

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

MINUTES REGULAR MEETING OF THE BOARD OF TRUSTEES

June 13, 2022

Call to Order	President Salinas called the meeting to order at 6:30 p.m. using video conference via zoom meeting ID # 843 5245 9937 for closed session of the Regular Board Meeting of the Board of Trustees, in compliance with Government Code 54953, at Lowell Joint School District, 11019 Valley Home Avenue, Whittier, CA 90603. Anthony A. Zegarra, board of trustees member arrived at 6:58 p.m.
Topics Not on the Agenda	None.
Closed Session	President Salinas declared the meeting recessed to closed session at 6:34 p.m.
Call to Order	President Salinas reconvened the meeting to order at 7:34 p.m.
	The flag salute was led by Karen Shaw, Board of Trustees Vice President.
	Trustees Present: Melissa A. Salinas, Karen L. Shaw, Anastasia M. Shackelford, and Anthony A. Zegarra
	Trustees Absent: William A. Hinz
	Staff Present: Andrea Reynolds, Assistant Superintendent of Administrative Services; Sheri McDonald, Assistant Superintendent of Educational Services; and David Bennett, Assistant Superintendent of Facilities and Operations
	Staff Absent: Jim Coombs, Superintendent of Schools,
Reporting out Action (if any) Taken in Closed Session	None.
Introductions and Welcome of Guests	President Salinas welcomed the many guests in attendance, staff members present, guests, Allison Fonti, LJEA president, Leslie Mangold, LJEA lead negotiator and CSEA President, Darleene Pullen.
Acknowledgement of Correspondence	Melissa Salinas read the resignation letter from board member, William Hinz: May 5, 2022 Dear Mr. Jim Coombs, Superintendent of Schools It is with a mix of emotions that I offer my resignation from the Board of Trustees of the Lowell Joint School District effective at the close of business June 5, 2022. There are four things I regret the most for my decision to relocate to a different state, my three granddaughters, and the Lowell Joint School District. It has been an honor, as well as a pleasure to serve on the board for the past 11 years. Indeed, I am proud of the contribution I have made to the community, and specifically this district, allowing for the Lowell schools to be an example of the

results of our core values that that this district has continued to promote, albeit, an obvious “tree in the desert”. Overall, during the past 43 years that I have resided in California, I have witnessed a steady decline in virtually every aspect of the “California dream” (disdain for the second amendment, services to the middle class, poor roads, rising crime, together with the highest taxes in the United States). I am so proud to say that the Lowell School District has continued to be a shining example of what a great school can be, turning out scholars with the benefit of a stellar education.

Again, I appreciate the opportunity to have served and hope that with continued adherence to our core values that this district will continue to prosper.

Additionally, I have been honored to have served with outstanding board members, Darin Barber, Staci Shackelford, Martin Tourville, Karen Shaw, Anthony Zegarra, Melissa Salinas, Jim Najerra, Brandon Jones, and of course Fred Schambeck. The district was blessed and I was fortunate to have worked with three outstanding superintendents, Patricia Howell, George Geokaris, and Jim Coombs.

I wish the district and all involved within the community the very best of luck in the future.

Sincerely,
William Hinz

Melissa Salinas thanked him for his service. Staci Shackelford said that he would be dearly missed.

Approval of Agenda	It was moved, seconded, and carried by unanimous vote, (4 – 0) to approve the June 13, 2022, Board agenda.
Approval of Minutes	It was moved, seconded, and carried by unanimous vote, (4-0) to approve the minutes from the May 2, 2022, Regular Board Meeting.
Timely Information from Board and Superintendent – Board President	None.
Topics Not on the Agenda	None. No blue cards presented.
	<p>Mrs. Shackelford stated that the only thing to discuss in public would be what to do to fill Mr. Hinz’s open board position. We have two options as we have done previous times. We can fly the position and we can appoint. Which would require a couple of weeks to let the position fly and a couple of days to review the applications and then hold interviews. Or because this is an election year, we have the option because of the time frame to forgo the appointment and let the open seat run on the November ballot. We need to make a decision as in how to direct the staff.</p> <p>Mrs. Salinas said that one point in favor would be to make an appointment we could save the district \$80,000.</p> <p>Mrs. Shackelford said that typically we try to appoint as a way to save the district money.</p>

The problem that we are running into that we have to consider is the deadline. The seat is up for reelection. Anyone that we would appoint would have to run for office at the next election, which is in November. So even if we appoint somebody, that appointment would only last until November. The deadlines for someone to be placed on the ballot are July 18 – August 12. So we have to make our appointment by July 7.

Mrs. Shaw stated that Anthony, Staci and myself also have to run. It's unlikely that all of us would go unopposed. So saving the district money isn't really on the table.

Mrs. Shackelford said that would mean that they would be flying the position after the school year is out.

Mrs. Shaw said that her feeling is that it is too soon. We have people that are on vacation. School just let out. They wouldn't have time to respond in an appropriate way. I think the optics looks like we are really rushing through this and we want to get the right person and the public has the right to make that decision.

