropriate insurance carrier(s) for any Services provided to a District Student under this Agreement as may be permitted by law, but only if such Services are clearly identified in writing, agreed upon and signed in advance by the parent/legal guardian of the District Student. In

no event shall any such charges obligate District financially, nor shall District incur any obligation or expense in connection with the charges.

- 3.3 Provider agrees to provide the Services to all District Students on an equal basis, regardless of a District Student's insurance coverage, or lack thereof, and regardless of ability to pay for the Services.

4. Independent Contractors.

- 4.1 In connection with the performance of the Services, District and Provider acknowledge that Provider, the Faculty Providers, and the Dental Students are independent contractors with respect to District, and are not employees or agents of District. Provider shall pay all personal State and Federal taxes as an independent contractor and acknowledges that, as independent contractors, the Faculty Providers and the Dental Students are not covered by District under California workers' compensation, unemployment insurance or other employment-related laws.
- 4.2 Provider shall determine the hours during which the Services are provided to District Students; provide and maintain the equipment necessary for the provision of the Services; and hire, fire, direct and control Provider's agent(s), employee(s) or other representative(s) at Provider's sole discretion. District may from time to time at Provider's request assign one or more District representatives to assist Provider with the administration of the Services. Provider may direct such representatives in connection with the Services; however, District shall retain ultimate responsibility for, and control of, the representatives. District reserves the right, exercisable in its sole discretion, to exclude any of Provider's agent(s), employee(s) or other representative(s) from its premises in the event that such agent(s), employee(s) or other representative(s)'s conduct or state of health is deemed objectionable or detrimental to the proper administration of the District.
- 4.3 District and Provider further acknowledge that District shall not provide Provider with any training or instructions (other than job specifications) or tools and equipment (other than the occasional use of District's facilities). Provider accepts the responsibility to coordinate with the District's Designee the specific time(s) and use(s) of District's facilities in order to avoid any conflicts.
- 4.4 Provider shall assume all expenses incurred in the performance of the Services. Such expenses shall include, without implied limitation, document reproduction expenses and telephone charges.
- 4.5 In performing the Services, Provider shall determine, in its sole discretion, the methods, details, and means of providing the Services. However, upon request, Provider shall submit an oral and/or written summary to District of Provider's methods, details and means of providing the Services.
- 4.6 Provider shall at all times remain solely responsible for the Services to be provided

pursuant to this Agreement, regardless of whether Provider should choose to employ or utilize any agent(s), employee(s), Faculty Providers, Students, contractors or other representative(s) to perform any or all of such Services; provided, however, that because of Provider's special expertise and potential contact with District Students, Provider shall not subcontract, assign or otherwise transfer any portion of the Services or this Agreement or any interest therein, without the prior written approval of District's Designee in his/her sole and absolute discretion. Such approval shall be attached and made part of this Agreement. Subcontracts may be entered into only with providers licensed by the Dental Board of California or Dental Hygiene Board of California (collectively, "Subcontractors"). Any attempt to subcontract, assign or otherwise transfer any portion of the Services or this Agreement without the prior written approval of District's Designee shall be void and without effect, and shall permit District to terminate immediately this Agreement.

- 4.7 Any Subcontractor(s) of Provider shall be at no expense to District, and shall be paid from Provider's own resources and billings. Provider shall pay all wages, salaries, benefits and other amounts due to its Subcontractors, and shall be responsible for all reports and obligations respecting such Subcontractors.
- 4.8 Provider shall ensure that the Services under this Agreement are provided in a skillful and competent manner, consistent with the standards generally recognized as employed by others in the dental profession in California. Provider represents and maintains that the Faculty Providers are skilled in the professional calling necessary to supervise and instruct the Dental Students as they perform the Services. Provider warrants that the Dental Students shall have sufficient skill and experience to perform the Services assigned to them. The Dental Students shall be supervised by a Faculty Provider, with each such Faculty Provider supervising an appropriate number of Dental Students. Provider further represents that Provider and the Faculty Providers have all licenses, permits, qualification and approvals of whatever nature that are legally required to perform the Services, and that such licenses and approvals shall be maintained throughout the term of this Agreement. Provider shall perform, at its own cost and expense and without reimbursement from District, any Services necessary to correct errors or omissions that are caused by Provider's failure to comply with the standard of care provided for herein.

5. Criminal Background Check and TB Clearance.

- 5.1 Provider and all of the Faculty Providers Dental Students, and Subcontractors of Provider, if approved pursuant to Section 4.6 of this Agreement, shall comply with all requirements related to fingerprinting set forth in Education Code Section 45125.1 and all District Administrative Regulations related to Fingerprint Background Checks prior to any contact with any District Students, including, without implied limitation, prior to coming onto District's school grounds or having any contact with District Students in locations other than District school grounds.
- 5.2 In accordance with Education Code Section 45125.1, Provider shall conduct a

criminal background check of each of the Faculty Provider, Dental Students, and Subcontractors who are participating in activities conducted under this Agreement. Each background check shall be conducted by PreCheck Background Screening or by Live Scan Fingerprint Services. Upon receipt of such background checks, Provider shall provide the certification attached to this Agreement as Exhibit “B”.

- 5.3 TB Clearance: Prior to permitting any Faculty Providers, Dental Students, and Subcontractors of Provider to have access to any District Student under the terms of this Agreement, Provider shall require each Faculty Provider, Dental Students, and Subcontractors of Provider to submit evidence of an examination within the past 365 days to determine that he or she is free of active tuberculosis. Provider agrees to adhere to the tuberculosis clearance requirements of Education Code Section 49406 for each such Provider party. Provider is required to submit a Tuberculosis Clearance Certificate to District in the form attached hereto as Exhibit “C”.

6. Child Abuse Reporting

- 6.1 Provider warrants and represents to District that the Faculty Providers and the Dental Students are familiar with and agree to adhere to child abuse reporting obligations and procedures under California law, including, but not limited to, California Education Code Section 49370 and California Penal Code Section 11166 et seq. Provider shall provide annual training to all its employees regarding mandated reporting of child abuse. Provider warrants and represents that all staff members will abide by such laws in a timely manner.
 - 6.2 Unless prohibited by law, Provider shall submit immediately, and no later than within twenty-four (24) hours, by facsimile and mail, an accident or incident report to the District when it becomes aware of reportable circumstances, including, but not limited to, allegations of molestation or child abuse, pertaining to children under Provider’s supervision pursuant to this Agreement.
7. Confidentiality. Provider, the Faculty Providers, and the Dental Students shall maintain the confidentiality of all information and records received in the course of providing the Services, in accordance with the provisions of applicable federal and state statutes and regulations. This requirement shall extend beyond the effective termination or expiration date of this Agreement. This Section shall not be construed as prohibiting either party hereto from disclosing information to the extent required by law, regulation, or court order, provided such party notifies the other party promptly after becoming aware of such obligations and permits the other party to seek a protective order or otherwise to challenge or limit such required disclosure.
 8. Health Insurance Portability and Accountability Act (“HIPAA”). In accordance with the Health Insurance Portability and Accountability Act and the associated HIPAA regulations (45 CFR Parts 160 and 164), the parties to this Agreement shall establish and implement appropriate safeguards for any Protected Health Information (as defined under HIPAA) that may be created, received, used or disclosed by them in connection with the Services and this Agreement.

9. Insurance.

- 9.1 Provider shall, at Provider's expense, procure and maintain for the duration of this Agreement general liability, professional liability, workers' compensation, if required by applicable law, automobile liability, sexual abuse and molestation liability, and other insurance to protect against claims for injuries to persons or damages to property which may arise from or in connection with the performance of the Agreement by Provider, the Faculty Providers, and the Dental Students.
- 9.2 The general liability insurance shall have a per occurrence limit of not less than One Million Dollars (\$1,000,000). All such insurance will be equivalent to coverage offered by a commercial general liability form, including, without implied limitation, personal injury and contractual liability coverage for the performance by Provider of the indemnity provisions set forth in this Agreement.
- 9.3 The workers' compensation insurance, if required by applicable law, shall insure Provider's obligations and liabilities under the workers' compensation laws of California, including, without implied limitation, employers' liability insurance in the limits required by the laws of California.
- 9.4 Provider shall ensure that each Faculty Provider and Dental Student performing Services hereunder obtains and maintains throughout the Term of this Agreement automobile insurance on his/her personal automobile with coverage amounts as required by California law.
- 9.5 Provider shall procure and maintain during the Term and for a period of five (5) years following completion of the Services, professional liability insurance in an amount of not less than One Million Dollars (\$1,000,000) per claim, which shall be endorsed to include contractual liability.
- 9.6 Provider shall procure and maintain for the Term of this Agreement sexual abuse and molestation liability insurance providing for limits of not less than One Million Dollars (\$1,000,000) per occurrence.
- 9.7 All liability or comparable policies maintained by Provider, excluding professional liability, shall name District and such other persons or firms as District specifies from time to time as additional insureds, entitling them to recover under such policies for any loss sustained by them, their agents, and employees as a result of the negligent acts or omissions of Provider. All such policies maintained by Provider shall provide that they may not be terminated nor may coverage be reduced except after thirty (30) days' prior written notice to District. All commercial policies maintained by Provider shall be written as primary policies, not contributing with and not supplemental to the coverage that District may carry. Certificates of insurance, together with originals of the endorsements that name District as an additional insured, will be delivered to District prior to Provider's commencement of Services and from time to time at least thirty (30) days prior to the expiration of the term of each such policy. Provider shall not commence

providing Services under this Agreement until it has provided evidence satisfactory to District that Provider has secured all insurance required under this Section. Provider also shall require all of Provider's Subcontractors to procure and maintain the same insurance for the duration of the Agreement. In addition, Provider shall not allow any Subcontractor to commence work on any subcontract until the Subcontractor has provided evidence satisfactory to District that the Subcontractor has secured all insurance required under this Section.

10. Indemnity. Provider shall indemnify, defend and hold harmless District, its officers, directors, shareholders, members, managers, employees, contractors and agents (also referred to as "**District**" in this Section 10 against: (i) any and all liability resulting from Provider's failure to comply with the terms of this Agreement, and any injury, loss, claims, or damages resulting from the negligent operations, acts, or omissions of Provider, the Faculty Providers or the Dental Students with regard to the performance of the Services under this Agreement, except to the extent that District or its employees, agents or contractors negligently or intentionally caused such injury, loss, claim or damages; and (ii) any and all costs expenses, including reasonable legal expenses, incurred by or on behalf of District in connection with the defense of such claims.
11. Termination. Either party may terminate this Agreement immediately upon breach of this Agreement by the other party where the breach is not cured within ten (10) days after the non-breaching party gives written notice of the breach to the breaching party. In addition, this Agreement may be terminated by either party, without cause, by giving ninety (90) days' written notice to the other party.
12. Dispute Resolution. Any dispute, claim or controversy arising out of or relating to this Agreement or the breach, termination, enforcement, interpretation or validity thereof, including the determination of the scope or applicability of this Agreement to arbitrate, shall be determined by arbitration in Los Angeles County, California before one arbitrator. The arbitration shall be administered by JAMS pursuant to JAMS' Streamlined Arbitration Rules and Procedures. Judgment on the award may be entered in any court having jurisdiction. This clause shall not preclude parties from seeking provisional remedies in aid of arbitration from a court of appropriate jurisdiction. In any arbitration arising out of or related to this Agreement, the arbitrator(s) shall award to the prevailing party, if any, the costs and attorneys' fees reasonably incurred by the prevailing party in connection with the arbitration.
13. Notices. All notices or communications required or permitted under this Agreement shall be given in writing and delivered personally or sent by United States registered or certified mail with postage prepaid and return receipt requested or by overnight delivery service (e.g., Federal Express, DHL). Notice shall be deemed given when sent, if sent as specified in this Section, or otherwise deemed given when received. In each case, notice shall be delivered or sent to:

PROVIDER:

Western University of Health Sciences
309 E. Second Street
Pomona, California 91766-1854
Attn: Office of the Provost

DISTRICT:

Monrovia Unified School District
325 E. Huntington Dr.
Monrovia, CA 91016
Attn: Dr. Greg Francois

14. Compliance with Laws. Provider shall keep fully informed of and in compliance with all local, state and federal laws, rules and regulations in any manner affecting the provision of the Services, including all Cal/OSHA requirements, and shall give all notices required by law. Provider shall be liable for all violations of such laws and regulations in connection with providing the Services. If Provider performs any work knowing it to be contrary to such laws, rules and regulations and without giving written notice to District, Provider shall be solely responsible for all costs arising therefrom. Provider shall defend, indemnify and hold District, its elected and appointed Governing Board members, superintendent, employees, volunteers, attorneys and agents free and harmless, pursuant to the indemnification provisions of this Agreement, from any claim or liability arising out of Provider's failure to comply with such laws, rules or regulations.
15. Conflict of Laws. This Agreement shall be governed by the laws of the State of California. This Agreement shall not be governed by the Uniform Commercial Code. To the extent that there is to be delivery or performance of Services under this Agreement, such Services shall not be deemed "goods" within the definition of the Uniform Commercial Code.
16. Integration. This Agreement contains the entire agreement of the parties with respect to the subject matter hereof, and supersedes all prior negotiations, understandings or agreements. Neither of the parties has relied upon any oral or written representation or oral or written information given to the party by any representative of the other party.
17. Severability. If one or more of the provisions of this Agreement are hereafter declared invalid or unenforceable by judicial, legislative or administrative authority of competent jurisdiction, then the parties hereto agree that the invalidity or unenforceability of any of the provisions shall not in any way affect the validity or enforceability of any other provisions of this Agreement.
18. Modification. No change or modification of the terms or provisions of this Agreement shall be deemed valid unless set forth in writing and signed by both parties. If any actual or physical deletions or changes appear on the face of the Agreement, such deletions or changes shall only be effective if the initials of both contracting parties appear beside such deletion or change.

19. Construction of Agreement. This Agreement will be liberally construed to effectuate the intention of the parties with respect to the transaction described herein. In determining the meaning of, or resolving any ambiguity with respect to, any word, phrase or provision of this Agreement, neither this Agreement nor any uncertainty or ambiguity herein will be construed or resolved against either party (including the party primarily responsible for drafting and preparation of this Agreement), under any rule of construction or otherwise, it being expressly understood and agreed that the parties have participated equally or have had equal opportunity to participate in the drafting hereof.
20. Waiver. No waiver of any default shall constitute a waiver of any other default or breach, whether of the same or other covenant or condition. No waiver, benefit, privilege, or service voluntarily given or performed by a party shall give the other party any contractual rights by custom, estoppel, or otherwise.
21. Heading. The headings of sections of this Agreement have been inserted for convenience of reference only and shall not affect the interpretation of any of the provisions of this Agreement.
22. Further Assurances. Each of the parties hereto shall execute and deliver any and all additional papers, documents and other assurances, and shall do any and all acts and things reasonably necessary in connection with the performance of their obligations hereunder and to carry out the intent and agreements of the parties hereto.
23. Assignment. Neither party may assign any interest or obligation under this Agreement without the other party's prior written consent. Subject to the foregoing, this Agreement shall be binding on and shall inure to the benefit of the parties and their respective successors and assigns.
24. Authority. Provider has all requisite power and authority to conduct its business and to execute, deliver, and perform this Agreement. Each party warrants that the individuals who have signed this Agreement have the legal power, right, and authority to make this Agreement and bind each respective party.
25. Counterparts. This Agreement may be executed in one or more counterparts, each of which shall be deemed to be an original, but all of which together shall constitute one and the same instrument.
26. Education Code Section 17604. In accordance with Education Code Section 17604, this Agreement is not valid or an enforceable obligation against the District until approved or ratified by motion of the Governing Board.
27. APPROVED SIGNATURE. IN ADDITION, THIS AGREEMENT IS NOT VALID OR AN ENFORCEABLE OBLIGATION AGAINST THE DISTRICT UNTIL SIGNED BY THE SUPERINTENDENT OR THE SUPERINTENDENT'S APPROVED DESIGNEE.
28. INCORPORATION OF RECITALS AND EXHIBITS. The Recitals and each exhibit attached hereto are hereby incorporated herein by reference.

(Remainder of page intentionally left blank.

Signatures appear on next page.)

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed by their respective duly authorized officers on the date(s) set forth below their names.

PROVIDER:

WESTERN UNIVERSITY OF HEALTH SCIENCES

By: _____

Name: Paula Crone, DO

Its: Interim Provost and Chief Academic Officer

Date: _____

DISTRICT:

MONROVIA UNIFIED SCHOOL DISTRICT

By: _____

Name: Dr. Ryan Smith

Its: Superintendent

Date: _____

Approved by Board: _____

Approved as to Form: _____

EXHIBIT "A"

DESCRIPTION OF SERVICES

Provider's College of Dental Medicine will offer students in the Monrovia Unified School District an opportunity for oral health screening, preventive, and/or comprehensive dental services. The services provided by the College of Dental Medicine may include, but is not limited to, the following services:

- a. Diagnostic services which can include dental radiographs and intra or extraoral photographs, as well as dental screenings and/or examination(s);
- b. Preventative services which can include dental prophylaxis, fluoride varnish, dental sealants and oral hygiene instructions;
- c. Any necessary referrals for dental treatment that is not able to be rendered at the site.

EXHIBIT "B"

FINGERPRINTING/CRIMINAL BACKGROUND INVESTIGATION CERTIFICATION

One of the two boxes below must be checked, with the corresponding certification provided, and this form attached to the Agreement for Dental Services ("Agreement"):

- [To be completed by authorized District employee only.]** Western University of Health Sciences ("Provider") Faculty Providers and Dental Students (each a "Provider Party" and collectively, the "Provider Parties") will have only limited contact, if any, with District Students and the District will take appropriate steps to protect the safety of any students that may come in contact with each Provider Party so that the fingerprinting and criminal background investigation requirements of Education Code Section 45125.1 shall not apply to Provider for the Services under the Agreement. As an authorized District official, I am familiar with the facts herein certified, and am authorized to execute this certificate on behalf of the District. (Education Code Section 45125.1 [c])

District Representative's Name and Title: _____

Signature: _____ Date: _____

- The fingerprinting and criminal background investigation requirements of Education Code Section 45125.1 apply to Provider under the Agreement and Provider certifies its compliance with these provisions as follows:

Provider certifies that it has complied with the fingerprinting and criminal background investigation requirements of Education Code Section 45125.1 with respect to all Provider Parties regardless of whether those Provider Parties are paid or unpaid, concurrently employed by the District, or acting as independent contractors of the Provider, who may have contact with District Students pursuant to the Agreement. A complete and accurate list of all Provider Parties who may come in contact with District Students during the course and scope of the Agreement is attached hereto.

I am an authorized representative of the Provider entering into the Agreement with the District and I am familiar with the facts herein certified, and am authorized and qualified to execute this certificate on behalf of the Provider.

Date: _____

Name of Provider: Western University of Health Sciences

Signature: _____

Print Name and Title: Paula Crone, DO, Interim Provost and Chief Academic Officer

EXHIBIT “C”

TUBERCULOSIS CLEARANCE

The undersigned does hereby certify to the Governing Board of the District as follows:

I am a representative of Western University of Health Sciences (“Provider”) currently entering into an Agreement for Dental Services (“Agreement”) with the District and I am familiar with the facts herein certified, and am authorized and qualified to execute this certificate on behalf of Provider.

Provider’s responsibility for tuberculosis clearance extends to all of its Faculty Providers and Dental Students (“Provider Parties”) coming into contact with District Students regardless of whether they are designated as employees or acting as independent contractors of the Provider.

Provider certifies that the Provider has complied with the tuberculosis requirements of Education Code Section 49406.1 with respect to all Provider Parties who may have contact with District Students in the course of the Agreement. A complete and accurate list of the Provider Parties who may come in contact with District Students during the course and scope of the Agreement is attached hereto.