Mrs. Shackelford and Mr. Zegarra concurred that the time is just too close.

They directed the staff to do nothing. They will let the position to go election and not appoint.

Mrs. Shackelford mentioned that then the person gets to run and get a full four year term.

Mrs. Salinas stated that we will go forward with an election and not appoint.

Presentation of Measure LL
Audit Report for 2020-21

Article XIII A of the California Constitution requires school districts to annually obtain an independent financial and performance audit to ensure that the funds have been expended only on the specific projects listed. The firm of Nigro and Nigro performed the 2020/2021 financial and performance audit of Lowell Joint School District Measure LL expenditures.

Education Code Sect.15286 requires these audits to be submitted to the citizen's oversight committee established pursuant to Section 15278 at the same time they are submitted to the school district or community college district, no later than March 31 of each year. Therefore, this audit has also been provided to the district's bond oversight committee members when the board of trustees were sent the June 13, 2022 board agenda information.

Jeff Nigro, partner with the firm presented the Measure "LL" financial audit for the Lowell Joint School District financial statements.

Mrs. Salinas asked Mr. Nigro how uncommon or common is it that the you do not have any findings?

Mr. Nigro said that for Lowell it is common. Most school districts understand that the funds are under a lot of scrutiny so there is a lot of caution and oversight and caution before using the funds. So more our our reports are clean like this. Occasionally we do run into problems. So I would say you guys are definitely in the upper percentile when it comes to districts and bond audits.

Adopted 2022/23 Budget
Adopted 2022/23 Budget

Andrea Reynolds presented the proposed adopted 2022-2023 budget. Education Code 42103 requires that the Board of Trustees conduct a Public Hearing of the Proposed

2022/23 Budget. Final approval of the Budget is scheduled for June 27, 2022. In submitting the 2022/23 Adopted Budget, the Board understands its fiduciary responsibility to maintain fiscal solvency for the current and subsequent two fiscal years. As required by Education Code, a three year projection is included for stakeholder information, county office and state evaluation. Because of conservative enrollment projections and the state budget not yet being approved, a prudent budget proposal is recommended for the Board's consideration.

Public hearing open at 8:03 p.m. and closed at 8:05 p.m. with the following comments from the public.

Leslie Mangold, Meadow Green teacher, said that I know that we just adopted science and we pushed our ELA and Math ahead. So we are putting in 2 million dollars into next year's budget because we will be adopting or can you explain how that would work? I thought that the committed would be year by year.

Ms. Reynolds said that the committed is for the future.

Leslie Mangold asked for anytime.

Ms. Reynolds said yes.

Leslie Mangold said so you can commit above the reserve and spend it when it works out.

Ms. Reynolds said yes. Then it would come out of committed and be appropriated.

Dr. McDonald stated, just to give you an idea, the current science adoption is running almost \$900,000.

Leslie Mangold said I know they are so expensive. I just wanted to know. I thought that it was each year.

Approval of Increase to \$30,000 for Revolving Checking Account Imprest Balance

It was moved, seconded, and carried by unanimous vote, (4 – 0) to approve the Increase to \$30,000 for Revolving Checking Account Imprest Balance, and that the Superintendent or designee be authorized to execute the necessary documents

Mrs. Shaw asked how often does this happen. Ms. Reynolds said not very often. The chance that it could happen and a person's monthly salary could be \$6000.00 so to have only \$10,000, if you had to write two checks you would be extremely pressed. So it's a conservative number.

Resolution 2021/22 No. #867 Authorization of Signatures on Electronically Printed Checks

It was moved, seconded, and carried by unanimous roll call vote, (4 – 0) to adopt Resolution 2021/22 No. #867 Authorization of Signatures on Electronically Printed Checks, and that the Superintendent or designee be authorized to execute the necessary documents

Resolution 2021/22 No. #868 Approval of Authorization of Signatures

It was moved, seconded, and carried by a unanimous roll call vote, (4 – 0) to adopt Resolution 2021/22 No. #868 Approval of Authorization of Signatures, and that the Superintendent or designee be authorized to execute the necessary documents

Resolution 2021/22 No. #869 Authorization of Approval of Vendor Claims/Orders

It was moved, seconded, and carried by a unanimous roll call vote, (4 – 0) to adopt Resolution 2021/22 No. #869 Authorization of Approval of Vendor Claims/Orders, and that the Superintendent or designee be authorized to execute the necessary documents

Approval of a Provisional Internship Permit for Frank L. Marrone Jr. Assigned to be a Choral Teacher for Lowell Joint School District for the 2022/2023 School Year

It is was moved, seconded by a unanimous vote, (4-0), to approve a Provisional Internship Permit for Frank L. Marrone Jr. Assigned to be a Choral Teacher for Lowell Joint School District for the 2022/2023 School Year, and that the Superintendent or designee be authorized to execute the necessary documents.

District Local Control Accountability Plan

As part of the Local Control Funding Formula (LCFF), school districts, County Offices of Education and charter schools are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP), using a template that was adopted by the California State Board of Education (SBE).

The LCAP is required to identify goals and measure progress for student groups across eight state priority areas. Districts must include in their LCAP (1) actions, services and expenditures for all students and groups and (2) additional actions and services for “Unduplicated Pupils” including low-income students, English learners, foster youth and English learners. The Superintendent must review the Single Plan for Student Achievement from school sites to ensure the actions in the LCAP are consistent with strategies in school plans submitted pursuant to Education Code Section 64001.

Education Code Section 52062(b) (1) requires that the Board of Trustees conduct a Public Hearing on the District’s Local Control Accountability Plan. A copy of the LCAP is posted on the District’s website with an invitation for public feedback. This is the second year of the three-year LCAP cycle. The LCAP includes the Annual Update for the 2021-2022 school year as well as the Budget Overview for Parents. This is a first reading, public hearing.

Public Hearing opened at 8:16 p.m. closed at 8:22 p.m. with the following comments from the public.

Leslie Mangold, being on the LCAP committee, wanted to reiterate some of the things that are on there, I am glad that they are on there. Coming from a teacher and the importance of them. The psychologist and counseling are such a huge valuable component. My school this year we shared a psychologist with another school and an intern. They are incredibly valuable but our kids could not be seen. We need more. I know it is a priority and it is no faulty to anybody. This is the situation that it is so important. I had so many parents reach out to me. I am surprised at some of the needs that the parents have. Some parents had a morning meeting every single day and some of the unique challenges that they are facing. Students afraid of a lot of things. The conversations that happened the day after the events in Texas. One day I had recess duty and a helicopter was flying overhead and one of my students came to me and said if something happens can you protect me. I am so grateful that this is on there. Our counselor did tell us that there were going to be additional interns not just one so I am hoping that’s the case. The hard thing is that they are done after a year. I am glad they give us a year and they build bonds. A lot of kids need to be seen and parents have concerns that they didn’t have before. The other thing that is mentioned is safe environment. This is something that is going to come up and is a topic of conversation. I know that at my school alone, the fencing part is open and our

kindergarten teachers have asked multiple times for it to be closed off. They have been asking for it to be covered and they have been told no because it looks bad. I am not trying to blame anyone but it will be something that parents are concerned about. I don't want anyone to walk around in fear but it is important to them to know that they can send their kids to school and they can feel safe. After a while, we tend to forget tragedies but unfortunately they are still a real thing and out there on the playground kids are still exposed. Even at Maybrook there are multiple ways to get to students. It's kinda unsafe because it is an older build school. People are going to ask and wonder about that. Can we have those fencings when we go back to Meadow Green? Even on the upper grade play ground that fencing is like this big. They are going to ask for ways that things look more secure. I have people reach out to me and say well we need to have security guards on every campus. I am not convinced that's the answer. I do not have the answer. I am just not convinced that that's the answer. Just for the board to think about it. That is a concern is having things be safe. All of the teacher, you know Lowell teachers we love our kids, we are in it for the kids. We don't have the answers to those questions and that goes in with counseling and the actual physical safety. It's really a lot easier than you think to get into the school grounds. It would be nothing to walk onto any sort of campus through the office. Because one you go through the office door you are on the campus. That is just something that we are so fortunate that we haven't had to be concerned with but at my school Meadow Green being in unincorporated land, we have called the Sherriff and they have not shown when a person has hopped the fence and they are walking around the playground. Things that would blow your mind because we do not have a police department because it is unincorporated land. I wanted to let you know from my heart that I am so glad to see safety things and needs for kids on the LCAP but that really is a big topic for conversation right now.

Selection of Kindergarten through Grade 8 Science Textbooks

It is was moved, seconded by a unanimous vote, (4-0), to approve the Selection of Kindergarten through Grade 8 Science Textbooks, as attached, and that the Superintendent or designee be authorized to execute the necessary documents.

Mrs. Salinas asked what did they like about these particular set of books. Dr. McDonald said that all of the programs are similar but I think that the elementary has some teachers felt these did a much better job of engaging students and creating fun and experiential opportunities for students to engage with science. Especially with the new standard and the opportunity to dig into that and teach the standards. Savvas, with the elevated program, did a little bit of a better job being cohesive and for kids to engage with. They really did not like the other program as they felt it was disjointed and old fashioned. They didn't feel like it was going to meet the needs of students. This does include the kits, which are incredibly expense, but to be able to do the kind of hands on experiments and things that are a part of science and making it engaging for students. That is what they appreciated about these programs and that it came with a lot of stuff to do and to have the phenomena and be able to have the kids experience that. This does include replenishment for the life of the kits for eight years.

Approval of Lease-Leaseback Contract Extension And Builders Risk

It is was moved, seconded by a unanimous vote, (4-0), to approve the extension of the Lease-Leaseback Contract Extension and Builders Risk Insurance with Erickson Hall Construction Company for the HVAC, Roof Replacement, Fire Alarm, Sewer, ADA,

Insurance with Erickson Hall Construction Company for the HVAC, Roof Replacement Fire Alarm, Sewer, ADA, Modular Buildings, and Related Work at Jordan Elementary School

Modular Buildings, and Related Work at Jordan Elementary School through August 12, 2022, for \$5,808.00, Measure LL Bond Fund, and that the Superintendent or designee be authorized to execute the necessary documents.