Date: _____

Name of Contractor: Western University of Health Sciences

Signature: _____

Print Name and Title: Paula Crone, DO, Interim Provost and Chief Academic Officer

EXHIBIT D

Title IX Policy and Nondiscrimination Notice

WesternU is committed to providing an educational and working environment for all members of the WesternU community free from all forms of discrimination, harassment, and retaliation, including sexual harassment, sexual and gender-based violence and other sex or gender discrimination. Discrimination, harassment, and retaliation is unacceptable prohibited conduct and will not be tolerated. Site preceptors are integral to maintaining supervised clinical education experiences or rotations in which students and employees can thrive. When disclosures or allegations of unlawful discrimination, harassment, or retaliation, including sexual harassment, surface within the context of these education opportunities, it is the responsibility of the site preceptors to take this information seriously and assist WesternU in the resolution of the concern. Even if the concern is raised informally, preceptors are asked to report the information to the Associate Dean for Community Outreach and Access to Care or the WesternU Title IX Coordinator and cooperate in the investigation and/or grievance process arising from the issue. For more information about reporting obligations and definitions of prohibited conduct, please review the [Sexual and Gender-Based Harassment, Interpersonal Violence and Other Sexual Misconduct \(SIM\) Policy and Procedure](#) . Inquiries or complaints can be referred to the [Title IX Contacts](#) or to the Title IX Coordinator directly at titleixcoordinator@westernu.edu

**Health Clearance Attestation
Exhibit E**

11/01/2022

**Monrovia Unified School District
325 E. Huntington Dr.
Monrovia, CA 91016
Attn: Dr. Greg Francois**

Western University of Health Sciences, College of Dental Medicine (“WesternU CDM”) has entered into an Agreement for Dental Services (“Agreement”) with the above-named organization. I am familiar with the facts herein and am authorized to execute this attestation on behalf of WesternU CDM.

WesternU CDM shall send to the organization only those Students who have been appropriately cleared for inclusion in the clinical experience program, including a current health clearance for each Student, the sufficiency of which shall be determined by the organization in its sole discretion. The health clearance shall include, but may not be limited to, verification of serum titer tests proving immunity to Hepatitis B, varicella, measles, mumps and rubella or proof of immunization, a current (within one year) PPD test, IGRA or chest x-ray showing no active pulmonary tuberculosis. WesternU CDM shall ensure compliance with this Paragraph and shall advise each Student of the requirement to forward appropriate health information to the organization at least seventy-two (72) hours before the Student’s assignment begins.

Name of Contractor: Western University of Health Sciences

Signature: _____

Print Name and Title: Paula Crone, DO, Interim Provost and Chief Academic Officer

Date: _____

Agenda Item Details

Meeting Date: 2022-12-14 18:30:00

AGENDA ITEM TITLE:

2. 22/23-2083 - FIRST INTERIM REPORT FOR THE 2022-23 FISCAL YEAR

RECOMMENDATION

The Board of Education is requested to approve a positive certification that the Monrovia Unified School District will be able to meet its financial obligations for the 2022-23 fiscal year and the subsequent two fiscal years.

Motion by _____, seconded by _____, Vote _____
Board Member Lockerbie __, Board Member Travanti__, Board Member Hammond __,
Board Member Anderson__, Board Member Gholar ____

Rationale:

Pursuant to the Criteria and Standards established by Education Code (EC) section 42130 and 42131, the Board of Education of a school district is required to certify at least twice a year the District's ability to meet its financial obligations for the remainder of the current fiscal year and the subsequent two fiscal years. As required by the State Financial Management Reporting System, this First Interim Report has been prepared to reflect actual revenues and expenditures to date for all operating funds in the District as of October 31, 2022, and updated Budget Projections for the rest of the 2022-23 fiscal year. It includes the required Multi-Year Budget Projections for 2023-24 and 2024-25 for the General Fund and the District Certification.

Background:

This First Interim Report includes all known changes to the 2022-23 budget as well as 2023-24 and 2024-25 budget projections since the Revised Adopted Budget approved by the Board on August 10, 2022. It incorporates changes in Local Control Funding Formula (LCFF) and Lottery revenues based on 2022-23 actual enrollment and projected Average Daily Attendance (ADA), and projected enrollment and ADA in 2023-24 and 2024-25. It also includes all known changes for actual staffing and benefits. In accordance with the State adopted Criteria and Standards, the attached information reveals that we will be able to meet our financial obligations for the current and subsequent two fiscal years.

Budget Implication (\$ Amount):

The First Interim Report includes the following major changes to the 2022-23 General Fund Revised Adopted Budget approved by the Board on August 10, 2022: • Increased LCFF funding of \$297,829 for an increase in the Cost of Living Allowance (COLA) from 12.84% to 13.26%, and for greater than projected enrollment • Increased 2022-23 Lottery revenue of \$29,049 for an increase in the projected Unrestricted Lottery rate from \$163 to \$170 per ADA, and an increase in projected 2022-23 Annual ADA • Increased projected Interest income of \$20,000 for increased interest rates. • Additional Supplemental & Concentration Grant (S & C) carryover

spending of \$1,945,069 • Removal of \$120,000 in budgeted 2022 election expenses

Legal References:

EC section 42130 and 42131.

Additional Information:

The First Interim Report begins with a narrative detailing the assumptions used in the 2022-23 Combined General Fund Budget and the Unrestricted General Fund Three-Year Projection. A narrative is provided for all other funds of the District. Following the narrative are: • A Three-Year Projection of the Unrestricted General Fund Budget • The 2022-23 Second Interim Combined General Fund Budget • An Enrollment Analysis and an ADA Analysis • Budgets for Other District Funds In addition, the First Interim Report contains reports from the SACS Financial Reporting Software, including: • The District Certification and Criteria and Standards Report, as required by the State Financial Management Reporting System • A Three-Year Projection of the Unrestricted, Restricted, and Combined General Fund • A 2022-23 Budget Report for each District Fund • Supplemental reports

ATTACHMENTS

- [2022-23 First Interim Report Narrative.pdf](#)

MONROVIA UNIFIED SCHOOL DISTRICT

2022-23

**FIRST INTERIM
REPORT**

MONROVIA UNIFIED SCHOOL DISTRICT

2022-23 FIRST INTERIM REPORT

SUMMARY

The First Interim Report, as required by the State Financial Management Reporting System and Education Code (EC) Sections 42130 and 42131, as amended by EC Section 33127, has been prepared with a summary of the current operating budget, actual revenues and expenditures as of October 31, 2022, and updated Budget Projections for rest of the 2022-23 fiscal year. The report includes the required Multi-Year Budget Projections for 2023-24 and 2024-25 for the General Fund. The applicable funds are: the combined General Fund (Unrestricted and Restricted), the Adult Education Fund, the Child Development Fund, the Food Services Fund, the Deferred Maintenance Fund, the Capital Facilities Fund (Developer Fees), the Special Reserve Fund (Capital Outlay Funds), the Debt Service Fund (C.O.P. – Mountain Avenue), the Fee Based Fund, and the Self-Insurance Fund for Workers' Compensation.

This narrative report discusses the assumptions used for the General Fund Three-Year Budget Projection and summarizes all other funds, addressing any significant changes since the Revised Budget approved by the Board on August 10, 2022.

THREE-YEAR PROJECTION

Pursuant to the Criteria and Standards established by EC section 42130 as amended by EC section 33127, the Board of Education of a school district is required to certify at least twice a year to the district's ability to meet its financial obligations for the remainder of the current fiscal year and for the subsequent two fiscal years. One of the Criteria and Standards is the requirement to maintain a Reserve for Economic Uncertainties of at least 3% of general fund expenditures at the end of each of these fiscal years. If the district's ending balance in any fiscal year is insufficient to provide this 3% reserve, the Board of Education must submit either a "qualified" or a "negative" certification.

In accordance with the State adopted Criteria and Standards, the attached information reveals that we are able to meet our financial obligations for the current and subsequent two fiscal years.

2022-23 FIRST INTERIM REPORT

The Three-Year Budget Projections are based on the following assumptions:

- Actual 2022-23 Local Control Funding Formula (LCFF) Cost of Living Allowance (COLA) of 13.26%, and projected LCFF COLA of 5.38% in 2023-24 and 4.02% in 2024-25
- Transfer of \$250,000 in LCFF revenue to the Adult Education Fund
- 2022-23 October Census Day enrollment of 5,045, projected 2023-24 enrollment of 4,951 and projected 2024-25 enrollment of 4,879 as shown on Page 10
- Actual 2019-20 Second Period (P-2) Average Daily Attendance (ADA) of 5,132.98 (also used for 2020-21 ADA), and actual 2021-22 ADA of 4,677.66. Projected ADA of 4,687.20 in 2022-23, 4,600.83 in 2023-24, and 4,532.83 in 2024-25, as shown on page 11.
 - Pursuant to LCFF declining enrollment entitlements, LCFF funding in all years is based on the average ADA of the three preceding years
- An unduplicated student count (English Language Learners, Foster Youth, and students eligible for Free or Reduced Price Meals) of 55.72% in all years
 - The LCFF Budget will be adjusted to reflect the final actual Unduplicated percentage in the Second Interim Report
- Unrestricted Lottery revenue of \$170.00 per ADA in all years
- Restricted Lottery revenue of \$67.00 per ADA in all years
- COLA of 6.56% for 2022-23, and projected COLA of 5.38% in 2023-24 and 4.2% in 2024-25 for other State programs
- Mandate Block Grant revenue of \$211,150 in 2022-23, \$224,957 for 2023-24 and \$228,704 in 2024-25 due to COLA
- All staffing and benefit changes for the current year
- Salary step and longevity increases and estimated column advances net of attrition are included in all three years
- A reduction of 3 teacher Full-Time Equivalents (FTE) in 2023-24 and an additional reduction of 2 teacher FTEs in 2024-25, due to projected declining enrollment
- No projected increase in District contributions to Health and Welfare expenditures in 2023-24 and 2024-25
- A State Teachers Retirement System (STRS) rate of 19.10% in all three years
- A Public Employees Retirement System (PERS) rate of 25.37% in 2022-23, and projected rates of 25.20% in 2023-24 and 24.60% in 2024-25
- Additional Supplemental & Concentration Grant (S&C) carryover of \$1,945,069 added to the Books & Supplies budget in 2022-23 only
- Expenditures of \$64,527 per year for the LACOE BEST project to replace the current PeopleSoft accounting and HRS personnel/payroll systems
- The 2022 Board election cost of \$120,000 has been removed from the budget
- Projected Board election costs of \$130,000 in 2024-25

2022-23 FIRST INTERIM REPORT

- Routine Restricted Maintenance (RRM) expenditures budgeted at the minimum amount of 3% of the total General Fund expenditures in all three years

UNRESTRICTED GENERAL FUND

The Board Approved Operating Budget is the Revised Budget approved on August 10, 2022.

Revenue: The total Unrestricted revenue projection is increased by \$346,878 from the Board approved Revised Adopted Budget.

Local Control Funding Formula (LCFF)

LCFF funding has increased by \$297,829 for an increase in the COLA from 12.84% to 13.26% in the State Education Trailer Bill signed by Governor Newsom in September

Federal Revenue

No change from the Revised Adopted Budget

Other State Revenue

Revenue is increased by \$29,049 for increased State Lottery income

Local Income

The revenue budget is increased \$20,000 for a projected increase in Interest earnings due to higher interest rates

Expenditures: The Expenditure and Contribution to Restricted Programs budgets are increased \$2,091,063 from the Board approved Revised Adopted Budget.

Certificated Salaries

The salary budget is decreased by a total of \$123,898 for actual staffing

Classified Salaries

Salary budgets are decreased by \$59,566 for actual staffing

2022-23 FIRST INTERIM REPORT

Classified Salaries

Salary budgets are decreased by \$59,566 for actual staffing

Employee Benefits

Benefit budgets have been decreased by \$125,046 for the above changes to Salaries, for changes to actual Health and Welfare expenses, and for all other known changes.

Books and Supplies

The budget has increased \$1,964,002 for S&C carryover and other miscellaneous changes

Services and Other Operating Expenses

The budget has increased by a total of \$288,068 for additional training and consulting costs

Capital Outlay

The budget has increased \$5,000.

Other Outgo

The budget has not changed.

Support/Indirect Costs

The budget has been increased by \$23,559 for changes in categorical program Indirect Cost allocations.

Transfers Out To Debt Service

The budget remains unchanged from the Revised Adopted Budget.

Contributions to Restricted Programs:

Contributions to Restricted Programs (Special Education and Routine Restricted Maintenance) are increased by \$128,852 for actual salaries and benefits, and for other minor changes in Special Education expenditures.

Fund Balance:

The projected 2022-23 Unrestricted General Fund Ending Fund Balance is \$9,899,571. This includes:

- The required 3% Reserve for Economic Uncertainties of \$2,358,621
- An Undesignated Reserve of \$7,291,950

2022-23 FIRST INTERIM REPORT

RESTRICTED GENERAL FUND

New programs and program revisions since the Revised Budget are submitted for Board approval as received. All approved budget revisions through October 31st are included in the Board Approved Operating Budget.

Adjustments to the revenue and expenditure accounts are for maintenance and special education. All other categorical programs have revenues that support expenditures, thus requiring no Unrestricted General Fund support. One-time Rental revenues are reserved for facilities improvements.

Budgets for one-time Categorical revenues and new programs will be included as expenditure plans are developed.

ADULT EDUCATION FUND

The Adult Education Fund contains the programs for the Monrovia Community Adult School. The Adult Education Fund receives LCFF revenue transferred from the District General Fund for COP debt service, for high school credit recovery classes including summer school, and for other services provided to K-12 students that cannot be paid for with Adult Education funds. Also included are program fee income, revenue for Federal English as a Second Language (ESL) programs, and interest earnings. Revenues and expenditures for the Adult Education Block Grant are included. The budget has been updated for known revenue, salary, benefit and other changes since the Adopted Budget.

CHILD DEVELOPMENT FUND

The Child Development Fund contains the State Preschool and Child Development programs. The budget has been updated for known changes since the Adopted Budget.

2022-23 FIRST INTERIM REPORT

FOOD SERVICES FUND

The Food Services Fund includes revenues and expenditures for the National School Lunch program, the Adult and After-School Feeding Program, and related programs. Revenue and expenditures budgets have been updated for known changes since the Adopted Budget.

The United States Department of Agriculture (USDA) and the California Department of Education (CDE) will continue to reimburse the District for providing free meals to all students in 2022-23

The Ending Fund Balance will be used to purchase upgraded kitchen and cafeteria equipment and supplies, and to maintain a reserve for future years when the USDA/CDE waivers are rescinded.

DEFERRED MAINTENANCE FUND

The Deferred Maintenance fund was originally established to record the revenues and expenditures of State Deferred Maintenance funds and District matching funds. With the elimination of the State Deferred Maintenance Funds, this fund is now used for maintenance and facilities projects. Revenues in the Deferred Maintenance Fund consist of interest earnings, and a Transfer In of funds from the General Fund of the District. Expenditures are budgeted for routine maintenance projects. Additional expenditures will be budgeted as the need arises.

CAPITAL FACILITIES FUND (DEVELOPER FEES)

The Capital Facilities Fund receives its revenue from developer fees and interest earnings. The fees collected are restricted to expenditures for new construction or reconstruction of facilities. Revenue budgets have been updated to reflect Developer Fee revenue already received. Expenditures are budgeted the cost of 3% of developer fee collections. Expenditure budgets will be updated when facilities maintenance and modernization plans are finalized.

2022-23 FIRST INTERIM REPORT

SPECIAL RESERVE FUND (CAPITAL OUTLAY FUND)

The Special Reserve Fund was established in 1993-94 to record funds received pursuant to the Cooperative Tax Sharing Agreement between the Monrovia Redevelopment Agency (MRA) and the District. Local redevelopment agencies were dissolved by State law in 2012. Revenue is budgeted for interest earnings, and for the annual transfer in from the General Fund for repayment of the funds borrowed internally to finance the purchase of 5 school buses in 2018-19. Redevelopment revenue will be budgeted as received from the MRA Successor Agency through the County of Los Angeles. Expenditures are budgeted for construction of a block wall on the Canyon Oaks campus.

DEBT SERVICE FUND (C.O.P. – MOUNTAIN AVENUE)

The Debt Service Fund was established in 1997-98 to retain Certificates of Participation (COP) funds used as a debt payment reserve for repayment of the Certificates of Participation (COP) issued in April, 1998. Expenditures are budgeted for semi-annual debt service payments on the COP. Revenues are budgeted for Inter-Fund Transfers In from the General Fund and the Adult Education Fund.

FEE BASED FUND

The Fee Based Fund was first established in 2011-12 to include revenues and expenditures for catering operations of the Food Services Department. The International Student Program and the Louise K. Taylor Performing Arts Center were added to this fund later. The budgets have been adjusted to reflect actual salaries and benefits and other known changes since the Adopted Budget.

SELF-INSURANCE FUND FOR WORKERS' COMPENSATION

The Self-Insurance Fund for Workers' Compensation was established in 2018-19. The fund contains carryover funds from the District's Workers' Compensation premium reserve transferred from the San Gabriel Valley Self Insurance Authority (JPA) as a result of the dissolution of the JPA. Revenue is budgeted for interest income. No expenditures are budgeted.

MONROVIA UNIFIED SCHOOL DISTRICT

2022-23

FIRST INTERIM REPORT

MULTI-YEAR BUDGET PROJECTION

**MONROVIA UNIFIED SCHOOL DISTRICT
2022-23 FIRST INTERIM BUDGET
UNRESTRICTED GENERAL FUND (INCLUDING S & C)
MULTI-YEAR PROJECTION**

	COLA 13.26% 2022-23 UNRESTRICTED	5.38% 2023-24 UNRESTRICTED	4.02% 2024-25 UNRESTRICTED
BEGINNING BALANCE JULY 1	\$12,247,182	\$9,899,571	\$14,328,903
REVENUES			
LOCAL CONTROL FUNDING FORMULA (LCFF)	\$59,493,142	\$60,162,157	\$60,378,138
TRANSFER OUT TO ADULT EDUCATION	(\$250,000)	(\$250,000)	(\$250,000)
FEDERAL INCOME	\$0	\$0	\$0
OTHER STATE INCOME	\$1,054,010	\$1,049,601	\$1,038,196
LOCAL REVENUES	\$411,342	\$411,342	\$401,342
TOTAL REVENUES	\$60,708,494	\$61,373,100	\$61,567,676
EXPENDITURES			
CERTIFICATED SALARIES	\$23,401,033	\$23,634,507	\$24,067,907
CLASSIFIED SALARIES	\$6,738,793	\$6,971,224	\$7,015,677
EMPLOYEE BENEFITS	\$12,069,968	\$12,058,757	\$12,094,989
BOOKS & SUPPLIES	\$6,989,055	\$1,281,732	\$1,276,860
SERVICES & OTHER OPERATING EXPENSES	\$4,835,676	\$4,241,944	\$4,404,626
CAPITAL OUTLAY	\$5,000	\$0	\$0
OTHER OUTGO	\$51,615	\$51,615	\$51,615
INTERPROGRAM/FUND COSTS	(\$1,375,778)	(\$1,375,778)	(\$1,375,778)
TOTAL EXPENDITURES	\$52,715,362	\$46,864,001	\$47,535,896
REVENUES OVER EXPENDITURES	\$7,993,132	\$14,509,099	\$14,031,780
TRANSFER TO DEBT SERVICE (COP & BUSES)	\$72,988	\$74,066	\$73,423
CONTRIBUTIONS TO RESTRICTED PROGRAMS	\$10,267,755	\$10,005,701	\$9,990,908
NET INCREASE (DECREASE)	(\$2,347,611)	\$4,429,332	\$3,967,449
ENDING BALANCE June 30	\$9,899,571	\$14,328,903	\$18,296,352
COMPONENTS OF ENDING FUND BALANCE			
NONSPENDABLE:			
REVOLVING CASH	\$20,000	\$20,000	\$20,000
STORES	\$200,000	\$200,000	\$200,000
ASSIGNED:			
PERSONNEL COMMISSION RESERVE	\$2,000	\$2,000	\$2,000
REQUIRED 3% BUDGET RESERVE	\$2,385,621	\$2,211,201	\$2,223,713
RESERVE FOR CARRYOVER (Estimate)	\$0	\$0	\$0
COMMITTED			
RESERVE FOR LCFF S & C CARRYOVER	\$0	\$0	\$0
RESERVE FOR LCFF S & C FUNDING INCREASE	\$0	\$0	\$0
FACILITIES RESERVE FROM LEASES AND RENTALS	\$0	\$0	\$0
UNASSIGNED/UNAPPROPRIATED	\$7,291,950	\$11,895,702	\$15,850,639

MONROVIA UNIFIED SCHOOL DISTRICT

2022-23

FIRST INTERIM REPORT

COMBINED GENERAL FUND

**MONROVIA UNIFIED SCHOOL DISTRICT
2022-23 FIRST INTERIM BUDGET
COMBINED GENERAL FUND**

	2022-23 UNRESTRICTED	2022-23 RESTRICTED	2022-23 COMBINED
BEGINNING BALANCE JULY 1	\$12,247,182	\$4,196,671	\$16,443,853
REVENUES			
LOCAL CONTROL FUNDING FORMULA (LCFF)	\$59,493,142		\$59,493,142
TRANSFER OUT TO ADULT EDUCATION	(\$250,000)		(\$250,000)
FEDERAL INCOME	\$0	\$3,408,050	\$3,408,050
OTHER STATE INCOME	\$1,054,010	\$20,351,756	\$21,405,766
LOCAL REVENUES	\$411,342	\$5,178,401	\$5,589,743
TOTAL REVENUES	\$60,708,494	\$28,938,207	\$89,646,701
EXPENDITURES			
CERTIFICATED SALARIES	\$23,401,033	\$6,190,090	\$29,591,123
CLASSIFIED SALARIES	\$6,738,793	\$4,011,301	\$10,750,094
EMPLOYEE BENEFITS	\$12,069,968	\$8,134,840	\$20,204,808
BOOKS & SUPPLIES	\$6,989,055	\$2,048,283	\$9,037,338
SERVICES & OTHER OPERATING EXPENSES	\$4,835,676	\$4,209,821	\$9,045,497
CAPITAL OUTLAY	\$5,000	\$0	\$5,000
OTHER OUTGO	\$51,615	\$666,621	\$718,236
INTERPROGRAM/FUND COSTS	(\$1,375,778)	\$1,037,264	(\$338,514)
TOTAL EXPENDITURES	\$52,715,362	\$26,298,220	\$79,013,582
REVENUES OVER EXPENDITURES	\$7,993,132	\$2,639,987	\$10,633,119
TRANSFER TO DEBT SERVICE (COP & BUSES)	\$72,988	\$434,136	\$507,124
CONTRIBUTIONS TO RESTRICTED PROGRAMS	\$10,267,755	(\$10,267,755)	\$0
NET INCREASE (DECREASE)	(\$2,347,611)	\$12,473,606	\$10,125,995
ENDING BALANCE June 30	\$9,899,571	\$16,670,277	\$26,569,848
COMPONENTS OF ENDING FUND BALANCE			
NONSPENDABLE:			
REVOLVING CASH	\$20,000		\$20,000
STORES	\$200,000		\$200,000
ASSIGNED:			
PERSONNEL COMMISSION RESERVE	\$2,000		\$2,000
REQUIRED 3% BUDGET RESERVE	\$2,385,621		\$2,385,621
RESERVE FOR CARRYOVER (Estimate)	\$0	\$16,470,277	\$16,470,277
RESERVE FOR LCFF S & C CARRYOVER (Estimate)			\$0
FACILITIES RESERVE FROM LEASES AND RENTALS		\$200,000	\$200,000
UNASSIGNED/UNAPPROPRIATED	\$7,291,950	\$0	\$7,291,950

MONROVIA UNIFIED SCHOOL DISTRICT

2022-23

FIRST INTERIM REPORT

ENROLLMENT AND ATTENDANCE

MONROVIA UNIFIED SCHOOL DISTRICT
FISCAL SERVICES DEPARTMENT
ENROLLMENT ANALYSIS
SUMMARY

GRADE LEVEL	CBEDS 2018-19	CBEDS 2019-20	CBEDS 2020-21	CBEDS 2021-22	CBEDS 2022-23	Projected 2023-24	Projected 2024-25
Early TK	14	23	14	16	6	0	0
Transitional K	49	70	75	67	105	111	111
K	399	372	324	371	333	333	333
1	399	413	360	332	397	347	351
2	357	382	397	351	333	393	345
3	363	364	365	373	356	327	388
Mountain Park ISP TK - 3	1	0	29	56	10	10	10
SDC TK - 3	53	53	59	48	53	53	53
SELPA SDC TK - 3	10	9	8	5	5	5	5
Non-Public School SDC TK - 3	1	1	0	1	0	0	0
Total TK-3	1646	1687	1631	1620	1598	1579	1596
4	363	352	349	353	372	350	322
5	389	364	354	326	358	369	347
6	422	395	355	331	324	348	359
Mountain Park ISP 4 - 6	2	0	4	38	4	4	4
SDC 4 - 6	44	45	35	32	31	31	31
SELPA SDC 4 - 6	9	9	7	4	5	5	5
Non-Public School SDC 4 - 6	1	3	5	2	2	2	2
Total 4-6	1230	1168	1109	1086	1096	1109	1070
7	369	425	383	336	334	317	343
8	395	381	402	362	333	322	307
Mountain Park ISP 7 - 8	6	2	13	23	9	9	9
SDC 7 - 8	19	16	20	21	17	17	17
SELPA SDC 7 - 8	8	7	8	6	6	6	6
Non-Public School SDC 7 - 8	4	2	1	1	3	3	3
Total 7-8	801	833	827	749	702	674	685
9	416	404	394	411	382	344	333
10	430	403	391	375	401	369	331
11	347	407	388	366	369	386	355
12	367	327	369	363	338	331	350
Canyon Oaks Continuation	97	76	35	32	27	27	27
Mountain Park ISP 9 - 12	29	27	41	79	67	67	67
SDC 9 - 12	47	43	37	34	33	33	33
SELPA SDC 9 - 12	5	4	3	5	6	6	6
Non-Public School SDC 9 - 12	14	13	13	12	12	12	12
Adult Transition Program	13	12	9	10	14	14	14
Total 9-12	1765	1716	1680	1687	1649	1589	1528
TOTAL TK - 12	5,442	5,404	5,247	5,142	5,045	4,951	4,879
% of Prior Year	97.82%	99.30%	97.09%	98.00%	98.11%	98.14%	98.55%

MONROVIA UNIFIED SCHOOL DISTRICT
FISCAL SERVICES DEPARTMENT

P-2 ADA AS A PERCENTAGE OF CBEDS ENROLLMENT - 2019-20 Through 2024-25

GRADE LEVEL	Actual 2020-21		Actual 2021-22		2019-20 Enrollment to Attendance Percentage of P-2 ADA		Actual 2022-23		Projected 2023-24		3 Year Average 2024-25		3 Year Average P-2 ADA		
	CBEDS Enroll	P-2 %	CBEDS Enroll	P-2 ADA	94.98% Yielded P-2 ADA	CBEDS Enroll	P-2 ADA	CBEDS Enroll	P-2 ADA	CBEDS Enroll	P-2 ADA	CBEDS Enroll	P-2 ADA	CBEDS Enroll	P-2 ADA
		%			%										%
Regular Ed Grades TK - 3	1535	1441.61	93.9%	1522.53	1510	1367.10	90.5%	1408.00	1390.00	1511	1406.00	1452.63	1528	1406.00	92.0%
Mountain Park ISP Grades TK - 3	29	26.92	92.8%	0.00	56	52.41	93.6%	9.00	9.00	10	9.00	21.24	10	9.00	90.0%
SELPA Special Ed Grades TK - 3	59	59.57	101.0%	60.28	48	44.23	92.1%	46.18	47.70	53	47.70	51.39	53	47.70	90.0%
Extended Year Special Ed TK - 3	8	7.04	88.0%	6.72	5	6.24	124.8%	6.52	4.50	5	4.50	5.91	5	4.50	90.0%
NPS Grades TK - 3	0	0.00	N/A	0.89	1	0.94	N/A	4.22	4.04	N/A	4.04	4.28	N/A	4.04	N/A
Extended Year NPS TK - 3	N/A	0.00	N/A	0.00	N/A	0.09	N/A	0.09	0.09	N/A	0.09	N/A	N/A	0.09	0.0%
Total Grades TK - 3	1,631	1,539.71	94.4%	1,594.99	1,620	1,475.05	91.1%	1,473.33	1,579	1,455.33	1,535.45	1,535.45	1,596	1,471.33	92.2%
Regular Ed Grades 4 - 6	1058	1029.57	97.3%	1067.78	1010	933.21	92.4%	991.00	1003.00	1067	1003.00	1011.04	1028	966.00	94.0%
Mountain Park ISP Grades 4 - 6	4	5.18	129.5%	0.07	38	27.70	72.9%	3.00	3.00	4	3.00	10.66	4	3.00	75.0%
SELPA Special Ed Grades 4 - 6	35	32.58	93.1%	38.65	32	28.60	89.4%	29.86	27.90	31	27.90	31.14	31	27.90	90.0%
Extended Year Special Ed 4 - 6	N/A	4.13	N/A	4.13	4	3.19	79.8%	3.33	4.50	5	4.50	5.40	5	4.50	90.0%
NPS Grades 4 - 6	5	2.46	49.2%	2.99	2	0.92	46.0%	2.29	2.29	N/A	2.29	2.94	N/A	2.29	N/A
Extended Year NPS Grades 4 - 6	N/A	0.33	N/A	0.33	N/A	0.22	N/A	0.22	0.22	N/A	0.22	N/A	N/A	0.22	N/A
Total Grades 4 - 6	1,109	1,080.97	97.5%	1,122.32	1,086	996.13	91.7%	1,030.41	1,109	1,042.41	1,062.18	1,062.18	1,070	1,005.41	94.0%
Regular Ed Grades 7 - 8	785	751.78	95.8%	765.18	698	638.11	91.4%	627.00	639	601.00	686.14	732.20	650	611.00	94.0%
Mountain Park ISP Grades 7 - 8	13	9.47	72.8%	3.57	23	15.52	67.5%	6.75	9	6.75	8.84	7.78	9	6.75	75.0%
SELPA Special Ed Grades 7 - 8	20	19.51	97.6%	16.33	21	19.05	90.7%	19.89	17	15.30	17.17	17.17	17	15.30	90.0%
Extended Year Special Ed 7 - 8	N/A	1.63	N/A	1.63	6	4.94	82.3%	5.16	6	5.40	5.72	6	5.40	90.0%	
NPS Grades 7 - 8	1	0.63	63.0%	3.26	1	1.32	132.0%	2.42	N/A	2.42	2.19	2.19	N/A	2.42	N/A
Extended Year NPS Grades 7 - 8	N/A	0.30	N/A	0.30	N/A	0.13	N/A	0.13	0.13	N/A	0.13	N/A	N/A	0.13	N/A
Total Grades 7 - 8	827	790.91	95.6%	796.86	749	681.49	91.0%	659.25	674	633.25	720.06	720.06	683	643.25	93.9%
Regular Ed Grades 9-12	1542	1475.39	95.7%	1463.22	1515	1382.45	91.3%	1386.00	1430	1330.00	1430.87	1430.87	1369	1273.00	93.0%
Canyon Oaks Continuation 9 - 12	35	28.15	80.4%	60.94	32	16.74	52.3%	20.25	27	20.25	32.89	32.89	27	20.25	75.0%
Mountain Park ISP Grades 9 - 12	41	35.97	87.7%	27.95	79	71.94	91.1%	60.30	67	60.30	64.45	64.45	67	60.30	90.0%
SELPA Special Ed Grades 9 - 12	37	34.95	94.5%	37.44	34	29.21	85.9%	30.50	33	29.70	32.55	33	29.70	90.0%	
Adult Transition Program	9	7.15	79.4%	10.29	10	9.25	92.5%	9.66	14	12.60	10.85	14	12.60	90.0%	
SELPA Special Ed Grades 9 - 12	3	2.49	83.0%	3.69	5	3.77	75.4%	3.94	6	5.40	3.80	6	5.40	90.0%	
Extended Year Special Ed 9 - 12	N/A	3.55	N/A	3.55	N/A	1.97	N/A	3.05	N/A	1.97	2.53	2.53	N/A	1.97	N/A
NPS Grades 9 - 12	13	7.28	56.0%	11.07	12	9.04	75.3%	9.44	12	9.00	9.80	12	9.00	75.0%	
Extended Year NPS Grades 9 - 12	N/A	0.66	N/A	0.66	N/A	0.62	N/A	0.62	N/A	0.62	0.62	0.62	N/A	0.62	N/A
Total Grades 9 - 12	1,680	1,595.59	95.0%	1,618.81	1,687	1,524.99	90.4%	1,524.21	1,649	1,469.84	1,567.94	1,567.94	1,528	1,412.84	92.5%
Total TK - 12	5247	5007.18	95.4%	5132.98	5142	4677.66	91.0%	4687.20	5045	4600.83	4885.63	4885.63	4879	4532.83	92.9%

Enrollment is Census Day (CBEDS) enrollment as of the first Wednesday in October each year.

For programs with increased enrollment during the year, cumulative P-2 ADA can be more than 100% of October CBEDS enrollment.

MONROVIA UNIFIED SCHOOL DISTRICT

2022-23

FIRST INTERIM REPORT

OTHER DISTRICT FUNDS

**MONROVIA UNIFIED SCHOOL DISTRICT
ADULT EDUCATION FUND
UNAUDITED ACTUALS AND SECOND INTERIM REPORT
2021-22/2022-23**

	ACTUAL 2021-22	BUDGET 2022-23
BEGINNING BALANCE JULY 1	\$543,970	\$859,022
REVENUE SOURCES		
LOCAL CONTROL FUNDING FORMULA (LCFF)		
FEDERAL INCOME	\$223,151	\$213,756
OTHER STATE INCOME	\$1,580,336	\$1,603,092
OTHER LOCAL REVENUES	\$440,653	\$256,000
TRANSFER IN FROM GENERAL FUND	\$250,000	\$250,000
TOTAL FUND REVENUES	\$2,494,140	\$2,322,848
EXPENDITURES		
CERTIFICATED SALARIES	\$907,397	\$972,423
CLASSIFIED SALARIES	\$109,267	\$146,490
EMPLOYEE BENEFITS	\$484,837	\$568,635
BOOKS & SUPPLIES	\$80,930	\$67,879
SERVICES & OTHER OPR EXPENSE	\$364,465	\$326,431
CAPITAL OUTLAY		
OTHER OUTGO/DEBT SERVICE		
INTERPROGRAM/FUND COSTS	\$85,253	\$90,319
TOTAL EXPENDITURES	\$2,032,149	\$2,172,177
REVENUE OVER EXPENSE	\$461,991	\$150,671
TRANSFERS OUT TO DEBT SERVICE (COP)	\$146,939	\$145,983
NET INCREASE (DECREASE)	\$315,052	\$4,688
ENDING BALANCE JUNE 30	\$859,022	\$863,710

**MONROVIA UNIFIED SCHOOL DISTRICT
CHILD DEVELOPMENT CENTER FUND
UNAUDITED ACTUALS AND SECOND INTERIM REPORT
2021-22/2022-23**

	ACTUAL 2021-22	BUDGET 2022-23
BEGINNING BALANCE JULY 1	\$267,226	\$351,319
REVENUE SOURCES		
LOCAL CONTROL FUNDING FORMULA (LCFF)		
FEDERAL INCOME	\$67,800	
OTHER STATE INCOME	\$1,210,107	\$1,299,245
OTHER LOCAL REVENUES	\$50,517	\$43,322
TOTAL FUND REVENUES	\$1,328,424	\$1,342,567
EXPENDITURES		
CERTIFICATED SALARIES	\$357,366	\$386,492
CLASSIFIED SALARIES	\$355,470	\$373,101
EMPLOYEE BENEFITS	\$328,237	\$348,460
BOOKS & SUPPLIES	\$101,119	\$70,951
SERVICES & OTHER OPR EXPENSE	\$22,636	\$20,769
CAPITAL OUTLAY		
OTHER OUTGO/DEBT SERVICE		
INTERPROGRAM/FUND COSTS	\$79,503	\$75,336
TOTAL EXPENDITURES	\$1,244,331	\$1,275,109
REVENUE OVER EXPENSE	\$84,093	\$67,458
INTERFUND TRANSFERS OUT		
CONTRIBUTIONS TO RESTRICTED PROGRAMS		
NET INCREASE (DECREASE)	\$84,093	\$67,458
ENDING BALANCE JUNE 30	\$351,319	\$418,777

**MONROVIA UNIFIED SCHOOL DISTRICT
FOOD SERVICES FUND
UNAUDITED ACTUALS AND SECOND INTERIM REPORT
2021-22/2022-23**

	ACTUAL 2021-22	BUDGET 2022-23
BEGINNING BALANCE JULY 1	\$1,171,197	\$3,426,237
REVENUE SOURCES		
LOCAL CONTROL FUNDING FORMULA (LCFF)		
FEDERAL INCOME	\$5,892,319	\$4,905,366
OTHER STATE INCOME	\$279,754	\$343,040
OTHER LOCAL REVENUES	\$40,325	\$22,500
TOTAL FUND REVENUES	\$6,212,398	\$5,270,906
EXPENDITURES		
CERTIFICATED SALARIES		
CLASSIFIED SALARIES	\$1,185,967	\$1,133,376
EMPLOYEE BENEFITS	\$517,372	\$533,533
BOOKS & SUPPLIES	\$1,737,923	\$1,912,148
SERVICES & OTHER OPR EXPENSE	\$73,067	\$301,244
CAPITAL OUTLAY	\$333,283	\$566,717
OTHER OUTGO/DEBT SERVICE		
INTERPROGRAM/FUND COSTS	\$109,746	\$172,859
TOTAL EXPENDITURES	\$3,957,358	\$4,619,877
REVENUE OVER EXPENSE	\$2,255,040	\$651,029
INTERFUND TRANSFERS OUT		
CONTRIBUTIONS TO RESTRICTED PROGRAMS		
NET INCREASE (DECREASE)	\$2,255,040	\$651,029
ENDING BALANCE JUNE 30	\$3,426,237	\$4,077,266
COMPONENTS OF ENDING FUND BALANCE		
STORES	\$48,466	\$80,000
UNAPPROPRIATED RESERVE	\$3,377,771	\$3,997,266

**MONROVIA UNIFIED SCHOOL DISTRICT
DEFERRED MAINTENANCE FUND
UNAUDITED ACTUALS AND SECOND INTERIM REPORT
2021-22/2022-23**

	ACTUAL 2021-22	BUDGET 2022-23
BEGINNING BALANCE JULY 1	\$318,602	\$815,640
REVENUE SOURCES		
LOCAL CONTROL FUNDING FORMULA (LCFF)		
FEDERAL INCOME		
OTHER STATE INCOME		
OTHER LOCAL REVENUES	\$1,938	\$1,600
TRANSFER IN FROM GENERAL FUND	\$500,000	\$300,000
TOTAL FUND REVENUES	\$501,938	\$301,600
EXPENDITURES		
CERTIFICATED SALARIES		
CLASSIFIED SALARIES		
EMPLOYEE BENEFITS		
BOOKS & SUPPLIES		
SERVICES & OTHER OPR EXPENSE	\$4,900	\$34,900
CAPITAL OUTLAY		
OTHER OUTGO/DEBT SERVICE		
INTERPROGRAM/FUND COSTS		
TOTAL EXPENDITURES	\$4,900	\$34,900
REVENUE OVER EXPENSE	\$497,038	\$266,700
INTERFUND TRANSFERS OUT		
NET INCREASE (DECREASE)	\$497,038	\$266,700
ENDING BALANCE JUNE 30	\$815,640	\$1,082,340