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

It is was moved, seconded by a unanimous vote, (4-0), to approve the ratified agreement with A-Tech Consulting for Limited Asbestos Assessment and Monitoring, at Jordan Elementary School, effective June 13, 2022 through June 12, 2023, not to exceed \$5,950.00 (21.0-00000-0-00000-85000-6282-00430000) Measure LL (21.0 Bond Fund), and that the Superintendent or designee be authorized to execute the necessary documents.

Agreement Extension with Haulaway Storage Containers, Inc. for the One (1) Year Rental, Installation, and Removal of Four (4), 40 Foot Storage Containers at Jordan Elementary School

It is was moved, seconded by a unanimous vote, (4-0), to approve the agreement extension with Haulaway Storage Containers, Inc. for the an additional 3 months rental of four (4), 40 foot storage containers at Jordan Elementary School, effective June 14, 2022 through September 14, 2022 not to exceed \$2,159.84, (21.0-00000-0-00000-85000-5620-0040000), Measure LL Bond Fund, and that the Superintendent or designee be authorized to execute the necessary documents.

Ratification of Professional Services Agreement with A-Tech Consulting for Hazardous Materials Assessment Services at Meadow Green Elementary School

It is was moved, seconded by a unanimous vote, (4-0), to approve the ratified Professional Services Agreement with A-Tech Consulting for Hazardous Materials Assessment Services at Meadow Green Elementary School, effective June 4, 2022 through June 13, 2023, (21.0-00000-0-00000-85000-6282-0080000) Measure LL (21.0 Bond Fund), and that the Superintendent or designee be authorized to execute the necessary documents.

Approval of Professional Services Agreement, RMA Group, Inspection and Testing Services, Meadow Green Elementary School

It is was moved, seconded by a unanimous vote, (4-0), to approve the Professional Services Agreement, RMA Group, Inspection and Testing Services, Meadow Green Elementary School, effective June 14, 2022 through June 13, 2023, not to exceed \$41,910 (21.0-00000-0-00000-85000-6282-0080000) Measure LL (21.0 Bond Fund), and that the Superintendent or designee be authorized to execute the necessary documents.

Approval of Agreement with Haulaway Storage Containers, Inc. for the One (1) Year Rental, Installation, and Removal of Two (2), 40 Foot Storage Containers at Meadow Green Elementary School

It is was moved, seconded by a unanimous vote, (4-0), to approve the Agreement Haulaway Storage Containers, Inc. for the one (1) year rental, installation, and removal of two (2), 40 foot storage containers at Meadow Green Elementary School, effective June 14, 2022 through June 15, 2023, not to exceed \$4,150.00, (21.0-00000-0-00000-85000-5620-0000008), Measure LL Bond Fund, and that the Superintendent or designee be authorized to execute the necessary documents.

Amendment to Resolution 2021/22 No. #859 Finding the Proposed Meadow Green Elementary School Project Exempt from the California Environmental Quality Act (CEQA), Approving the Filing and Recording of a Notice of Exemption and Approving the Project

On April 4, 2022, the Board of Trustee's approved Resolution #859 finding the proposed Meadow Green project exempt from CEQA. At that time, the Whittier Daily News was to advertise the Notice in their publication on March 24 & 31, 2022. Due to an error on their part, the Notice did not run on said dates and, instead, will run on June 2 & 9, 2022.

It is was moved, seconded by a unanimous vote, (4-0), to amendment to Resolution 2021/22 No. #859 finding the proposed Meadow Green Elementary School project exempt from CEQA, approving the filing and recording of a NOE, approving the Project, and authorizing the Superintendent or designee to execute the necessary documents.

Consent Calendar

It was moved, seconded, and carried by unanimous vote, (4 – 0), to approve/ratify the following items, under a consent procedure.

Approval of Gift / Donations

Approved Gift / Donations, Jennifer Thornton for puzzles and games donated to the Lowell Joint Learning Links classroom, Andrea Reynolds donation of \$100 to the Board donation account, and that letters of appreciation be written to the donors.

Approval of Memorandum of Understanding Between Lowell Joint School District and Pepperdine University, Effective August 1, 2022 through July 31, 2027

Approved the Memorandum of Understanding between Pepperdine University and Lowell Joint School District for the period of August 1, 2022 through July 31, 2027, at no cost to the district, and that the Superintendent or designee be authorized to execute the necessary documents.

Approval of Memorandum of Understanding Between Lowell Joint School District and California State University Northridge, Effective August 1, 2022 through July 31, 2027

Approved the Memorandum of Understanding between California State University Northridge and Lowell Joint School District, to provide clinical placement experiences to student-trainees enrolled in school psychology and counseling specialization, for the period of August 1, 2022 through July 31, 2027, at no cost to the district, and that the Superintendent or designee be authorized to execute the necessary documents.