**MONROVIA UNIFIED SCHOOL DISTRICT
CAPITAL FACILITIES FUND
(DEVELOPER FEES)
UNAUDITED ACTUALS AND SECOND INTERIM REPORT
2021-22/2022-23**

	ACTUAL 2021-22	BUDGET 2022-23
BEGINNING BALANCE JULY 1	\$1,860,131	\$3,109,958
REVENUE SOURCES		
LOCAL CONTROL FUNDING FORMULA (LCFF)		
FEDERAL INCOME		
OTHER STATE INCOME		
OTHER LOCAL REVENUES	\$1,287,952	\$500,944
TOTAL FUND REVENUES	\$1,287,952	\$500,944
EXPENDITURES		
CERTIFICATED SALARIES		
CLASSIFIED SALARIES		
EMPLOYEE BENEFITS		
BOOKS & SUPPLIES		
SERVICES & OTHER OPR EXPENSE	\$38,125	\$24,578
CAPITAL OUTLAY		
OTHER OUTGO/DEBT SERVICE		
INTERPROGRAM/FUND COSTS		
TOTAL EXPENDITURES	\$38,125	\$24,578
REVENUE OVER EXPENSE	\$1,249,827	\$476,366
INTERFUND TRANSFERS OUT		
NET INCREASE (DECREASE)	\$1,249,827	\$476,366
ENDING BALANCE JUNE 30	\$3,109,958	\$3,586,324

MONROVIA UNIFIED SCHOOL DISTRICT
SPECIAL RESERVE FUND
(CAPITAL OUTLAY FUNDS)
UNAUDITED ACTUALS AND SECOND INTERIM REPORT
2021-22/2022-23

	ACTUAL 2021-22	BUDGET 2022-23
BEGINNING BALANCE JULY 1	\$5,839,512	\$6,997,577
REVENUE SOURCES		
LOCAL CONTROL FUNDING FORMULA (LCFF)		
FEDERAL INCOME		
OTHER STATE INCOME		
OTHER LOCAL REVENUES	\$1,023,929	\$31,200
TRANSFER IN FROM GENERAL FUND	\$134,136	\$134,136
TOTAL FUND REVENUES	\$1,158,065	\$165,336
EXPENDITURES		
CERTIFICATED SALARIES		
CLASSIFIED SALARIES		
EMPLOYEE BENEFITS		
BOOKS & SUPPLIES		
SERVICES & OTHER OPR EXPENSE		
CAPITAL OUTLAY		\$400,000
OTHER OUTGO/DEBT SERVICE		
INTERPROGRAM/FUND COSTS		
TOTAL EXPENDITURES	\$0	\$400,000
REVENUE OVER EXPENSE	\$1,158,065	(\$234,664)
INTERFUND TRANSFERS OUT		
NET INCREASE (DECREASE)	\$1,158,065	(\$234,664)
ENDING BALANCE JUNE 30	\$6,997,577	\$6,762,913

**MONROVIA UNIFIED SCHOOL DISTRICT
DEBT SERVICING FUND
UNAUDITED ACTUALS AND SECOND INTERIM REPORT
2021-22/2022-23**

	ACTUAL 2021-22	BUDGET 2022-23
BEGINNING BALANCE JULY 1	\$0	\$0
REVENUE SOURCES		
LOCAL CONTROL FUNDING FORMULA (LCFF)		
FEDERAL INCOME		
OTHER STATE INCOME		
OTHER LOCAL REVENUES	\$2	\$4
TOTAL FUND REVENUES	\$2	\$4
EXPENDITURES		
CERTIFICATED SALARIES		
CLASSIFIED SALARIES		
EMPLOYEE BENEFITS		
BOOKS & SUPPLIES		
SERVICES & OTHER OPR EXPENSE		
CAPITAL OUTLAY		
OTHER OUTGO/DEBT SERVICE	\$220,410	\$218,975
INTERPROGRAM/FUND COSTS		
TOTAL EXPENDITURES	\$220,410	\$218,975
REVENUE OVER EXPENSE	(\$220,408)	(\$218,971)
INTERFUND TRANSFERS IN	\$220,408	\$218,971
INTERFUND TRANSFERS OUT		
NET INCREASE (DECREASE)	\$0	\$0
ENDING BALANCE JUNE 30	\$0	\$0

**MONROVIA UNIFIED SCHOOL DISTRICT
FEE BASED FUND
UNAUDITED ACTUALS AND SECOND INTERIM REPORT
2021-22/2022-23**

	ACTUAL 2021-22	BUDGET 2022-23
BEGINNING BALANCE JULY 1	\$201,584	\$198,844
REVENUE SOURCES		
LOCAL CONTROL FUNDING FORMULA (LCFF)		
FEDERAL INCOME		
OTHER STATE INCOME	\$17,170	
OTHER LOCAL REVENUES	\$323,465	\$242,384
TOTAL FUND REVENUES	\$340,635	\$242,384
EXPENDITURES		
CERTIFICATED SALARIES	\$95,063	\$96,628
CLASSIFIED SALARIES	\$106,696	\$87,787
EMPLOYEE BENEFITS	\$77,498	\$70,088
BOOKS & SUPPLIES	\$18,690	\$8,320
SERVICES & OTHER OPR EXPENSE	\$45,428	\$77,547
CAPITAL OUTLAY		
OTHER OUTGO/DEBT SERVICE		
INTERPROGRAM/FUND COSTS		
TOTAL EXPENDITURES	\$343,375	\$340,370
REVENUE OVER EXPENSE	(\$2,740)	(\$97,986)
INTERFUND TRANSFERS OUT		
NET INCREASE (DECREASE)	(\$2,740)	(\$97,986)
ENDING BALANCE JUNE 30	\$198,844	\$100,858

**MONROVIA UNIFIED SCHOOL DISTRICT
 SELF-INSURANCE FUND FOR WORKERS' COMPENSATION
 UNAUDITED ACTUALS AND SECOND INTERIM REPORT
 2021-22/2022-23**

	ACTUAL 2021-22	BUDGET 2022-23
BEGINNING BALANCE JULY 1	\$992,829	\$998,950
REVENUE SOURCES		
LOCAL CONTROL FUNDING FORMULA (LCFF)		
FEDERAL INCOME		
OTHER STATE INCOME		
OTHER LOCAL REVENUES	\$6,121	\$4,000
TOTAL FUND REVENUES	\$6,121	\$4,000
EXPENDITURES		
CERTIFICATED SALARIES		
CLASSIFIED SALARIES		
EMPLOYEE BENEFITS		
BOOKS & SUPPLIES		
SERVICES & OTHER OPR EXPENSE	\$0	
CAPITAL OUTLAY		
OTHER OUTGO/DEBT SERVICE		
INTERPROGRAM/FUND COSTS		
TOTAL EXPENDITURES	\$0	\$0
REVENUE OVER EXPENSE	\$6,121	\$4,000
INTERFUND TRANSFERS OUT		
NET INCREASE (DECREASE)	\$6,121	\$4,000
ENDING BALANCE June 30	\$998,950	\$1,002,950

Agenda Item Details

Meeting Date: 2022-12-14 18:30:00

AGENDA ITEM TITLE:

3. 22/23-2084 - FOOD CATERING AGREEMENT - PASTA KING

RECOMMENDATION

The Board of Education is requested to approve a food catering agreement with Pasta King for a Multicultural Family Night event at Plymouth Elementary School in the Monrovia Unified School District.

Motion by _____, seconded by _____, Vote _____
Board Member Lockerbie __, Board Member Travanti __, Board Member Hammond __,
Board Member Anderson __, Board Member Gholar ____

Rationale:

Approval of this agreement will allow Pasta King to participate in Plymouth Elementary School events and fundraising activities as well as on other campuses as needed.

Background:

Plymouth Elementary School is hosting its annual Multicultural Family Night on December 16, 2022. Once the Board approves this agreement, it will allow Pasta King to participate in fundraising activities on other campuses as needed.

Budget Implication (\$ Amount):

There will be no cost to the District for Pasta King to participate.

Legal References:

California Education Code 17604 states that a contract and/or agreement is not valid until approved by the Board of Education.

Additional Information:

A copy of the agreement is attached.

ATTACHMENTS

- [BA_Item_2084_b_Catering_Services_Agreement_with_Pasta_King.pdf](#)

MONROVIA UNIFIED SCHOOL DISTRICT
AGREEMENT FOR FOOD CATERING SERVICES

This agreement is entered into this 14th day of December, by and between Pasta King hereinafter referred to as "Company," and the Monrovia Unified School District, hereinafter referred to as "District."

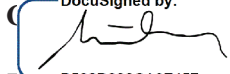
1. Company agrees to provide food catering services for the 2022-23 school year for various school sites.

The food products shall meet the following minimum specifications:

- a. Delivery temperature: Cold Food: 41° or less, Hot Food: 135° or more.
 - b. The food product shall be Consultant's regular retail product unless modification is requested in writing by the District.
 - c. The storage, preparation, handling, cooking and delivery of the food products (the procedures) shall comply with the guidance outlined in the California Retail Food Code dated January 1, 2021 and any other local, state and federal food laws issued by governing authorities. Company shall immediately notify the District in writing of any potential disease or illness problems associated with the food product which stem from improper procedures or defective food product.
2. Company shall render all services provided herein as an independent contractor, and not as an employee or agent of District. This agreement is subject to annual renewal.
 3. Company shall comply with all applicable federal, state, and local laws, rules, regulations, and ordinances regarding its employees, including workers' compensation, and the services to be provided. Company cannot sub-contract performance to a third-party without District approval.
 4. The District reserves the right to terminate this agreement and compensate company only for services rendered up to the date of termination. Written notice by the District's Superintendent or designee shall be sufficient to stop further performance of services by Company. The notice shall be deemed given when received or no later than three (3) days after the day of mailing, whichever is sooner.
 5. Company agrees to and shall save, defend, hold harmless and indemnify the District, its Board of Education, its officers, agents, employees, representative, parents and volunteers from every claim or demand made and every liability or loss, damage, or expense of any nature whatsoever, which may be incurred by reason of:
 - a. Liability for damages for death or bodily injury to person, injury to property, or any other loss, damage or expense sustained by the Company or any person, firm, or corporation employed by the Company upon or in connection with the services called for in this agreement except for liability for damages referred to above which result from the sole negligence or willful misconduct of the District.
 - b. Any injury to or death of persons or damage to property, sustained by any persons, firm, or corporation, including the District, arising out of, or in any way connected with the services covered by this agreement, whether said injury or damage occurs either on or off school district property, except for liability for damages which result from the sole negligence or willful misconduct of the District.

The Company, at its own expense, cost, and risk, shall defend any and all actions, suits, or other proceeding that may be brought or instituted against the District, its Board of Education, its officers, agents, employees, representatives, parents or volunteers on any such claim, demand, or liability and shall pay or satisfy any judgment that may be rendered against the District, its Board of Education, its officers, agents, employees, representatives, parents or volunteers in any action, suit, or other proceedings as result thereof.

6. District agrees to save, defend, hold harmless and indemnify the Company, its employees and agents from any and all liability or loss arising in any way out of the negligence of the District, its employees, or agents, including, but not limited to any claim due to injury and/or damage sustained by District, and/or District's employees or agents except for the injury, damage and/or liability result from the sole negligence or willful misconduct of the company, its employees and agents.
7. To the extent that there are any inconsistencies or differences in any terms or provisions contained in the District's Agreement when compared to any terms or provisions contained in any attachment or addendum to the District's Agreement requested by the Company, the terms and provisions of the District's Agreement shall be controlling and shall supersede any terms and provisions in the Company's attachment or addendum.
8. Company is required to carry a valid health permit during the duration of this agreement.
9. Company shall carry and maintain at least \$1,000,000 per occurrence and \$1,000,000 in General Aggregate commercial general liability insurance, adequate commercial auto insurance and workers' compensation insurance and must also provide an additional insured endorsement, both naming the District as additional insured. Copies of renewal notices during the term of this contract must be provided to the District within five (5) days to keep the contract in force. If you change insurance policies or carriers, District must be notified five (5) days prior to such change.
10. If catering services are for fundraising purposes, the Company agrees that it will donate, to school sites, at least **ten percent (10%)** of its total food sale receipts generated no later than ten (10) days after the event. The funds collected will be used to support school education programs.
11. Required Documents:
 - A copy of your ServSafe Certification
 - A copy of your current Public Health Permit
 - A copy of your current Food Handlers Permit
 - A Certificate of Liability insurance naming Monrovia Unified School District as an additional insured (required limits listed above under #9)
 - An Additional Insured Endorsement naming Monrovia Unified School District as an additional insured

DocuSigned by:

 B592D992CA0F457...

(Authorized Signature)

Pasta King
 1010 Stoneridge Drive
 Pasadena, CA 91105
 Attn: Michel Bouchoucha
 (626) 491-7626

265-797952

(Social Security or Tax ID Number)

mbouchoucha1@gmail.com

DISTRICT:

 Ryan D. Smith, Superintendent

Monrovia Unified School District
 325 E. Huntington Drive
 Monrovia, CA 91016

 (Date Signed)

Agenda Item Details

Meeting Date: 2022-12-14 18:30:00

AGENDA ITEM TITLE:

4. 22/23-2085 – FACILITIES USE AGREEMENT BETWEEN MONROVIA UNIFIED SCHOOL DISTRICT AND FELLOWSHIP MONROVIA

RECOMMENDATION

The Board of Education is requested to ratify a facilities use agreement between Monrovia Unified School District and Fellowship Monrovia, from January 1, 2023 to December 24, 2023.

Motion by _____, seconded by _____, Vote _____

Board Member Lockerbie __, Board Member Travanti __, Board Member Hammond __, Board Member Anderson __, Board Member Gholar ____

Rationale:

This facility use agreement will support community need and provide funding to support the Visual and Performing Arts Department in Monrovia Unified School District.

Background:

Fellowship Monrovia began to use the Taylor Performing Arts Center for its weekly Sunday services in December 2012. The Facility Use Agreement includes the use of the Taylor Performing Arts Center as well as 16 classrooms. Fellowship Monrovia is a strong community partner with Monrovia Unified School District. They support our school by providing luncheons for teachers and attending MUSD Arts Programs and events.

Budget Implication (\$ Amount):

The agreement will generate \$148,720 in cash receipts. \$126,048 will be rental revenue, and \$22,672 will be service and utility cost reimbursement.

Legal References:

Education Code 17604 requires that contracts be approved by the Board of Education

Additional Information:

A copy of the agreement is attached.

ATTACHMENTS

- [BA Item 2082\(b\) Facility Use Agreement between MUSD and Fellowship Monrovia 12-14-22.pdf](#)



RYAN D. SMITH, Ed. D.
Superintendent

GREG FRANCOIS, Ed. D.
Deputy Superintendent

GREG PUCCIA, Ed. D.
Assistant Superintendent, Human Resources

CHERYL PLOTKIN
Interim Assistant Superintendent, Business
Services

325 East Huntington Drive, Monrovia, California 91016 * 626/471-2010 * FAX 626/471-2077

November 29, 2022

Facility Use Agreement

This **Civic Center Act Agreement** (“Agreement”) is entered into between the **Monrovia Unified School District** (“District”) and **Fellowship Church** (“Applicant”) (collectively, “Parties”) pursuant to the Application and Permit for Use of School Facilities (“Application”) submitted by Applicant to District on or about December 14, 2022.

Applicant’s use of the Louise K. Taylor Performing Arts Center (“PAC”) and the Monrovia High School (“MHS”) classrooms (collectively, “Facilities”), and the additional items outlined below, shall begin on Sunday, January 1, 2023 from 6:00 AM to 2:30 PM, and repeat the following 51 Sundays during the same hours. Applicant’s use of the Facilities shall be in accordance with the information provided in the Application, the rates set forth below, and the Terms and Conditions attached hereto.

Rental¹:

52 weeks of rental, PAC for 8 hours \$1,200 x 52 weeks = \$62,400.00
(Discounted \$20,800.00)

52 weeks of rental, 16 MHS classrooms for 8 hours

The following classrooms have been requested. If a classroom or classrooms are not available on a certain week, another classroom may be substituted in its place or if a replacement can’t be provided, the District will use a credit.

16 MHS classrooms: café and rooms 104, 117, 119, 120, 201, 202, 204, 206, 208, 210, 301, 302, 303, 304, and 308

\$8.00 x 8 hours x 16 classrooms x 52 weeks = \$53,248.00

52 weeks microphone rental for 8 hours Flat rate = \$10,400.00

Service Reimbursement²:

52 weeks of custodial services for 8 hours \$47.00 x 8 hours x 52 weeks = \$19,552.00

Custodial hours:

Saturday Open: 2 hours

Saturday Close: 2 hours

Sunday Open: 2 hours

Sunday Close: 2 hours

¹ Rental of the Facilities includes use of the restrooms in the 200 building, the 300 building, and the 900 building as well as the upstairs and downstairs restrooms in the 100 building.

² Custodial and theatre tech hourly rates are subject to change based on union contract negotiations.

Services Provided by Applicant:

Custodial services for set up (Saturday), day of (Sunday), and re-set (Sunday) will be provided by Applicant at their own cost. Custodial Services should be secured and in place on or before Sunday, February 5, 2023. Any additional custodial service hours used but not addressed in this agreement will be invoiced as ‘extra charges’ and billed separately. The custodial services provided must be approved by the District.

Auditorium Tech services will be provided by Applicant at their own cost. Auditorium Tech services must be approved by the District.

Utility:

HVAC/water \$3,120.00


Grand Total **\$148,720.00**

First payment (\$37,180.00) due: December 22, 2022
Second payment (\$37,180.00) due: March 24, 2023
Third payment (\$37,180.00) due: June 23, 2023
Fourth payment (\$37,180.00) due: September 22, 2023

**MONROVIA UNIFIED
SCHOOL DISTRICT**

FELLOWSHIP MONROVIA

Signature

DocuSigned by:

BDBB1F6E1F49497...

Signature

Ryan D. Smith
Name

Derek Jones
Name

Superintendent
Title

Facilities Director
Title

Date

12/7/2022
Date

Terms and Conditions

1. District Policy and Regulation. Applicant agrees that it has read and understands District Board Policy 1330 and District Administrative Regulation 1330 regarding the use of school facilities. Applicant shall abide by and enforce all provisions set forth therein, including, but not limited to, those summarized below.

2. Dates and Hours. The dates and hours specified in this Agreement shall be strictly observed and enforced. If a change in the date or details occurs, Applicant must give notice to District at least seventy-two (72) hours in advance of the date of intended use. Unless cancellations are made within seventy-two (72) hours of the requested date, the use fee amount may be retained by District.

3. Prohibited Activities and Uses.

- A. Possession or consumption of alcoholic beverages.
- B. Gambling, in any form whatsoever (including lotteries).
- C. Possession or use of narcotics or drugs for other than medical purposes, and then only under the prescription of a duly licensed medical physician.
- D. Fighting, quarreling, using abusive or profane language, or making noise of any kind that may be offensive to other activities or the neighborhood.
- E. Any immoral activity.
- F. Use of tobacco.
- G. Activities that are discriminatory upon any person because of race, creed, or color or upon any person who is a member of another protected class.
- H. Use of facilities other than the Facilities authorized pursuant to this Agreement.
- I. Exceedance of the legal or specified maximum capacity for the Facilities.
- J. Commission of any act that is prohibited by law or for the commission of any crime.
- K. Use as political campaign headquarters. In addition, political literature shall not, at any time, be posted on school property, distributed on school property to students or adults, placed on school property for voluntary pickup, or placed in or on automobiles parked on school property.
- L. Advertising of literature or offering literature for sale, except for parent/faculty association publications, unless it has been previously approved in writing by District.
- M. Storage of non-District owned items, except with prior written authorization from District. If such storage is allowed, Applicant shall provide to District a complete inventory of items to be stored and proof of appropriate insurance coverage.
- N. Construction or assembly of structures and use of extraordinary electrical, mechanical, or other equipment without prior written approval from District.
- O. No dogs or other animals (other than certified service animals) are allowed on District property without express written permission and authorization.
- P. No wheeled vehicles, bicycles, toys, scooters, roller shoes, roller blades, or self-electric or gas powered mechanical devices of any kind are allowed within District buildings without express written authorization.