Approval of Memorandum of Understanding Between Lowell Joint School District and Loyola Marymount University, Effective August 1, 2022 through July 31, 2027

Approved the Memorandum of Understanding between California State University Northridge and Lowell Joint School District, to provide clinical placement experiences to student-trainees enrolled in school counseling specialization, for the period of August 1, 2022 through July 31, 2027, at no cost to the district, and that the Superintendent or designee be authorized to execute the necessary documents.

Approval of Clinical Practice Agreement Between Lowell Joint School District and University of Massachusetts

Approved Clinical Practice Agreement Between Lowell Joint School District and University of Massachusetts Global, Effective August 1, 2022 through July 31, 2025, at no cost to the district, and that the Superintendent or designee be authorized to execute the necessary documents.

Meeting of the Board of Trustees

June 13, 2022

Page 1508

Global, Effective August 1, 2022 through July 31, 2025

Approval of the Agreement with Atkinson, Andelson, Loya, Ruud & Romo for Legal Services, Effective July 1, 2022 through June 30, 2025

Approved the Agreement with Atkinson, Andelson, Loya, Ruud & Romo for Legal Services, Effective July 1, 2022 through June 30, 2025, and that the Superintendent or designee be authorized to execute the necessary documents.

Approval to Pay the Whittier Area Chamber of Commerce Annual Membership for the 2022/2023 School Year

Approved the membership dues totaling \$539.00 for the 2022/2023 school year for the Whittier Area Chamber of Commerce, and that the Superintendent or designee be authorized to execute the necessary documents.

Approval to Pay the La Habra Chamber of Commerce Annual Membership for the 2022/2023 School Year

Approved the membership dues totaling \$350.00 for the 2022/2023 school year for the La Habra Chamber of Commerce, and that the Superintendent or designee be authorized to execute the necessary documents.

Approval to Pay the Orange County School Boards Association Annual Membership for the 2022/2023 School Year

Approved the membership dues totaling \$250.00 be paid to the Orange County School Boards Association for the 2022/2023 school year, and that the Superintendent or designee be authorized to execute the necessary documents.

Approval of Independent Contractor Agreement with D & D Consultants, to provide Training for the Speech/Language Pathologists, for the 2022-2023 School Year

Approved the Independent Contractor Agreement with D & D Consultants to provide Training for the Speech/Language Pathologists, for the 2022/2023 School Year, at the rate of \$125.00 per hour, an estimated cost not to exceed \$10,000.00, to be paid for with Medi-Cal Funds, and that the Superintendent or designee be authorized to execute the agreement.

Approval of Agreement with *Albert J. Melaragno MD*, to provide signed authorizations for students who receive Occupational Therapy, Physical Therapy and Speech and Language services for the 2022/2023 school year.

Approved the agreement with *Albert J. Melaragno MD*, to provide signed authorizations for students who receive Occupational Therapy, Physical Therapy and Speech and Language services for the 2022/2023 school year, at the rate of \$175.00 per hour, not to exceed (Five Hundred Dollars) \$500.00, and the Superintendent or designee be authorized to execute the agreement

Approval of Independent Contract with Dr. Olvera Psychology, A Professional Corporation for an Independent Educational Evaluation (IEE) for the 2022-2023 School Year

Approved the independent consultant agreement with Dr. Olvera Psychology, A Professional Corporation for an Independent Educational Evaluation (IEE) for the 2022/2023 School Year, for an estimated cost not to exceed \$3,000.00, and that the Superintendent or designee be authorized to execute the agreement.

Approval of Agreement with *Mary Kay Gallagher, Gallagher Pediatric Therapy*, a Nonpublic Nonsectarian Agency, to Provide Occupational Therapy Services for a district student placed at WACSEP/Dexter Middle School for the 2022/2023 School Year

Approved the agreement with Mary Kay Gallagher, Gallagher Pediatric Therapy, a nonpublic nonsectarian agency, to provide Occupational Therapy Services for a district student placed at WACSEP/Dexter Middle School for the 2022/2023 school year, at the rate of \$89.31 per hour, not to exceed \$5,000.00 and the Superintendent or designee be authorized to execute the agreement.

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

Approved the agreement with Mary Kay Gallagher, Gallagher Pediatric Therapy, a nonpublic nonsectarian agency, to provide direct physical therapy services and physical therapy evaluative services for assessments for the 2022/2023 School Year, at the rate of \$89.31 per hour, not to exceed \$20,000.00, and that the Superintendent or designee be authorized to execute the agreement.

Approval of Agreement with Leader Services, Inc. for Medi-Cal LEA Billing Option Claiming Services for the 2022/2023 School Year

Approved the the agreement with Leader Services, Inc. to provide services related to the District's claiming for reimbursement for the Medi-Cal LEA Billing Program for the 2022/2023 school year at a rate not to exceed 10% of funds generated, and that the Superintendent or designee be authorized to execute the agreement.

Approval of Memorandum of Understanding (MOU) Between Lowell Joint School District and *Biola University, Inc.* for the 2022/2023 School Year

Approved the Memorandum of Understanding (MOU) Between Lowell Joint School District and *Biola University, Inc.* for the 2022/2023 School Year, effective July 1, 2022 through June 30, 2023 at no cost to the district, to participate in the daily provision of speech and language intervention services i.e. "SLPA Clinical Experience Internship", and that the Superintendent or designee be authorized to execute the necessary documents.

Approval of Memorandum of Understanding Between

Approved the Memorandum of Understanding Between East Whittier City School District and Lowell Joint School District for the school year 2022/2023, to address the

East Whittier City School District and Lowell Joint School District for the school year 2022/2023

enrollment, funding, costs, billing, and implementation of student Individual Education Plans (IEPs) of special education programs and services for District students with moderate to severe disabilities and/or special needs who are served in the East Whittier City School District program, and that the Superintendent or designee be authorized to execute the necessary documents.

Approval of Memorandum of Understanding (MOU) Between Lowell Joint School District and *Orange County Superintendent of Schools* for the 2022/2023 School Year

Approved the Memorandum of Understanding (MOU) Between Lowell Joint School District and *Orange County Superintendent of Schools* for the 2022/2023 School Year, effective for the period beginning July 1, 2022 and ending June 30, 2023, to address enrollment, funding, costs, billing, implementation of Student individual Education Plans (IEPs), transfers, and transportation of special education programs and services for District students with moderate to severe disabilities and/or special needs who are served in the Orange County Department of Education Special Schools Program, and that the Superintendent or designee be authorized to execute the necessary documents.

Approval of Memorandum of Understanding Between Whittier City Area Cooperative Special Education Program (“WACSEP”) and Lowell Joint School District for the school year 2022/2023

Approved the Memorandum of Understanding between Whittier City Area Cooperative Special Education Program (“WACSEP”) and Lowell Joint School District for the period of July 1, 2022 through June 30, 2023, to address the enrollment, funding, costs, billing, and implementation of student Individual Education Plans (IEPs) of special education programs and services for District students with moderate to severe disabilities and/or special needs who are served in the Whittier City Area Cooperative Special Education Program (“WACSEP”), and that the Superintendent or designee be authorized to execute the necessary documents.

Approval of Participation Agreement with the Orange County Superintendent of Schools, Region 9 Local Educational Consortium (LEC) for Processing Lowell Joint School District’s School-Based Medi-Cal Administrative Activities (SMAA) Program for the 2022-2023 school year

Approved the Participation Agreement with the Orange County Superintendent of Schools for Processing District’s School-Based Medi-Cal Administrative Activities (SMAA) Program for the 2022/2023 school year, and that the Superintendent or designee be authorized to execute the agreement.

Approval of Agreement with Orange County Department of Education to Provide Translation Services during the 2022/2023 school year.

Approved the Agreement with Orange County Department of Education to Provide Translation Services during the 2022/2023 school year, at the hourly rate for oral translation is \$150.00 per hour (minimum 3 hours) and written translation is \$0.27 per word, total cost for all translation services will not exceed \$10,000.00, and that the Superintendent or designee be authorized to execute the necessary documents.

Approval of Independent Contractor Agreement with Paul Eisenberg, to provide

Approved the Independent Contractor Agreement with Paul Eisenberg to provide Training for the Special Education Department Staff, for the 2022/2023 School Year, for an estimated cost not to exceed \$3,000.00, to be paid for with Medi-Cal Funds,

Training for the Special Education Department Staff for the 2022-2023 School Year

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

Purchase Order Listing Report/Check Register 2021/2022 #11

Approved the Purchase Order Listing Report/Check Register 2021/2022 #11, issued April 1, 2022, through April 30, 2022, as attached, and that the Superintendent or designee be authorized to execute the necessary documents.

Consolidated Check Register Listing Report 2021/2022 #10

Approved the Consolidated Check Register Listing Report 2021/2022 #10, issued April 1, 2022, through April 30, 2022, as attached, and that the Superintendent or designee be authorized to execute the necessary documents.

Approval of Amended Agreement Numbers 50622 Amendment #2 and 50623 Amendment #2 with the Orange County Department of Education (OCDE) for Software Support Services

Ratified the Amended Agreement Numbers 50622 Amendment #2 and 50623 Amendment #2 with the Orange County Department of Education (OCDE) for Software Support Services, at the cost of \$27,500 for Human Resources Application Implementation and Software Support Services and \$27,500 Business-Plus System Implementation and Software Support Services, be approved, and that the Superintendent or designee be authorized to execute the necessary documents.

Approval of Agreement with Cooperative Organization for the Development of Employment Selection Procedures (CODESP) for Candidate Testing Materials

Approved the agreement with the Cooperative Organization for the Development of Employee Selection Procedures (CODESP) for candidate testing materials be approved, at the cost of \$2,200 per year, and that the Superintendent or designee be authorized to execute the necessary documents.