4. Supervision. District reserves the right to require the presence of a District employee during Applicant's use of the Facilities in order to ensure the Facilities are used in an appropriate manner. Such District employee, however, shall not be responsible for the supervision of Applicant's activity itself, and the presence of such employee shall not relieve Applicant from its responsibility to ensure that the Facilities are used appropriately, that District rules are not violated, and that the Facilities are not damaged.

5. Safety.

- A. Applicant shall use the Facilities in a manner that guarantees the safe operation thereof.
- B. Applicant shall comply with all state and local fire, health, and safety laws.
- C. The Facilities shall not be used for any activity involving the use of fireworks or any other type of pyrotechnic display without prior written approval from District.
- D. Straw or hay shall not be used in any activity unless previously approved by District.
- E. All draperies, hangings, curtains, and drops, and all decorative materials used within or upon the Facilities shall be treated with a flame-retardant solution or process approved by the State Fire Marshal.
- F. Vehicles must be properly parked in designated areas only and in such a manner as to allow fire-fighting equipment clear access to all buildings and fire hydrants at all times.
- G. District reserves the right to provide police and/or fire protection services at Applicant's cost when such protection is deemed necessary.

6. Damage. School property must be protected from damage and mistreatment, and ordinary precautions for cleanliness must be maintained. Applicant shall properly dispose of paper or trash and, upon completion of use, restore the Facilities to their previous condition of order. Any breakage, damage, or loss of school property shall be paid by Applicant, even if such breakage, damage, or loss was

caused by a person or persons not officially belonging to the group or organization. The cost shall be established by the District Business Services Department, and an invoice shall be submitted to the Applicant.

7. Use of PAC.

- A. Permission to use open flame special effects (e.g., candles) must be secured in writing from the Monrovia Fire Chief fourteen (14) days prior to the event.
- B. All draperies, hangings, curtains, signs, paint drops, and all other forms of scenic material that would tend to increase fire or panic hazard shall be made from non-flammable material or treated and maintained in a flame retardant condition as defined in Section 13115 of the Health and Safety Code of the State of California. A certificate of flame proofing must be presented to the auditorium technician prior to its use. The auditorium technician retains the right to refuse to set, hand, or rig any stage props or scenery deemed to be unsafe.
- C. Prior to use, a PAC representative will walk the facility with Applicant, noting the condition of the facility. At the conclusion of the event, the PAC representative will walk the facility again, noting any damage, negligence, or areas left unclean or untidy by Applicant. If after an event, the clean-up is determined to be excessive, the expense to restore the PAC to its original condition will be taken from the Applicant's security deposit.
- D. Only water is allowed in the dressing rooms, on stage, or in other areas, including the interior seating area of the PAC. No other food or drinks are allowed. Applicant is responsible for monitoring the entrances to the inside of the PAC to make sure that attendees comply with this regulation.
- E. The optimum decibel levels are to be maintained between eighty (80) and ninety (90) decibels. The auditorium technician reserves the right to lower the sound levels on any sound equipment. If Applicant chooses not to comply with this policy, the auditorium technician will stop the performance until compliance is met.

8. Use of Equipment. Applicant shall be entitled to use music stands, microphones, and trashcans on a weekly basis. Applicant shall inform District how many tables, chairs, and podiums are needed for the following week.

9. Interference. Applicant warrants and represents that its use of the Facilities will neither be inconsistent nor interfere with District's operation of school classes and programs.

10. Precedence.

A. Applicant acknowledges that school functions take precedence over all activities, including previously-scheduled meetings or activities of outside organizations. If a previously-scheduled meeting or activity will need to be cancelled or rescheduled due to the need of District for school functions, District shall provide Applicant as much advance notice as reasonably possible.

B. In extreme circumstances, any approved permit for use of facilities may be revoked without previous notice where the need of the property for public school use has subsequently developed. In this case, District will notify Applicant as soon as possible and will endeavor to assist Applicant in finding a suitable alternative location or date.

11. Termination. Any violation of this Agreement shall constitute just cause for the cancellation of Applicant's permit, removing Applicant from the Facilities, and for the denial of Applicant's requests for future use of school property.

12. Notice. Any notice given or required to be given pursuant to this Agreement shall be delivered in writing, as follows:

If to District:
 Monrovia Unified School District
 325 East Huntington Drive
 Monrovia, CA 91016
 Attention: Connie Wu, Chief Business Officer
 Telephone: (626) 471-2010
 Fax: (626) 471-2077
 Email: cwu@monroviасchools.net

If to Applicant:
 Fellowship Monrovia
 401 East Huntington Drive
 Monrovia, CA 91016
 Attention: Joy White, Chief of Operations
 Telephone: (626) 239-8109
 Fax: _____
 Email: _____

Notices personally delivered or sent by email or fax shall be effective upon receipt. Notices sent by overnight delivery shall be effective the day delivery is confirmed by the overnight courier. Notices delivered by United States Postal Service shall be effective three (3) days after deposit in the mail, postage prepaid.

13. Hold Harmless. Applicant agrees to defend, indemnify, and hold harmless District and its officers, agents, and employees from and against any and all claims, demands, losses, defense costs, or liability

of any kind or nature that District or its officers, agents, or employees may sustain or incur or which may be imposed upon them for injury to or death of persons or damage to property as a result of, arising out of, or in any manner connected with this Agreement, except for liability resulting from the sole negligence of District or its officers, agents, or employees.

14. Insurance. Applicant shall maintain in effect during the term of this Agreement, at its sole cost and expense, full comprehensive general liability insurance, insuring against all claims for injuries to persons or property occurring in, on, or about the school property arising out of or related to Applicant's use of the Facilities. Applicant's general liability insurance certificate in the minimum coverage amount of \$1,000,000 shall name District as an additional insured and shall be submitted to District together with the use of facilities fee prior to use of the Facilities.

15. No Waiver. The failure of District in any one or more instances to insist upon strict performance of any of the provisions of this Agreement or to exercise any option herein conferred shall not be construed as a waiver or relinquishment to any extent of the right to assert or rely upon any such provision or option on any future occasion.

16. Modifications. No changes or alterations to this Agreement shall be made without specific prior written approval by District and Applicant.

17. Assignment. Applicant shall not assign or transfer by operation of law or otherwise any or all of its rights, burdens, duties, or obligations under this Agreement without the prior written consent of District.

18. Governing Law and Venue. This Agreement shall be governed by and construed in accordance with the laws of the State of California, with venue of any action in the County of Los Angeles.

19. Severability. Should any part, term, portion, or provision of this Agreement be held to be illegal, invalid, or in conflict with any applicable laws, or otherwise be rendered unenforceable or ineffectual, the remaining parts, terms, portions, or provisions shall be deemed severable, and the same shall remain enforceable and valid to the fullest extent permitted by law.

20. Entire Agreement. This Agreement sets forth the entire understanding between the Parties and fully supersedes any and all prior agreements and understandings, written or oral, between the Parties pertaining to the subject of this Agreement.

In

Agenda Item Details

Meeting Date: 2022-12-14 18:30:00

AGENDA ITEM TITLE:

5. 22/23-3046 - CREATION OF NEW CLASSIFIED POSITION, COLLEGE TUTOR (ENGLISH LEARNER)

RECOMMENDATION

The Board of Education is requested to establish a new classified position, *College Tutor (English Learner)*.

Motion by _____, seconded by _____, Vote _____

Board Member Lockerbie __, Board Member Travanti __, Board Member Hammond __, Board Member Anderson __, Board Member Gholar ____

Rationale:

The Board of Education is recommended to establish a new classified position, College Tutor (English Learner), for use throughout the district in grades K-12. Under the direct supervision of the assigned principal, College Tutor (English Learners) would provide support to students who are English Learners (ELs), monitoring their language progress, and ensuring their academic success across multiple grade levels, content areas, and programs. College Tutors (English Learners) will guide students toward English language proficiency and long-term academic success, by providing language support, access to instructional content, and administering the English Language Proficiency Assessments for California (ELPAC).

Background:

In accordance with the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act of 2015 (ESSA), LEAs are required to monitor and regularly assess the progress of all English Learners (ELs) in both English language proficiency and, at least annually, measuring their performance in grade-level core content areas. EL students will benefit significantly from the additional support provided by College Tutors. Tutor support will improve EL student progress toward English proficiency and reclassification (RFEP), increase their access to instructional content, and provide them personalized feedback about their strengths and areas for improvement. By helping with the administration of the ELPAC, College Tutors will free up time for Instructional Coaches to provide more frequent and thorough support for teachers at each site.

Budget Implication (\$ Amount):

College Tutor (English Learner) positions will be funded primarily with Supplemental and Concentration funds.

Legal References:

Education Code 45109 states that the governing board shall fix and prescribe the duties to be performed by all persons in the classified staff. After the Board of Education has established the position, the Personnel Commission shall classify the position and shall recommend the salary range to the Board of Education as provided

in Education Code 45268.

Additional Information:

A copy of the new job description is attached.

ATTACHMENTS

- [College Tutor \(English Learner\).pdf](#)

MONROVIA UNIFIED SCHOOL DISTRICT

JOB TITLE

COLLEGE TUTOR (ENGLISH LEARNER)

SUMMARY

Under the direct supervision of the assigned principal, incumbents in this classification will focus on assisting students who are English Learners (ELs) ensure academic success across multiple grade levels, content areas, and programs. College Tutor (English Learners) are passionate about helping students learn, modeling successful study habits and mindsets, and understand the value of being a lifelong learner.

College Tutor (English Learners) guide students toward English language proficiency and long-term academic success. College Tutors (English Learners) are active participants in the learning, growth, and personal development of students, acting as a role-model to future college-bound students.

ESSENTIAL DUTIES

- Participate in training related to English Learner Development and the administration of the English Language Proficiency Assessments for California (ELPAC).
- Assist in the administration of the ELPAC
- Work with students in all aspects of language development.
- Promote students' self-directed learning, growth mindset, and self-confidence

Subject Areas- English Language Development, English Language Arts, Mathematics
Grades K-5: English Language Development, English Language Arts, Mathematics
Grades 6-8: English Language Development
Grades 9-12 Courses: English Language Development

EMPLOYMENT STANDARDS

Education and Experience:

- High School diploma or equivalency.
- Must be enrolled full or part-time at a college or university or be enrolled in a work study program. Two years or 48 semester units at an institution of higher education is required. Submission of college transcripts (unofficial accepted) or AA degree must be submitted.
- Strong English language background desired

Knowledge of: Basic subjects taught in District schools. Basic instructional methods and techniques. Correct English usage, grammar, spelling, punctuation and vocabulary. Classroom procedures and appropriate student conduct. Operation of standard office and

classroom equipment. Oral and written communication skills. Interpersonal skills using tact, patience and courtesy.

Ability to: Work cooperatively and effectively with others. Receive and follow instructions for assigned activities. Work constructively and productively on a daily basis. Be reliable, on time, and attend work on a regular basis. Have reliable transportation or the ability to commute to work daily.

Work Environment: Indoor classroom environment

Agenda Item Details

Meeting Date: 2022-12-14 18:30:00

AGENDA ITEM TITLE:

6. 22/23-3047 - CREATION OF NEW CLASSIFIED POSITION, *INSTRUCTIONAL AIDE - ELEMENTARY INTERVENTION*

RECOMMENDATION

The Board of Education is requested to establish a new classified position, *Instructional Aide - Elementary Intervention*.

Motion by _____, seconded by _____, Vote _____

Board Member Lockerbie __, Board Member Travanti __, Board Member Hammond __, Board Member Anderson __, Board Member Gholar ____

Rationale:

In alignment with our district's goal to provide targeted intervention for academically struggling students, creation of the position of Instructional Aide-Elementary Intervention is being requested for approval. This position will enable elementary schools to significantly increase the number of students that are provided with targeted interventions during the school day and strengthen the level of personalized support.

Background:

Historically, intervention programs at elementary schools have been developed and implemented under the guidance of the Elementary Interventionists. Even before the COVID-19 pandemic, Elementary Interventionists were able to provide intervention support to only a portion of the students in need of this support. Given that the number of students in need of support has increased significantly over the past three years, expanding our intervention program has become even more important. Previous efforts to expand intervention have primarily focused on before and after-school tutoring, excluding a large number of families who had difficulty arranging transportation and child care. The Instructional Aide-Elementary Intervention position will significantly increase the quantity and quality of intervention that students receive during the regular school day.

Budget Implication (\$ Amount):

The salary for these positions will be paid from Supplemental & Concentration funds and from the Learning Recovery Emergency Block Grant (currently funded through the 2027-28 school year).

Legal References:

Education Code 45109 states that the governing board shall fix and prescribe the duties to be performed by all persons in the classified staff. After the Board of Education has established the position, the Personnel Commission shall classify the position and shall recommend the salary range to the Board of Education as provided in Education Code 45268.

Additional Information:

A copy of the new job description is attached.

ATTACHMENTS

- [Instructional Aide - Elementary Intervention.pdf](#)

MONROVIA UNIFIED SCHOOL DISTRICT

JOB TITLE

INSTRUCTIONAL AIDE – ELEMENTARY INTERVENTION

SUMMARY

Under the supervision of the assigned principal, provides assistance to individual or small groups of elementary-aged children; monitor and report student progress regarding academic performance; assists in providing instruction using principles and appropriate learning strategies to support children's cognitive and language development, and performs related duties as assigned.

ESSENTIAL DUTIES

Assists teachers and/or interventionists with instructional materials and various classroom displays; provides assistance with assessments; takes notes regarding student performance and communicates these notes to teachers and/or interventionists; maintains clean and orderly classroom; plans and conducts instructional activities for students as assigned by the teacher and/or interventionist; maintains books, audio devices, and other instructional materials in the classroom; maintains books, audio devices, and other supplies for use in the classroom. Supervises students while at recess, lunch, or during special activities.

EMPLOYMENT STANDARDS

Education and Experience: Minimum of one (1) year of experience working with elementary aged children, paid or volunteer. Graduation from High School or equivalent; successful completion of 48 semester units (72 quarter units) at a recognized college or university OR attainment of an Associate (or higher) from a recognized college or university

Knowledge of: Basic math, English grammar, spelling, reading, and composition; the basics of good discipline; and a basic understanding of the educational process and the role of an Instructional Aide.

Ability to: learn and understand the needs and behavior of students; learn the basic methods used in instruction; learn, understand and apply rules, regulations, procedures and policies; learn to operate a computer; perform routine clerical tasks; understand and carry out written and oral instructions; and establish and maintain effective working relationships.

Work environment: Primarily indoor classroom environment. This position is exposed to moderate noise level; and outdoor elements.

Physical ability: This position requires sitting, frequent stooping and bending, walking and standing.

INSTRUCTIONAL AIDE – ELEMENTARY INTERVENTION

SPECIAL NOTE: The list of essential functions, other typical duties, and physical abilities is not exhaustive and may be supplemented as necessary in accordance with the requirements of the job.

Adopted:

Agenda Item Details

Meeting Date: 2022-12-14 18:30:00

AGENDA ITEM TITLE:

7. 22/23-3048 - MEMORANDUM OF UNDERSTANDING (MOU) BETWEEN MONROVIA TEACHERS ASSOCIATION (MTA) AND MONROVIA UNIFIED SCHOOL DISTRICT

RECOMMENDATION

The Board of Education is requested to approve a Memorandum of Understanding (MOU) between the Monrovia Teachers Association (MTA) and Monrovia Unified School District.

Motion by _____, seconded by _____, Vote _____
Board Member Lockerbie __, Board Member Travanti __, Board Member Hammond __,
Board Member Anderson __, Board Member Gholar ____

Rationale:

This Memorandum of Understanding (MOU) is entered between Monrovia Teachers Association (MTA) and Monrovia Unified School District and expires June 30, 2024.

Background:

The additional days allow counselors to provide additional social-emotional support for students, summer school logistics for incoming and current high school students, and post-secondary support. Counselors will be able to provide the best service possible to students, parents, and staff.

Additional Information:

The teams also agree to meet before June 30, 2024, to determine if the provision of the MOU should be revised or extended for the 2024-25 school year.

ATTACHMENTS

- [MTA Counselors MOU 07122022.pdf](#)

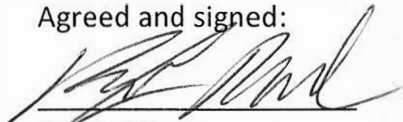
MEMORANDUM OF UNDERSTANDING
BETWEEN THE MONROVIA UNIFIED SCHOOL DISTRICT
AND THE MONROVIA TEACHERS ASSOCIATION

This Memorandum of Understanding (MOU) is entered into between the Monrovia Unified School District (District) and the Monrovia Teachers Association (MTA) collectively "the Parties" regarding the start date of High School counselors on the 206-day calendar working for the District for the 2023-24 school year and moving forward. The verbiage below will be added to Article VIII the next time the article is reopened for collective bargaining.

High school counselors shall return to work at least ten (ten) days prior to the return of all other certificated staff for the fall semester.

This MOU expires on June 30th 2024, or when the MUSD/MTA Collective Bargaining Agreement, Article VIII, is updated, whichever occurs first. The Parties agree to meet on or before June 30th 2024 to determine if the provisions of this MOU should be revised or extended for the 2024-25 school year.

Agreed and signed:



Randy Medina
President
Monrovia Teachers Association

Date: 11/17/22



Greg Puccia, Ed.D.
Assistant Superintendent, Human Resources
Monrovia Unified School District

Date: 11/17/22

Agenda Item Details

Meeting Date: 2022-12-14 18:30:00

AGENDA ITEM TITLE:

8. 22/23-3049 - APPROVAL OF COLLECTIVE BARGAINING AGREEMENT WITH THE MONROVIA TEACHERS ASSOCIATION (MTA)

RECOMMENDATION

The Board of Education is requested to approve a 6.5% increase to salary and longevity schedules for MTA, Confidential/Classified Managers (CCM), Monrovia Association of School Administrators (MASA), and Governing Board members, retroactive to July 01, 2022.

The Board of Education is also requested to approve one time 3.00% increase, retroactive to July 1, 2022, or an employee's start date in the 2022-23 school year, to salary and longevity schedules for MTA, Confidential/Classified Managers (CCM), Monrovia Association of School Administrators (MASA), and Governing Board members.

Motion by _____, seconded by _____, Vote _____

Board Member Lockerbie __, Board Member Travanti __, Board Member Hammond __, Board Member Anderson __, Board Member Gholar ____

Rationale:

An agreement to apply a 6.5% salary increase to salary and longevity schedules retroactively beginning July 01, 2022, was reached by MTA and the District for the 2022-2023 school year on November 10, 2022. MTA unit members approved this agreement. All other employee groups, CCM and MASA, have agreed to the salary and longevity adjustment agreement. MTA also agreed to a one-time 3.00% increase, retroactive to July 1, 2022, or an employee's start date in the 2022-23 school year, to salary and longevity schedules for MTA, Confidential/Classified Managers (CCM), Monrovia Association of School Administrators (MASA), and Governing Board members.

Legal References:

Government Code section 3547.5(a) – “Before a public school employer enters into a written agreement with an exclusive representative covering matters within the scope of representation, the major provisions of the agreement ... shall be disclosed at a public meeting.”

Additional Information:

A copy of the tentative agreement is attached.