Employer-Employee Relations/Personnel Report 2021/22 #11 Which Includes Hiring, Resignations, Contract Adjustments, and Retirements for Certificated, Classified, and Confidential Employees

Employer-Employee Relations/Personnel Report 2021/22 #11 Which Includes Hiring, Resignations, Contract Adjustments, and Retirements for Certificated, Classified, and Confidential Employees, as attached, and that the Superintendent or designee be authorized to execute the necessary documents.

Ratification of Agreement with Chris Becerra Consulting Services to Increase Hours for Services during 2021-2022 School Year

Approved the Ratification of Agreement with Chris Becerra Consulting Services to Increase Hours for Services during 2021-2022 School Year, not to exceed \$11,250, funding to be covered by Universal Pre-Kindergarten Planning monies, and that the Superintendent or designee be authorized to execute the necessary documents.

Approval of Agreement #10001267 with Orange

Approved the Agreement #10001267 with Orange County Department of Education for GATE Certification Training during the 2022-23 School Year, not exceed

County Department of
Education for GATE
Certification Training
during the 2022-23 School
Year

\$4,500.00, funding will be through **Expanded Learning Opportunities Grant**, and that the Superintendent or designee be authorized to execute the necessary documents.

Board
Member/Superintendent
Comments

Mrs. Shackelford said that she would be out of town for the next board meeting and would be zooming in. Although it hasn't been publically stated, my colleagues and I are up for re-election and I have every intention of submitting paperwork to run for re-election. I enjoy this group, this position and this school district very much and I look forward to another four years.

Mrs. Salinas said with a laugh, "and you guys better too".

Adjournment

President Salinas adjourned the meeting at 8:33 p.m. in accordance with Government Code Section 54956.9 (a, b, c) and indicated no further public action would be taken.

Date Approved:

6/27/22



Clerk/President/Secretary to the Board of Trustees

NOTICE OF PUBLIC HEARING

LOWELL JOINT SCHOOL DISTRICT

The Lowell Joint School District will hold a Public Hearing of the proposed 2022/2023 Budget pursuant to Education Code Section 42103. The District is required to hold a public hearing to encourage participation by parents, employees, members of the community interested in the affairs of the School District, and bargaining unit leaders.

NOTICE IS HEREBY GIVEN that the Board of Trustees of the Lowell Joint School District will approve the proposed 2022/2023 Budget. Final approval of the Budget is scheduled for June 27, 2022. In submitting the 2022/2023 Adopted Budget, the Board understands its fiduciary responsibility to maintain fiscal solvency for the current and subsequent two fiscal years.

As required by Education Code, a three-year projection is included for stakeholder information, county office and state evaluation. Because of conservative enrollment projections and the state budget not yet being approved, a prudent budget proposal is recommended for the Board's consideration.

When a final state budget is approved by the Governor and impacts are known and actual enrollment and staffing is also known, the district will incorporate these figures into its budget at the First Interim Budget presented for approval at the December board meeting. The First Interim Budget report will require a certification from the Board of the district's ability to meet its financial obligations for the current and subsequent two fiscal years.

Questions and/or comments should be directed to Andrea Reynolds, Assistant Superintendent of Administrative Services, (562) 943-0211.



LOWELL JOINT SCHOOL DISTRICT

2022/2023

Proposed Adopted Budget

Prepared by:

**Andrea Reynolds
Assistant Superintendent of Administrative Services
June 13, 2022**

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
A. REVENUES									
1) LCFF Sources		8010-8099	28,922,958.00	0.00	28,922,958.00	30,915,096.00	0.00	30,915,096.00	6.9%
2) Federal Revenue		8100-8299	0.00	3,150,212.00	3,150,212.00	0.00	1,272,746.00	1,272,746.00	-59.6%
3) Other State Revenue		8300-8599	668,533.00	3,068,624.00	3,677,157.00	603,692.00	199,745.00	803,437.00	-78.2%
4) Other Local Revenue		8600-8799	144,635.00	2,863,162.00	2,807,797.00	85,000.00	2,511,984.00	2,596,984.00	-7.5%
5) TOTAL, REVENUES			29,656,126.00	8,901,998.00	38,558,124.00	31,603,788.00	3,884,475.00	35,588,263.00	-7.7%
B. EXPENDITURES									
1) Certificated Salaries		1000-1999	12,853,660.00	3,371,480.10	16,325,170.10	15,320,067.00	3,500,901.00	18,820,968.00	15.9%
2) Classified Salaries		2000-2999	2,866,024.00	2,748,690.00	5,614,714.00	2,949,320.00	2,517,116.00	5,466,436.00	-3.0%
3) Employee Benefits		3000-3999	7,173,200.00	2,377,377.16	9,550,577.16	8,717,002.00	2,831,734.00	11,348,736.00	18.8%
4) Books and Supplies		4000-4999	1,477,448.00	2,717,250.00	4,194,698.00	715,674.00	660,101.00	1,375,775.00	-67.2%
5) Services and Other Operating Expenditures		5000-5999	1,955,220.00	819,284.00	2,774,504.00	2,037,752.00	182,778.00	2,220,531.00	-20.0%
6) Capital Outlay		6000-6999	0.00	78,390.00	78,390.00	0.00	0.00	0.00	-100.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	21,525.00	329,000.00	350,525.00	21,525.00	294,000.00	315,525.00	-10.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(87,917.00)	37,917.00	(50,000.00)	(50,000.00)	37,917.00	(12,083.00)	-75.8%
9) TOTAL, EXPENDITURES			26,379,190.00	12,479,388.26	38,858,578.26	29,711,340.00	9,824,548.00	39,535,888.00	1.7%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)									
			3,276,936.00	(3,577,390.26)	(300,454.26)	1,892,448.00	(5,840,073.00)	(3,947,625.00)	1,213.9%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(3,849,378.00)	3,849,378.00	0.00	(3,477,916.00)	3,660,682.00	182,766.00	New
4) TOTAL, OTHER FINANCING SOURCES/USES			(3,849,378.00)	3,849,378.00	0.00	(3,477,916.00)	3,660,682.00	182,766.00	New
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)									
			(572,442.00)	271,987.74	(300,454.26)	(1,595,468.00)	(2,179,391.00)	(3,764,859.00)	1,153.1%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	11,276,210.00	1,056,593.00	12,332,803.00	10,703,768.00	1,328,580.74	12,032,348.74	-2.8%