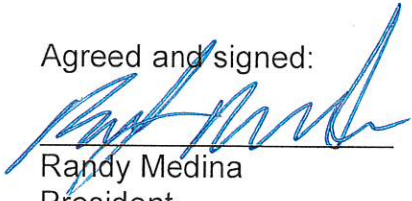
ATTACHMENTS

- [MTA salary increase 22_23.pdf](#)

**Monrovia Unified School District
and the
Monrovia Teacher Association (MTA)
2022-2023 School Year | District Proposal**

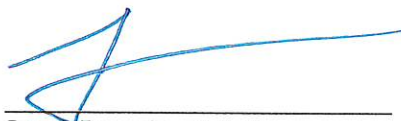
Increase to Wages for All Bargaining Unit Members	
On-Schedule/Ongoing	
For the 2022-23 school year (retroactive to July 1, 2022 or an employee's start date in the 2022-23 school year), the Monrovia Unified School District and the Monrovia Teachers Association (MTA) agree to an increase in the amount of 6.5% to all certificated salary schedules.	6.5% (Retroactive to July 1, 2022)
Increase to Wages for All Bargaining Unit Members	
Off-Schedule/One Time	
For the 2022-23 school year (retroactive to July 1, 2022 or an employee's start date in the 2022-23 school year), the Monrovia Unified School District and the Monrovia Teachers Association (MTA) agree to an increase in the amount of 3% to all current certificated salary schedules.	3% (Retroactive to July 1, 2022)

Agreed and signed:



Randy Medina
President
Monrovia Teachers Association

Date: 11/10/22



Greg Puccia, Ed.D.
Assistant Superintendent, Human Resources
Monrovia Unified School District

Date: 11/10/22

Agenda Item Details

Meeting Date: 2022-12-14 18:30:00

AGENDA ITEM TITLE:

9. 22/23 -3050 APPROVAL OF COLLECTIVE BARGAINING AGREEMENT WITH THE CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION (CSEA) VARIOUS ARTICLE AGREEMENTS AND MOU

RECOMMENDATION

The Board of Education is requested to approve a 6.5% increase to salary and longevity schedules retroactive to July 01, 2022. This includes a retroactive increase for unrepresented Classified employees paid on the Classified Salary Schedule. The Board is requested to approve a one-time 3.00% increase, retroactive to July 1, 2022, or an employee's start date in the 2022-23 school year, to salary and longevity schedules for unrepresented Classified employees paid on the Classified Salary Schedule. It is also recommended that the Board approve the various article changes and MOU.

Motion by _____, seconded by _____, Vote _____

Board Member Lockerbie __, Board Member Travanti __, Board Member Hammond __, Board Member Anderson __, Board Member Gholar ____

Rationale:

An agreement to apply a 6.5% salary increase to salary and longevity schedules retroactively to July 1, 2022, was reached by CSEA and the District for the 2022-2023 school year on December 2, 2022. CSEA Unit Members also agreed to a one-time 3.00% increase, retroactive to July 1, 2022, or an employee's start date in the 2022-23 school year, to salary and longevity schedules for unrepresented Classified employees paid on the Classified Salary Schedule. CSEA unit members ratified this agreement.

Background:

CSEA and its Monrovia Chapter 20 and the Monrovia Unified School District agree to the following tentative agreements: -Article VIII: Transfer Procedures and Site Vacancies -Article XII: Leaves of Absence -Article XVIII: Vacations -Article XVI: Salaries and Health Benefits -Recognize Juneteenth as a District Holiday. -MOU between Monrovia Unified and CSEA regarding the accrual of vacation time for CSEA members outlined in Article XIII of the Collective Bargaining Agreement.

Additional Information:


A copy of the tentative agreement and MOU are attached.

ATTACHMENTS

Cover page between the Monrovia Unified School District
and CSEA and its Monrovia Chapter 20

The California School Employees Association and its Monrovia Chapter 20 (CSEA) and the
Monrovia Unified School District agree to the following tentative agreements:

1. Article VIII: Transfer Procedures and Site Vacancies
2. Article XII: Leaves of Absence
3. Article XVIII: Vacations
4. Article XVI: Salaries and Health Benefits
5. In accordance with the Juneteenth MOU signed, the parties agree to recognize Juneteenth as a District holiday.


DocuSigned by:

 F414A679B6E04EB...

Amy Martinez

President, Monrovia Chapter 20

California School Employees Assoc.

Date: 12/2/2022


DocuSigned by:

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Greg Puccia, Ed.D.

Assistant Superintendent, Human Resources

Monrovia Unified School District

Date: 12/2/2022

DocuSigned by:

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Andy Ritchie

CSEA Labor Relations Representative

California School Employees Assoc.

Date: 12/2/2022

ARTICLE VIII

TRANSFER **AND SITE VACANCY** PROCEDURES

A transfer is defined as the relocation of unit members between job sites within the same classifications. Transfers fall into two categories: (1) administrative or involuntary transfers that are initiated by the District, and (2) transfers that are initiated at the request of the unit member on a voluntary basis. Unit members are entitled to union representation from the Association during any meetings where transfers are discussed.

If a member is required to transfer to a different site as a result of displacement, it shall not be considered an involuntary transfer for purposes of this Article. Moving positions at the same site will not be considered a transfer for purposes of this Article.

Displacement includes the following:

1. **Class/school closure**
2. **Position is eliminated**
3. **Program funding expires**
4. **Program is moved**
5. **Temporary closure of a school or building**
6. **Declining enrollment affecting staffing patterns**
7. **Student/program receiving services leaves the district**
8. **State/Federal Law requires staffing of a position**

The District shall have the sole authority to determine when and where there is an opening, and to transfer unit members from one job site to another when it is determined by the District that such a transfer is in the best interest of the District, subject to the following procedures:

A. Voluntary Transfers

Unit members may submit written requests or transfer forms to the Human Resources Administrator for transfer to positions within their existing classification at any time during the work year. Requests for transfers are made on the availability of vacant positions and therefore not guaranteed. **A unit member must be in good standing to be considered for a transfer.** A separate transfer request list will be maintained for each classification. The administrator at the receiving job location shall make his/her final appointments from among the transfer applicants and all other eligible candidates. **Voluntary transfers to positions with less hours or compensation will immediately result in the recalculation of the employees pay and benefits.**

During the summer recess period, notices of openings will be sent to nine (9) or ten (10) month employees who:

1. Make this request in writing, specifying positions/classifications of interest.

Requests for withdrawal of transfers may be submitted in writing at any time prior to the unit member's receipt of notice that the transfer has been granted.

B. Involuntary Transfers

1. The District shall not involuntarily transfer an employee arbitrarily or capriciously.
2. **When a position becomes vacant, voluntary transfers on file for the specific site/position should be considered prior to involuntarily transferring another unit member.**
1. ~~**In the event a position needs to be filled and no members have active transfer requests, the District should seek volunteers, at the site. If more than one eligible employee at the site volunteers, the employee with the most seniority shall be selected.**~~

~~**If no volunteers at the site are interested in filling the vacancy, the District should seek volunteers from the District. If more than one eligible employee within the District volunteers, the employee with the most seniority shall be selected.**~~

3. The District shall allow no less than **two (2) business** days for employees to submit a request to fill a vacancy.
4. If there are no volunteers, the District shall displace the least senior employee in the appropriate classification. An employee shall receive a minimum of five (5) working days' notice prior to the effective date of any permanent administrative transfer.
- 2.—~~5.~~ 5. If a supervisor believes that an irreconcilable conflict exists because the employee's continued service would be a deleterious effect upon the school or students, then the supervisor shall meet with the employee to discuss the situation, state the reasons for the irreconcilable conflict and attempt to mutually resolve the conflict in a timely manner. If the supervisor and the employee cannot mutually resolve the conflict the supervisor shall state the reasons for the irreconcilable conflict in writing. The reasons shall be submitted to the Assistant Superintendent of Human Resources and the employee. The employee may file a written response and request a determination by the Superintendent/designee. The Superintendent, or his/her designee, shall investigate the situation. Following this investigation, the Superintendent/designee shall make a written response to the supervisor and employee. Following this written response, the employee may be involuntarily transferred if good cause exists for the superintendent/**designee** to believe that the employee's continued service would have deleterious effect upon the school or students. **The process outlined in section 5, shall be completed in a timely manner (10 or less days) with the cooperation of all Parties.**
5. **In an emergency situation, Human Resources will notify the Association President or designee and the parties may mutually agree to shorter timelines than outlined herein.**
6. **If a member disagrees with a transfer, upon written request, they are entitled to a meeting with Human Resources prior to the effective date of the transfer.**

C. Temporary Transfers:

1. Employees involuntarily transferred for a temporary period shall be provided estimated begin and estimated end dates prior to the beginning date of the temporary transfer.

An involuntary transfer shall not result in the loss of compensation or fringe benefits for any unit member.

D. Site Vacancies

When a position becomes vacant at a site, the vacancy will be offered to members at that site in the same classification for at least two (2) business days prior to being offered to members from other sites or externally. If more than one eligible member at the site volunteers for the vacancy, the member with the most seniority will be placed in the position.

The District shall make a reasonable attempt to fill vacancies by contacting members via email and phone.

ARTICLE XIII VACATIONS

1. Entitlement

Unit members shall be eligible for an annual vacation, paid at the regular rate of pay earned at the time the vacation is commenced. Unit members, however, shall not be entitled to use earned vacation until completion of the initial six months of probationary employment.

A unit member's individual date of hire shall be used for the purpose of computing vacation time. Entitlement to annual vacation time is earned according to the following schedule:

(Maintain status quo from current CBA)

Vacation Days Earned Per Month on Paid Status

VACATION CALCULATION TABLE HERE

Note: Table refers to a full time employee. See appendix N for pro-ration in hours.

Prior to September 1, 1988, vacation accrual began at the end of the sixth year of employment. Effective September 1, 1988 and from that date forward, Vacation accrual will begin at the beginning of the sixth year of employment.

2. Procedures

a. Vacation time earned during any fiscal year(July1 to June30) must be taken by the end of the next fiscal year unless the District requests otherwise or agrees to a specific request from a unit member. Vacation time may not be accumulated from year to year, nor may a unit member be paid in lieu of vacation time. However, when a unit member is requested by the District to remain on duty because of an unforeseen emergency or condition that could affect the welfare of the District's operation or when the District agrees to a specific request from a unit member, a unit member may accumulate his/her amount of unused vacation for use in the next fiscal year. This carry-over shall not remain accumulated beyond two years.

b. Effective July 1, 2023, when a classified employee separates from the District, the employee shall be entitled to lump sum compensation for all earned and unused vacation, accumulated according to the rules set herein (not to exceed two (2) years), at the employee's regular rate of pay, except that employees who have not completed their probationary period shall not be entitled to such compensation.

3. Accrual and usage

a. Vacation shall accrue at the rate of one day or 8 hours for each month of service for full time unit members, including summer school. Members working less than eight (8) hours per day shall accrue the same number~~s~~ of days in the proportion to the number of regular assigned hours. In order to keep the unit member informed of accrued vacation, the District shall:

1) Send written notice of accumulated vacation to each employee before November and in March of each year; and

2) Require employees who are in jeopardy of exceeding the maximum allowed carry-over to use vacation prior to the end of their employee work year so that their vacation accumulation will be no larger than the allowable carry-over amount.

b. Vacation schedules shall be approved by the immediate supervisor or department head within five (5) days of submission. The District shall attempt to schedule vacations at times convenient to the unit member in a manner consistent with the needs of the District, and mutually agreed upon with the unit member whenever possible. Unit members who are not required to work during pupil free days, such as the Thanksgiving, Winter Break and Spring recesses, shall take their vacation during that time. Vacation may be used during non- mandatory professional development days at the unit member's request.

c. Approved holidays that fall during a unit member's vacation shall not be charged against an employee's vacation time. In the event that one or more holidays fall within a scheduled vacation period, such days shall not count as a vacation day.

~~d. Upon separation from service with the district, a unit member shall be entitled to lump sum compensation for all earned and unused vacation, except those unit members who have not completed six months of employment in regular status shall not be entitled to such compensation.~~

~~e. It is recognized that the above vacation schedule may reflect a smaller entitlement to vacation days for certain nine, ten, and eleven month unit members, than was available during the 1977-78 school year. Accordingly, it is agreed that all such current unit members who were employed by the District during the 1977-78 school year, and who were entitled to more vacation days during that year than under the above schedule, shall be frozen at their level of entitlement for the 1977-78 year until such time as their~~

Article XVI: Salaries and Health Benefits

1. The classified salary schedule shall be increased by 6.5%, retroactive to July 1, 2022.
2. A one-time payment equal to 3% of an employee's current annual salary shall be issued following board approval.
3. The employee contribution for Health and Welfare will maintain the status quo for the 2022-23 benefit year.

MEMORANDUM OF UNDERSTANDING
BETWEEN THE MONROVIA UNIFIED SCHOOL DISTRICT
AND THE CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION AND ITS MONROVIA
CHAPTER 20

This Memorandum of Understanding (MOU) is entered into between the Monrovia Unified School District (District) and the California School Employees Association (CSEA) and its Monrovia Chapter 20 (collectively "the Parties") regarding the accrual of vacation time for CSEA members outlined in Article XIII of the Collective Bargaining Agreement (CBA) between the Parties.


The purpose of this MOU is to formalize the District's intent to enforce the Parties CBA, Article XIII Vacations from 01/01/2023 moving forward, specifically related to the accrual of vacation time by CSEA members.

1. While MUSD has had a practice of allowing employees to accrue vacation time beyond the limits set in the CBA (Article XIII) , PC Rules and Regulations (Rule 4235.1), and California Ed.Code 45197, this practice will cease. The District will align practice with the CBA (Article XIII) , PC Rules and Regulations (Rule 4235.1), and California Ed.Code 45197 as of 07/01/2022, and will no longer allow classified employees to accrue more than two (2) years of vacation.
2. As outlined in the CBA and PC Rules, the vacation accrual calculation will be based on the member's days and hours of service during the year. When a member fails to use the allotted days in excess of two (2) years as outlined in the CBA at the end of any given year, the unit member shall cease to accrue additional vacation until their vacation accrual balance falls below the two (2) years maximum accrual.
3. Effective July 01, 2023, employees who have reached or exceeded their two (2) year maximum vacation accrual shall not be permitted to accrue any additional vacation until their vacation balance is below the two (2) year maximum. Thereafter, they may accrue vacation up to the two (2) year maximum.
4. In order to resolve the issue of employees with vacation balances beyond two years, the parties agree to the following:
 - a. Any employees with vacation days in excess of two years as of October 01, 2022 will work with their supervisor to take vacation time in excess of two (2) years from January 3, 2023 to May 1, 2023 on mutually agreeable days. Employees' vacation requests will not be unreasonably denied.
 - b. Any excess beyond the two (2) year maximum amount an employee has accrued will have the option to be paid out in the following increments, at the employee's discretion:
 - i. One (1) payment on or before June 30, 2023
 - ii. Two (2) payments, half on or before June 30, 2023 and half on or before June 30, 2024.

- c. If any employee separates from the district prior to receiving the scheduled lump sum, they will receive a payout for all unused and accrued vacation.
- d. Unit members affected by this MOU will be contacted by Human Resources with next steps in the process.

5. This MOU shall expire on June 30, 2024.

Agreed and signed:


DocuSigned by:

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Amy Martinez

President, Monrovia Chapter 20

California School Employees Assoc.

Date: 12/2/2022

DocuSigned by:

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Greg Puccia, Ed.D.

Assistant Superintendent, Human Resources

Monrovia Unified School District

Date: 12/2/2022

DocuSigned by:

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Andy Ritchie

CSEA Labor Relations Representative

California School Employees Assoc.

Date: 12/2/2022

Agenda Item Details

Meeting Date: 2022-12-14 18:30:00

AGENDA ITEM TITLE:

10. 22/23-3051 - APPROVAL OF CONTRACT WITH MUSICK & PEELER LLP

RECOMMENDATION

The Board of Education is requested to approve a contract with Musick & Peeler LLP to provide professional development training for classified managers on January 9 and 10, 2023.

Motion by _____, seconded by _____, Vote _____

Board Member Lockerbie __, Board Member Travanti __, Board Member Hammond __,
Board Member Anderson __, Board Member Gholar ____

Rationale:

Approval of the contract with Musick & Peeler LLP will provide professional development training for classified employees on the district's designated professional development days of January 9 and 10, 2023. Training will be provided for classified employees, supervisors, and directors by Kristine Kwong, Attorney at Law, on the following topics: - Conflict resolution - Performance evaluation and supervision Kristine Kwong is a partner with Musick & Peeler LLP, specializing in employment practice litigation. Ms. Kwong is also a highly sought after trainer and regularly produces and presents training programs throughout the country. Her training programs include business and operational compliance matters. Currently, Ms. Kwong serves as a consultant to the District on human resources matters through our partnership with ASCIP.

Background:

Monrovia Unified School District has made a commitment to provide classified staff with the tools and resources to help them be successful on the job. Providing training in courses such as conflict resolution and performance evaluation will enable staff to effectively perform the duties of their jobs while meeting the needs of our community, district, and other stakeholders.

Additional Information:

A copy of the proposed contract is attached.

ATTACHMENTS

- [MusickPeeler Contract - 120722.pdf](#)

MusickPeeler

ATTORNEYS AT LAW

ONE WILSHIRE BUILDING
624 SOUTH GRAND AVENUE, SUITE 2000
LOS ANGELES, CALIFORNIA 90017-3383

TELEPHONE: (213) 629-7600
FACSIMILE: (213) 624-1376
WWW.MUSICKPEELER.COM

LOS ANGELES
ORANGE COUNTY
SAN DIEGO
SAN FRANCISCO
VENTURA COUNTY
59081.002

KRISTINE E. KWONG
k.kwong@musickpeeler.com
(213) 629-7977

November 28, 2022

VIA EMAIL & U.S. MAIL

shuff@monroviасchools.net

Shershonna Huff
Director, Human Resources
Monrovia Unified School District
325 E. Huntington Drive
Monrovia, CA 91016

Re: Proposal for Trainings

Dear Ms.Huff:

You have asked for a proposal to provide training in the following topics:

Conflict Resolution

Performance Evaluation and Supervision

The dates of the training are on January 9 and 10, 2023.

Each training will last from 90 to 120 minutes. The cost of the training will be as follows:

Each training per session will cost approximately \$1,500.00 to \$2,000.00, for a total not to exceed \$6,000.00.

Please let me know if you have any questions and thank you for the opportunity to submit this proposal to the Monrovia Unified School District.

Very truly yours,



Kristine E. Kwong
for MUSICK, PEELER & GARRETT LLP

KEK:glc

Agenda Item Details

Meeting Date: 2022-12-14 18:30:00

AGENDA ITEM TITLE:

11. 22/23-5030 - AGREEMENT WITH FAGEN FRIEDMAN AND FULFROST LLP AND MONROVIA UNIFIED SCHOOL DISTRICT

RECOMMENDATION

The Board of Education is requested to approve an agreement for special services between Fagen Friedman and Fulfrost, LLP, Attorneys at Law and Monrovia Unified School District, beginning December 15, 2022, through June 30, 2023.

Motion by _____, seconded by _____, Vote _____

Board Member Lockerbie __, Board Member Travanti __, Board Member Hammond __, Board Member Anderson __, Board Member Gholar ____

Rationale:

The Firm agrees to provide legal and consultative services to Monrovia Unified School District, including representation in administrative and court proceedings. The Firm will primarily be used to provide consultation, training, and support services to district leaders in the area of crisis communication and management.

Budget Implication (\$ Amount):

The rate schedule for attorney services as needed, is included in the attached agreement.

Legal References:

Public Law 94-142; Education Code sections 56361, 56365, 56366, and 56740; and Title 5 CAC 3061 and 3062.

ATTACHMENTS

- [Contract ID 877 - Monrovia Unified School District \(2\).pdf](#)



AGREEMENT FOR LEGAL SERVICES

This agreement is by and between Monrovia Unified School District (“Client”) and the law firm of Fagen Friedman & Fulfrost LLP (F3 Law) (“Attorney”). In consideration of the promises and the mutual agreements hereinafter contained, Attorney agrees to provide legal services to Client on the terms set forth below effective October 26, 2022:

1. **CONDITIONS.** This Agreement will not take effect, and Attorney will have no obligation to provide legal services, until Client returns a signed copy of this Agreement.

2. **SCOPE OF SERVICES.** Client hires Attorney as its legal representative/counsel with respect to matters Client specifically refers to Attorney. Attorney will provide those legal services reasonably required to represent Client. Attorney will take reasonable steps to keep Client informed of progress and to respond to Client’s inquiries.

3. **CLIENT’S DUTIES.** Client agrees to cooperate with Attorney and to communicate with candor while keeping the Attorney apprised of any information or developments which may come to Client’s attention, to abide by this Agreement, to pay Attorney’s bills on time and to keep Attorney advised of Client’s address and telephone number. Client will assist Attorney in providing information and documents necessary for the representation in the described matter.

4. **CONSULTANT SERVICES.** Attorney may provide consulting services, which may be referred to as Next Level Client Services, in addition to or in support of the legal services provided pursuant to this Agreement, through qualified non-attorney consultants, including but not limited to: governance training and assistance; communications services; education program planning and implementation; mentoring, coaching, and leadership; strategic planning and solutions; and advocacy at the local and state level.

5. **EMAIL COMMUNICATIONS/CLOUD-BASED COMPUTING.** In order to provide Client with efficient and convenient legal services, Attorney will frequently communicate and transmit documents using e-mail. In addition, Attorney uses a cloud computing service with servers located in a facility other than Attorney’s office. Most of Attorney’s electronic data, including emails and documents, are stored in this manner. Although Attorney will take reasonable precautions to keep email and other electronic data confidential and secure, because technology and cyber threats continue to evolve, there may be risks communicating and storing electronic data in this manner, including risks related to confidentiality and security. By entering into this Agreement, Client is consenting to such e-mail transmissions with Client and Client’s representatives and agents, as well as to having communications, documents and electronic data pertinent to Client’s matter(s) stored through a cloud-based service.

6. **LEGAL FEES AND BILLING PRACTICES.** Client agrees to pay by the hour, in minimum units of one tenth (.1) of an hour, at Attorney’s prevailing rates for all time spent on Client’s matter by Attorney’s legal personnel. Current hourly rates are noted in an attached rate schedule and the actual rate billed is based on the attorney’s number of years of experience.

The rates on this schedule, as well as the current job title designations/ classifications listed hereon, are subject to change on 30 days’ written notice to client. If Client declines to pay any increased

rates, Attorney will have the right to withdraw as Attorney for Client. The time charged will include the time Attorney spends on telephone calls relating to Client's matter, including calls with Client and other parties and attorneys. The legal personnel assigned to Client's matter may confer among themselves about the matter, as required and appropriate. When they do confer, each person will charge for the time expended, as long as the work done is reasonably necessary and not duplicative. Likewise, if more than one of the legal personnel attends a meeting or other proceeding, each will charge for the time spent.

7. COSTS AND OTHER CHARGES. (a) Attorney will incur various costs and expenses in performing legal services under this Agreement. Except as otherwise stated, Client agrees to pay for all costs, disbursements and expenses in addition to the hourly fees. These include fees fixed by law or assessed by public agencies, messenger and other delivery fees, out of office copying/reproduction costs, and travel costs (including mileage charged at the standard IRS rate, parking, transportation, meals and hotel costs, if applicable), and other similar items. The following costs shall not be charged:

In office Photocopying	No Charge
Facsimile Charges	No Charge
Postage	No Charge
On-line Legal Research Subscriptions	No Charge
Administrative Overhead	No Charge

(b) Out of town travel. Client agrees to pay transportation, meals, lodging and all other costs of any necessary out-of-town travel by law firm personnel. Client will also be charged the hourly rates for the time legal personnel spend traveling.

(c) Consultants and Investigators. To aid in the representation in Client's matter, it may become necessary to hire consultants or investigators. Client agrees to pay such fees and charges.

8. BILLING STATEMENTS. Attorney will send Client monthly statements for fees and costs incurred. Each statement will be payable within thirty (30) days of its mailing date. An interest charge of one percent (1%) per month shall be assessed on balances that are more than thirty (30) days past due. Client may request a statement at intervals of less than 30 days. If Client requests a bill, Attorney will provide one within 10 days. The statements shall include the amount, rate, basis of calculation or other method of determination of the fees and costs, which costs will be clearly identified by item and amount.

9. DISCHARGE AND WITHDRAWAL. Client may discharge Attorney at any time. Attorney may withdraw with Client's consent, for good cause or as allowed or required by law upon ten (10) days written notice. Good cause includes Client's breach of this Agreement, refusal to cooperate or to follow Attorney's advice on a material matter or any fact or circumstance that would render Attorney's continuing representation unlawful or unethical. When Attorney's services conclude, all unpaid charges will immediately become due and payable. Following the conclusion of Attorney's representation of Client, Attorney will, upon Client's request, deliver to Client the Client file(s) and property in Attorney's possession, whether or not Client has paid for all services. If Client has not requested delivery of the files, Attorney may destroy all such files in its possession seven (7) years after the conclusion of the representation.

10. DISCLAIMER OF GUARANTEE AND ESTIMATES. Nothing in this Agreement and nothing in Attorney's statements to Client will be construed as a promise or guarantee about the outcome of the matter. Attorney makes no such promises or guarantees. Attorney's comments about the outcome of the matter are expressions of opinion only. Actual fees may vary from estimates given.

11. ENTIRE AGREEMENT. This Agreement contains the entire agreement of the parties. No other agreement, statement, or promise made on or before the effective date of this Agreement will be binding on the parties.

12. MODIFICATION BY SUBSEQUENT AGREEMENT. This Agreement may be modified by subsequent agreement of the parties only by an instrument in writing signed by both of them or an oral agreement only to the extent that the parties carry it out.

13. SEVERABILITY IN EVENT OF PARTIAL INVALIDITY. If any provision of this Agreement is held in whole or in part to be unenforceable for any reason, the remainder of that provision and of the entire Agreement will be severable and remain in effect.

14. MEDIATION CLAUSE. If a dispute arises out of or relating to any aspect of this Agreement between the Client and Attorney, or the breach thereof, and if the dispute cannot be settled through negotiation, Attorney and Client agree to use mediation before resorting to arbitration, litigation, or any other dispute resolution procedure.

15. EFFECTIVE DATE. This Agreement will govern all legal services performed by Attorney on behalf of Client commencing with the date Attorney first performed services. The date at the beginning of this Agreement is for reference only. Even if this Agreement does not take effect, Client will be obligated to pay Attorney the reasonable value of any services Attorney may have performed for Client.

THE PARTIES HAVE READ AND UNDERSTOOD THE FOREGOING TERMS AND AGREE TO THEM AS OF THE DATE ATTORNEY FIRST PROVIDED SERVICES. THE CLIENT SHALL RECEIVE A FULLY EXECUTED DUPLICATE OF THIS AGREEMENT.

IN WITNESS WHEREOF, the parties have signed this Agreement for Legal Services.

Monrovia Unified School District

Fagen Friedman & Fulfrost LLP

Namita S. Brown

Type or Print Name

Name

Managing Partner

Type or Print Title

Title



District Authorized Signature

Signature

DATE: _____

DATE: October 26, 2022



PROFESSIONAL RATE SCHEDULE

Monrovia Unified School District
October 26, 2022

1. HOURLY PROFESSIONAL RATES

Client agrees to pay Attorney by the following standard hourly rate:

Associate	\$265 - \$295 per hour
Partner	\$330 - \$365 per hour
Senior Counsel/Of-Counsel	\$345 - \$365 per hour
Paralegal	\$180 - \$265 per hour
Law Clerk	\$265 per hour
Education Consultant	\$275 per hour
Next Level Client Services	\$295 per hour

Travel time shall be charged only from the Attorney's nearest office to the destination and shall be prorated if the assigned Attorney travels for two or more clients on the same trip. If Client requests a specific Attorney, Client agrees to pay for all travel time of that specific Attorney in connection with the matter. For matters concerning compliance with state and federal voting rights laws and/or related subjects, Client agrees to pay for all travel time of assigned Attorney in connection with those matters.

2. ON-SITE LEGAL SERVICES

At Client's discretion and by prior arrangement of Client and Attorney, Attorney may provide regularly scheduled on-site legal services ("Office Hours") to address legal issues that may arise in Client's day-to-day operations. Office Hours, which include time Attorney spends at Client's facility as well as travel time, shall be provided at a reduced hourly rate of 90% of the Attorney's standard hourly rate.

3. COSTS AND EXPENSES

In office Photocopying	No Charge
Facsimile Charges	No Charge
Postage	No Charge
On-line Legal Research Subscriptions	No Charge
Administrative Overhead	No Charge
Mileage	IRS Standard Rate

Other costs, such as messenger, meals, and lodging shall be charged on an actual and necessary basis.

Agenda Item Details

Meeting Date: 2022-12-14 18:30:00

AGENDA ITEM TITLE:

1. BOARD POLICY 5141.21, ADMINISTERING MEDICATION AND MONITORING HEALTH CONDITIONS, AND ACCOMPANYING ADMINISTRATIVE REGULATION

RECOMMENDATION

The Board of Education is requested to receive for first reading Board Policy 5141.21, *Administering Medication and Monitoring Health Conditions*, and its accompanying Administrative Regulation as recommended by the California School Boards Association (CSBA).

Rationale:

As part of the Board of Education's commitment to review and update all Monrovia Unified School District Board Policies and Administrative Regulations, and in light of recent mandates from the California Department of Education for Administering Medication and Monitoring Health Conditions, Educational Services is presenting this revised policy for a first reading.

Background:

Board Policy and Administrative Regulation 5141.21 is updated to reflect the process and procedures to administer medication to students with health needs. Board Policy and Administration Regulation now include the use of epinephrine auto-injectors and Naloxone (aka Narcan) for the use of opioid overdose on secondary campuses.

Additional Information:

Copies of Board Policy 5141.21 and accompanying Administrative Regulation are attached.

ATTACHMENTS

- [5141.21 BP Administering Medication and Monitoring Health Conditions - 20221214.pdf](#)
- [5141.21 AR Administering Medication and Monitoring Health Conditions.pdf](#)

ADMINISTERING MEDICATION AND MONITORING HEALTH CONDITIONS

The Governing Board believes that regular school attendance is critical to student learning and that students who need to take medication prescribed or ordered for them by their authorized health care providers should be able to participate in the educational program. ~~recognizes that some students may need to take medication prescribed by a physician during the school day in order to be able to attend school. The Superintendent or designee shall develop processes for the administration of medication to such students by school personnel.~~

(cf. 5113 - Absences and Excuses)
(cf. 5113.1 - Chronic Absence and Truancy)
(cf. 5141 - Health Care and Emergencies)
(cf. 5141.23 - Asthma Management)
(cf. 5148.2 - Before/After School programs)
(cf. 6145.2 - Athletic Competition)

Any medication prescribed for a student with a disability who is qualified to receive services under the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act of 1973 shall be administered in accordance with the student's individualized education program or Section 504 services plan, as applicable.

~~Prescribed medication and non-prescribed may be administered by the health staff or other designated school personnel only when the Superintendent or designee has received written statements from both a student's physician and parent/guardian.~~

For the administration of medication to other students during school or school-related activities, the Superintendent or designee shall develop protocols which shall include options for allowing parents/guardians to administer medication to their child at school, designate other individuals to do so on their behalf, and, with the student's authorized health care provider's approval, request the district's permission for the student to self-administer a medication or self-monitor and/or self-test for a medical condition. Such processes shall be implemented in a manner that preserves campus security, minimizes instructional interruptions, and promotes student safety and privacy.

(cf. 5022 - Student and Family Privacy Rights)
(cf. 5141.27 - Food Allergies/Special Dietary Needs)
(cf. 6164.6 - Identification and Education Under Section 504)

~~School staff who administers medication, including epinephrine auto-injections, to students shall receive training from qualified medical personnel on how such medication should be administered as well as training in the proper documentation and storage of the medication.~~

~~Staff authorized to administer the medication shall do so in accordance with administrative regulations and shall be afforded appropriate liability protection.~~

~~If the parent/guardian so chooses, he/she may administer the medication to his/her child. In addition, the parent/guardian may designate another individual who is not a school employee to administer the medication to the student.~~

The Superintendent or designee shall make epinephrine auto-injectors available at each school for providing emergency medical aid to any person suffering, or reasonably believed to be suffering, from an anaphylactic reaction. (Education Code 49414)

The Superintendent or designee shall make naloxone hydrochloride or another opioid antagonist available for emergency medical aid to any person suffering, or reasonably believed to be suffering, from an opioid overdose. (Education Code 49414.3)

Because of the conflict between state and federal law regarding the legality of medicinal cannabis, the Board prohibits the administration of medicinal cannabis to students on school grounds by parents/guardians or school personnel.

The Superintendent or designee shall collaborate with city and county emergency responders, including local public health administrators, to design procedures or measures for addressing an emergency such as a public disaster or epidemic.

Administration of Medication by School Personnel

When allowed by law, medication prescribed to a student by an authorized health care provider may be administered by a school nurse or, when a school nurse or other medically licensed person is unavailable and the physician has authorized administration of medication by unlicensed personnel for a particular student, by other designated school personnel with appropriate training. School nurses and other designated school personnel shall administer medications to students in accordance with law, Board policy, administrative regulation, and, as applicable, the written statement provided by the student's parent/guardian and authorized health care

provider. Such personnel shall be afforded appropriate liability protection.

The Superintendent or designee shall ensure that school personnel designated to administer any medication receive appropriate training and, as necessary, retraining from qualified medical personnel before any medication is administered. At a minimum, the training shall cover how and when such medication should be administered, the recognition of symptoms and treatment, emergency follow-up procedures, and the proper documentation and storage of medication. Such trained, unlicensed designated school personnel shall be supervised by, and provided with immediate communication access to, a school nurse, physician, or other appropriate individual.

The Superintendent or designee shall maintain documentation of the training and ongoing supervision, as well as annual written verification of competency of other designated school personnel.

Self-Administration and Monitoring

~~Upon written request by the parent/guardian and with the approval of the student's physician, a student with a medical condition that requires frequent treatment, monitoring, or testing may be allowed to self-administer, self-monitor, and/or self-test. The student shall observe universal precautions in the handling of blood and other bodily fluids.~~

Revised:

Adopted: August 27, 2008

(Replaces: Board Policy 5141.2-Administering Medication and Monitoring Health Conditions) (Adopted: August 23, 2000)

(Replaces: Board Policy 5146-Administration of Medication)

(Adopted: September 1978)

(Replaces: Board Policy 5147-Vision Appraisal and Grounds for Refusal)

(Adopted: September 1978)

Legal References:

STATE

CALIFORNIA CODE OF REGULATIONS, TITLE 5

600-611 Administering medication to students

BUSINESS AND PROFESSIONS CODE

2700-2837 Nursing

3500-3546 Physician assistants
4119.2 Acquisition of epinephrine auto-injectors
4119.8 Acquisition of naloxone hydrochloride or another opioid antagonist

EDUCATION CODE

48980 Parent/Guardian notifications
49407 Liability for treatment
49408 Student emergency information
49414 Emergency epinephrine auto-injectors
49414.3 Emergency medical assistance; administration of medication for opioid overdose
49414.5 Providing school personnel with voluntary emergency training
49422-49427 Employment of medical personnel
49423 Administration of prescribed medication for student
49423.1 Inhaled asthma medication
49480 continuing medication regimen; notice

HEALTH AND SAFETY CODE

11362.7-11362.85 Medicinal cannabis

FEDERAL

UNITED STATES CODE, TITLE 20

11232g Family Educational Rights and Privacy Act (FERPA) of 1974
1400-1482 Individuals with Disabilities Education Act

UNITED STATES CODE, TITLE 21

812 Schedule of controlled substances
844 Penalties for possession of controlled substance

UNITED STATES CODE, TITLE 29

794 Rehabilitation Act of 1973; Section 504

MANAGEMENT RESOURCES

AMERICAN DIABETES ASSOCIATION PUBLICATION

Glucagon Training Standards for School Personnel: Providing Emergency Medical Assistance to Pupils with Diabetes, May 2006
Legal Advisory on Rights of Students with Diabetes in California's K-12 Public Schools, August 2007
Program Advisory on Medication Administration, 2005
Training Standards for the Administration of Epinephrine Auto-Injectors, rev. 2015

COURT DECISION

American Nurses Association v. Torlakson, (2013) 57Cal.4th 570

NATIONAL DIABETES EDUCATION PROGRAM PUBLICATION

Helping the Student with Diabetes Succeed: A guide for School personnel, June 2003

WEBSITE

[CSBA District and county Office of Education Legal Services](#)

[National Diabetes Education Program](#)

[U.S. Department of Health and Human Services, National Institutes of Health, Blood Institute, asthma information](#)

[American Diabetes Association](#)

[CSBA](#)

ADMINISTERING MEDICATION AND MONITORING HEALTH CONDITIONS

Definitions

Authorized Health Care Providers means an individual who ~~are~~ is licensed ~~in~~ by the State of California to prescribe or order medication, ~~include~~ including, but not limited to, ~~California licensed a~~ physicians and surgeons, dentists, optometrists, podiatrists, nurse practitioners, midwives and or physician assistants.

Other designated school personnel ~~may include~~ means any individual employed by the district, including a nonmedical school employee, who has consented to administer the medication or otherwise assist the student; and who may legally administer the medication to the student or assist the student in the administration of the medication. (5 CCR 601, 621).

Medication may include not only a substance dispensed in the United States by prescription, but also a substance that does not require a prescription, such as over-the-counter remedies, nutritional supplements, and herbal remedies. (5 CCR 601)

Epinephrine auto-injector means a disposable delivery device designed for the automatic injection of a premeasured dose of epinephrine into the human body to prevent or treat a life-threatening allergic reaction. (Education Code 49414)

Anaphylaxis means a potentially life-threatening hypersensitivity to a substance, which may result from an insect sting, food allergy, drug reaction, exercise, or other cause. Symptoms may include shortness of breath, wheezing, difficulty breathing, difficulty talking or swallowing, hives, itching, swelling, shock, or asthma. (Education Code 49414)

Opioid antagonist means naloxone hydrochloride or another drug approved by the federal Food and Drug Administration that, when administered, negates or neutralizes in whole or in part the pharmacological effects of an opioid in the body and that has been approved for the treatment of an opioid overdose. (Education Code 49414.3)

Notifications to Parents/Guardians

At the beginning of each school year, the Superintendent or designee shall notify parents/guardians of the options available to ~~that~~ students who need to take prescribed medication during the school day and the rights and responsibilities of parents/guardians regarding those options. (Education Code 49480) ~~may be assisted by a school health assistant, health clerk or designated school personnel or allowed to self-administer certain medication as long as the district receives written statements~~

~~from the student's physician and parent/guardian in accordance with law, Board policy and administrative regulation.~~

In addition, ~~the~~ Superintendent or designee shall inform the parents/guardians of any student on a continuing medication regimen for a nonepisodic condition of the following requirements: (Education Code 49480)

1. The parent/guardian is required to inform the school nurse or other designated employee of the medication being taken, the current dosage, and the name of the supervising physician.
2. With the parent/guardian's consent, the school nurse or other designated employee may communicate with the student's physician regarding the medication and its effects, and may counsel school personnel regarding the possible effects of the medication on the student's physical, intellectual, and social behavior, as well as possible behavioral signs and symptoms of adverse side effects, omission or overdose.

~~When a student requires medication during the school day in order to participate in the educational program, the Superintendent or designee shall, as appropriate, inform the student's parents/guardians that the student may qualify for services or accommodations pursuant to the Individuals with Disabilities Education Act (20 USC 1400-1482) or Section 504 of the federal Rehabilitation Act of 1973 (29 USC 794).~~

Parent/Guardian Responsibilities

~~Before a designated employee administers or assists in the administration of any prescribed medication to any student or any student is allowed to carry and self administer prescription auto-injectable epinephrine or prescription inhaled asthma medication during school hours, the district shall have a written statement from the student's physician and a written statement from the student's parent/guardian.~~

~~The physician's written statement shall clearly:~~

- ~~1. Identify the student~~
- ~~2. Identify the medication~~
- ~~3. Specify the method, amount and time schedules by which the medication is to be taken~~
- ~~4. Contain the name, address, telephone number and signature of the physician~~
- ~~5. If a parent/guardian has requested that his/her child be allowed to self-administer prescription auto-injectable epinephrine or prescription inhaled asthma medication,~~

~~confirm that the student is able to self-administer the medication~~

The responsibilities of the parent/guardian of any student who may need medication during the school day shall include, but are not limited to:

1. Submitting the parent/guardian written statement and the authorized health care provider's written statement each school year as described in the sections "Parent/Guardian Statement" and "Health Care Provider Statement" below. The parent/guardian shall provide a new authorized health care provider's statement if the medication, dosage, frequency of administration, or reason for administration changes. (Education Code 49414.5, 49423, 49423.1; 5 CCR 600, 626)
2. If the student is on a continuing medication regimen for a nonepisodic condition, informing the school nurse or other designated certificated employee of the medication being taken, the current dosage, and the name of the supervising physician, and updating the information when needed. (Education Code 49480)
3. Providing medications in properly labeled, original containers along with the authorized health care provider's instructions. For prescribed or ordered medication, the container also shall bear the name and telephone number of the pharmacy, the student's identification, and the name and phone number of the authorized health care provider. (5 CCR 606)

Parent/Guardian Statement

When district employees are to administer medication to a student, ~~the~~ parent/guardian's written statement shall:

1. Identify the student
2. Grant permission for ~~the~~ an authorized district representative to communicate directly with the student's ~~physician~~ authorized health care provider and pharmacist, as may be necessary, regarding the ~~physician's~~ health care provider's written statement or any other questions that may arise with regard to the medication
3. Contain an acknowledgment that the parent/guardian understands how district employees will administer or otherwise assist the student in ~~the its~~ administration ~~of medication~~
4. Contain an acknowledgment that the parent/guardian understands ~~his/her~~ the responsibilities to ~~enable district employees to administer or otherwise assist the student in the administration of medication including, but not limited to, the parent/guardian's responsibility to~~ provide a written statement from the ~~physician~~

authorized health care provider, and to ensure that the medication is delivered to the school in a proper container by an individual legally authorized to be in possession of the medication, and to provide all necessary supplies and equipment

5. Contain an acknowledgment that the parent/guardian may understand the right to terminate consent for such the administration of the medication or for otherwise assisting the student in the administration of medication at any time

In addition to the requirements in items #1-5 above, If a parent/guardian has requested that his/her child the student be allowed to carry and self administer prescription auto-injectable epinephrine or prescription inhaled asthma medication, the parent/guardian's written statement shall also: (Education Code 49423, 49423.1)

1. Consent to the self-administration
2. Release the district and school personnel from civil liability if a student suffers an adverse reaction as a result of self-administering the medication

In addition to the requirements in items #1-5 above, if a parent/guardian wishes to designate an individual who is not an employee of the district to administer medication to the student, the parent/guardian's written statement shall clearly identify the individual and shall state:

1. The individual's willingness to accept the designation
2. That the individual is permitted to be on the school site
3. Any limitations on the individual's authority

~~The parent/guardian shall annually provide the Superintendent or designee a new written statement from himself/herself and the student's physician. In addition, the parent/guardian shall provide a new physician statement if the medication, dosage, frequency of administration or reason for administration changes.~~

~~Parents/guardians shall provide medications in a properly labeled, original container along with the physician's instructions. For prescribed medication, the container shall bear the name and telephone number of the pharmacy, the student's identification, name and phone number of the physician, and physician's instructions. Medications that are not in their original container shall not be accepted or administered. Medications shall be delivered to the school by the parent/guardian, unless the Superintendent or designee authorizes another method of delivery.~~

~~The parent/guardian of a student on a continuing medication regimen for a nonepisodic condition shall inform the school nurse or other designated certificated employee of the~~

~~medication being taken, the current dosage and the name of the supervising physician.~~

~~A parent/guardian may designate an individual who is not an employee of the district to administer medication to his/her child as long as the individual is clearly identified, willing to accept the designation, permitted to be on the school site, and any limitations on the individual's authority are clearly established. The parent/guardian shall provide a written statement designating the individual and containing the information required above.~~

Health Care Provider Statement

When any district employee is to administer prescribed medication to a student, or when a student is to be allowed to carry and self-administer prescribed medication during school hours, the authorized health care provider's written statement shall include:

1. Clear identification of the student (Education Code 49423, 49423.1; 5 CCR 602)
2. The name of the medication (Education Code 49423, 49423.1; 5 CCR 602)
3. The method, amount, and time schedules by which the medication is to be taken (Education Code 49423, 49423.1; 5 CCR 602)
4. If a parent/guardian has requested that the student be allowed to self-administer medication, confirmation that the student is able to self-administer the medication (Education Code 49414.5, 49423, 49423.1; 5 CCR 602)
5. For medication that is to be administered by unlicensed personnel, confirmation by the student's health care provider that the medication may safely and appropriately be administered by unlicensed personnel (Education Code 49423, 49423.1; 5 CCR 602)
6. For medication that is to be administered on an as-needed basis, the specific symptoms that would necessitate administration of the medication, allowable frequency for administration, and indications for referral for medical evaluation
7. Possible side effects of the medication
8. Name, address, telephone number, and signature of the student's authorized health care provider

For self-administration of inhaled asthma medication, the district shall accept a written statement from a physician or surgeon contracted with a health plan licensed pursuant to Health and Safety Code 1351.2. Such written statement shall be in English and

Spanish, and shall include the name and contact information for the physician or surgeon. (Education Code 49423.1)

Designated Employee/District Responsibilities

The Superintendent or designee shall ensure that any unlicensed school personnel authorized to administer medication to a student receives appropriate training from ~~the~~ the school nurse or other ~~designated~~ qualified medical ~~school~~ personnel. ~~shall:~~

The school nurse or other designated school personnel shall:

1. Administer or assist in administering the medication in accordance with the ~~physician's~~ authorized health care provider's written statement
2. Accept delivery of medication ~~s~~ from ~~the student's~~ parents/guardians; ~~including and counting~~ and recording them ~~medication~~ upon receipt
3. Maintain a list of students needing medication during the school day, including ~~those authorized to self-administer medication, and note on the list the type of medication; and the times and dosage to be administered, as well as a list of students who are authorized to self-administer medication~~
4. Maintain ~~for each student~~ a medication log ~~which may:~~ ~~documenting the administration of medication including~~
 - a. Specify the student's name; ~~name of,~~ medication ~~the student is required to take;~~, dose ~~of medication;~~, method ~~by which the student is required to take the medication;~~ of administration, time ~~the medication is to be taken~~ of administration during the regular school day; date(s) on which the student is required to take the medication; ~~physician's and the authorized health care provider's~~ name and contact information;
 - b. ~~and a~~ Contain space for daily recording of the date, time, and amount of medication ~~administration~~ administered, and the signature of the individual administering the medication

~~The daily record shall contain the date, time, amount of medication administered, and signature of the individual administering the medication.~~

5. Maintain ~~for each student~~ a medication record ~~which may include~~ the ~~physician's~~ authorized health care provider's written statement, the parent/guardian's written statement, the medication log, and any other written documentation related to the administration of medication to the student
6. Ensure that student confidentiality is appropriately maintained

7. Coordinate ~~and, as appropriate, ensure~~ the administration of medication during field trips and ~~after-school~~ other school-related activities
8. Report ~~to a student's parent/guardian and the site administrator~~ any refusal ~~of a~~ by the student to take ~~his/her~~ the medication ~~to the parent/guardian~~
9. Keep all medication to be administered by the district in a locked drawer or cabinet
10. ~~As needed, G~~communicate with ~~the physician~~ a student's authorized health care provider ~~and/or pharmacist~~ regarding the medication and its effects
11. Counsel ~~other designated~~ school personnel regarding the possible effects of ~~the a~~ medication on ~~the a~~ student's physical, intellectual and social behavior, as well as possible behavioral signs and symptoms of adverse side effects, omission or overdose.
12. Ensure that any unused, discontinued, or outdated medication is returned to the student's parent/guardian at the end of the school year or, if the medication cannot be returned, dispose of it in accordance with state laws and local ordinances

~~Each year, school employees designated by the principal and district health coordinator shall receive training in administering anaphylactic injections. Qualified medical personnel shall provide this training. The principal or designee shall schedule in-service meetings to:~~

- ~~a) Familiarize authorized staff with the prescribed medications and their location;~~
- ~~b) Ensure that authorized staffs are competent to administer anaphylactic injections;~~
- ~~e) Train all school personnel to recognize the symptoms of anaphylactic reactions.~~

~~Physicians and parents/guardians of students with known conditions who may require anaphylactic injections may be invited to attend these meetings.~~

- ~~13. The principal or designee shall prepare a list of students with known conditions who may need emergency anaphylactic injections. The list shall be confidential and provided only to concerned staff. The list shall be updated annually. In the event of a medical emergency requiring administration of medication, provide immediate medical assistance, directly observe the student following the administration of medication,~~

contact the student's parent/guardian, and determine whether the student should return to class, rest in the school office, or receive further medical assistance

~~14. By the end of the school year, ensure that unused, discontinued and outdated medication is returned to the student's parent/guardian where possible or, if the medication cannot be returned, is disposed of in accordance with state laws and local ordinances. Report to the site administrator, the student's parent/guardian, and, if necessary, the student's authorized health care provider any instance when a medication is not administered properly, including administration of the wrong medication or failure to administer the medication in accordance with authorized health care provider's written statement~~

~~15. The principal or designee shall post in the school health office a list of symptoms usually associated with anaphylactic reaction, and a clear, specific procedure for administering injections in case of emergency. The written procedure will be followed by anyone who must administer the injection in order to save a life.~~

Emergency Epinephrine Auto-Injectors

The Superintendent or designee shall provide epinephrine auto-injectors to school nurses or other employees who have volunteered to administer them in an emergency and have received training. The school nurse, or a volunteer employee when a school nurse or physician is unavailable, may administer an epinephrine auto-injector to provide emergency medical aid to any person suffering, or reasonably believed to be suffering, from potentially life-threatening symptoms of anaphylaxis at school or a school activity. (Education Code 49414)

At least once per school year, the Superintendent or designee shall distribute to all staff a notice requesting volunteers to be trained to administer an epinephrine auto-injector and describing the training that the volunteer will receive. (Education Code 49414)

The principal or designee at each school may designate one or more volunteers to receive initial and annual refresher training, which shall be provided by a school nurse or other qualified person designated by a physician and surgeon authorized pursuant to Education Code 49414 and shall be based on the standards developed by the Superintendent of Public Instruction (SPI). Written materials covering the required topics for training shall be retained by the school for reference. (Education Code 49414)

A school nurse or other qualified supervisor of health, or a district administrator if the district does not have a qualified supervisor of health, shall obtain a prescription for epinephrine auto-injectors for each school from an authorized physician and surgeon. Such prescription may be filled by local or mail order pharmacies or epinephrine auto-injector manufacturers. Elementary schools shall, at a minimum, be provided one adult (regular) and one junior epinephrine auto-injector. Secondary schools shall be provided at least one adult (regular) epinephrine auto-injector, unless there are any

students at the school who require a junior epinephrine auto-injector. (Education Code 49414)

If an epinephrine auto-injector is used, the school nurse or other qualified supervisor of health shall restock the epinephrine auto-injector as soon as reasonably possible, but no later than two weeks after it is used. In addition, epinephrine auto-injectors shall be restocked before their expiration date. (Education Code 49414)

Information regarding defense and indemnification provided by the district for any and all civil liability for volunteers administering epinephrine auto-injectors shall be provided to each volunteer and retained in the employee's personnel file. (Education Code 49414)

A school may accept gifts, grants, and donations from any source for the support of the school in carrying out the requirements of Education Code 49414, including, but not limited to, the acceptance of epinephrine auto-injectors from a manufacturer or wholesaler. (Education Code 49414)

The Superintendent or designee shall maintain records regarding the acquisition and disposition of epinephrine auto-injectors for a period of three years from the date the records were created. (Business and Professions Code 4119.2)

Emergency Medication for Opioid Overdose

The district may elect to make emergency naloxone hydrochloride or another opioid antagonist available at schools for the purpose of providing emergency medical aid to persons suffering, or reasonably believed to be suffering, from an opioid overdose. In determining whether to make this medication available, the Superintendent or designee shall evaluate the emergency medical response time to the school and determine whether initiating emergency medical services is an acceptable alternative to providing an opioid antagonist and training personnel to administer the medication. (Education Code 49414.3)

When available at the school site, the school nurse shall provide emergency naloxone hydrochloride or another opioid antagonist for emergency medical aid to any person exhibiting potentially life-threatening symptoms of an opioid overdose at school or a school activity. Other designated personnel who have volunteered and have received training may administer such medication when a school nurse or physician is unavailable, and shall only administer the medication by nasal spray or auto-injector. (Education Code 49414.3)

At least once per school year, the Superintendent or designee shall distribute to all staff a notice requesting volunteers to be trained to administer naloxone hydrochloride or another opioid antagonist, describing the training that the volunteer will receive, and

explaining the right of the volunteer to rescind the offer to volunteer at any time, including after receiving training. The notice shall also include a statement that no benefit will be granted to or withheld from any employee based on the offer to volunteer and that there will be no retaliation against any employee for rescinding the offer to volunteer. (Education Code 49414.3)

The principal or designee may designate one or more volunteer employees to receive initial and annual refresher training, based on standards adopted by the SPI, regarding the storage and emergency use of naloxone hydrochloride or another opioid antagonist. The training shall be provided at no cost to the employee, conducted during regular working hours, and be provided by a school nurse or other qualified person designated by an authorizing physician and surgeon. Written materials provided during the training shall be retained at the school for reference. (Education Code 49414.3)

A school nurse, other qualified supervisor of health, or, if the district does not have a qualified supervisor of health, a district administrator shall obtain a prescription for naloxone hydrochloride or another opioid antagonist for each school from an authorized physician and surgeon. Such prescription may be filled by local or mail order pharmacies or manufacturers. (Education Code 49414.3)

If the medication is used, the school nurse, other qualified supervisor of health, or district administrator, as applicable, shall restock the medication as soon as reasonably possible, but no later than two weeks after it is used. In addition, the medication shall be restocked before its expiration date. (Education Code 49414.3)

Information regarding defense and indemnification provided by the district for any and all civil liability for volunteers administering naloxone hydrochloride or another opioid antagonist for emergency aid shall be provided to each volunteer and retained in the employee's personnel file. (Education Code 49414.3)

A school may accept gifts, grants, and donations from any source for the support of the school in carrying out the requirements of Education Code 49414.3, including, but not limited to, the acceptance of the naloxone hydrochloride or another opioid antagonist from a manufacturer or wholesaler. (Education Code 49414.3)

The Superintendent or designee shall maintain records regarding the acquisition and disposition of naloxone hydrochloride or another opioid antagonist for a period of three years from the date the records were created. (Business and Professions Code 4119.8)

Revised:

Adopted: August 27, 2008

MONROVIA UNIFIED SCHOOL DISTRICT

Administrative Regulation 5141.21

(Replaces: AR 5141.2 Administering Medication and Monitoring Health Conditions)
(Adopted August 23, 2000)
(Replaces: AR 5146 Administration of Medicine)
(Adopted: April, 1980)

Subject: PENDING BOARD ISSUES

Prepared by: Ryan Smith, Ed. D., Superintendent

Action desired:

The Board of Education will receive status information on identified tasks and review issues of interest for future attention.

Rationale:

This agenda item affords an opportunity for the Board of Education to review the status of items that have been scheduled for Board consideration, raise issues or questions that have not been scheduled for discussion, and place issues in priority order for attention, consistent with the Board Vision.

Issue/Question/Request	Status	Next steps
Cyclical Reports		
Supt. Performance Objectives	Establish performance objectives for Superintendent Evaluation.	To be conducted annually by September 30
Superintendent Evaluation	Review Superintendent performance objectives for formal evaluation	To be conducted annually by June 30, 2023
Review of Vision & Goals	Review Vision & Goals and progress on the Strategic Plan.	Prior year goals to continue as assumed
Inter-district transfers	Report on number of transfers in and out of the district at Board Meeting and, if needed, in a Study Session.	Next update Oct/Nov 2023

Issue/Question/Request	Status	Next steps
Cyclical Reports (continued)		
<p>Student Achievement: standards & plans for closing the achievement gap; investigation of model practices, demographic data, and multiple measures of achievement.</p>	<p>Educational Services Board Meeting Reports: 1/18/23 • SARC Board approval 2/8/23 • Mid-Year Review – Multiple Measures Report 4/12/23: • CELC Program Report • Carl Perkins Application 4/26/23 • Village Program Report • Dual Immersion Program Report 5/26/23 • Homeless & Foster Youth Report (Board Update) 6/14/23: • Annual LCAP Public Review • Multiple Measures Report w/ LCAP data 6/23/23 • GATE Program Report (Board Update) 6/28/23: • Music/Art Community Theater Report</p>	
CGI Math Update	Provide a program update to the Board of Education	September 2023
Technology Projects	Staff technology standards & teaching plan – working with Educational Services.	December 2023
E-Rate	E-rate funding approval annually.	Jan/Feb/Mar
Athletic Coach Certification & Training	Athletic coach certification and concussion training seasonally.	Seasonally based on sports

Issue/Question/Request	Status	Next steps
	Cyclical Reports (Continued)	
Budget/ Enrollment/Staffing	<p><u>2022-23 Budget Preparation Calendar:</u></p> <ul style="list-style-type: none"> • Jan. 18, 2023: 2021-22 Audit Report • Jan. 18, 2023: 2022-23 P-1 Student Attendance Report • Feb.8, 2023: 2022-23 Budget based on Governor’s January Budget Proposals • Feb. 22, 2023: 2022-23 Enrollment & Staffing Report • Mar. 8, 2023: 2022-23 Second Interim Budget Rpt • April 26, 2023: 2022-23 P-2 Student Attendance Rpt • May 2023: 2023-24 Governor’s May Budget Revision (Board Update) • June 14, 2023: 2023-24 Adopted Budget Public Hearing • June 28, 2023: 2023-24 Budget Adoption 	
Board Walks (Board site visits)	Monrovia High School and other sites to be determined later will be visited in the 2022-23 SY	Dates to be determined
Adult Ed Update	Update on status of Adult Education program. Next report Fall 2023	Annually in fall
Redevelopment/ Pass Through Funds	Board update after District receives information from the County.	Upon receipt of funds
Village Extended Day Program	Board Report on Village Program - Even years in Spring.	Next report Spring 2024
Class Size Report / Staffing	Report on Class Size/Staffing annually in Spring:	Next report Spring 2023

Issue/Question/Request	Status	Next steps
	Long Range Plans	
MUSD Marketing	<ul style="list-style-type: none"> Receive guidelines on how to focus marketing efforts 	2022-23
Solar Panel Options	<ul style="list-style-type: none"> Revisit solar panel options throughout the District 	Determining feasibility and seeking funding options
Amigos de los Rios	<ul style="list-style-type: none"> Status report on the results of the Prop 68 grant 	Progress reports continuously throughout the SY
Lobbyist Efforts for MUSD	<ul style="list-style-type: none"> Discuss efforts of lobbyist group on behalf of the District 	Continue to seek grant opportunities
CELC/ Cognitive Toolbox Update	<ul style="list-style-type: none"> Receive update on the status of the program 	End of 2022-23 SY
Positive Behavior Intervention & Supports (PBIS) implementation	<ul style="list-style-type: none"> Update on the implementation of PBIS at school sites; including how planning and restorative practices are woven into the implementation. 	Status update to be provided throughout the year

Issue/Question/Request	Status	Next steps
	Long Range Plans	
Regular Policy Review	District Vision – 0000; Community Relations – 1000; Administration – 2000; Board Operations – 8000; Board Bylaws – 9000	2022-23
	Business Policies	2022-23
	Human Resources Policies	2022-23
	Educational Services Policies	2022-23
	Pupil Personnel Services	2022-23