Description	Resources Codes	Object Codes	2021-22 Estimated Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			11,276,210.00	1,056,593.00	12,332,803.00	10,703,768.00	1,328,560.74	12,032,343.74	-2.4%
e) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			11,276,210.00	1,056,593.00	12,332,803.00	10,703,768.00	1,328,560.74	12,032,343.74	-2.4%
2) Ending Balance, June 30 (E + F1e)			10,703,768.00	1,328,560.74	12,032,348.74	9,118,300.00	(950,810.26)	8,207,489.74	-31.3%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	10,000.00	0.00	10,000.00	10,000.00	0.00	10,000.00	0.0%
Stores		9712	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	1,354,027.74	1,354,027.74	0.00	1,408,046.00	1,408,046.00	3.1%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9769	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	10,693,768.00	(35,447.00)	10,658,321.00	9,108,300.00	(2,256,856.26)	6,851,443.74	-35.7%
G. ASSETS									
1) Cash									
a) in County Treasury		9110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) in Banks		9120	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
c) in Revolving Cash Account		9130	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) with Fiscal Agent/Trustee		9135	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Collections Awaiting Deposit		9140	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Investments		9150	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
2) Accounts Receivable		9200	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
4) Due from Grantor Government		9290	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
5) Due from Other Funds		9310	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
6) Stores		9320	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
7) Prepaid Expenditures		5330	0.00	0.00	0.00				
8) Other Current Assets		5340	0.00	0.00	0.00				
9) TOTAL ASSETS			0.00	0.00	0.00				
H. DEFERRED OUTFLOWS OF RESOURCES									
1) Deferred Outflows of Resources		9490	0.00	0.00	0.00				
2) TOTAL DEFERRED OUTFLOWS			0.00	0.00	0.00				
I. LIABILITIES									
1) Accounts Payable		9500	0.00	0.00	0.00				
2) Due to Grantor Governments		9500	0.00	0.00	0.00				
3) Due to Other Funds		9610	0.00	0.00	0.00				
4) Current Loans		9640	0.00	0.00	0.00				
5) Unearned Revenue		9650	0.00	0.00	0.00				
6) TOTAL LIABILITIES			0.00	0.00	0.00				
J. DEFERRED INFLOWS OF RESOURCES									
1) Deferred Inflows of Resources		9690	0.00	0.00	0.00				
2) TOTAL DEFERRED INFLOWS			0.00	0.00	0.00				
K. FUND EQUITY									
Ending Fund Balance, June 30 (G8 + H2) - (I6 + J2)			0.00	0.00	0.00				
LCFF SOURCES									
Principal Apportionment									
State Aid - Current Year		8011	13,468,382.00	0.00	13,468,382.00	15,743,576.00	0.00	15,743,576.00	16.9%
Education Protection Account State Aid - Current Year		8012	2,787,649.00	0.00	2,787,649.00	2,504,593.00	0.00	2,504,593.00	-10.2%
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Tax Relief Subventions									
Homeowners' Exemptions		8021	31,145.00	0.00	31,145.00	31,145.00	0.00	31,145.00	0.0%
Timber Yield Tax		8022	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8029	2,432,120.00	0.00	2,432,120.00	2,432,120.00	0.00	2,432,120.00	0.0%
County & District Taxes									
Secured Roll Taxes		8041	6,909,219.00	0.00	6,909,219.00	6,909,219.00	0.00	6,909,219.00	0.0%
Unsecured Roll Taxes		8042	207,663.00	0.00	207,663.00	207,663.00	0.00	207,663.00	0.0%
Prior Years' Taxes		8043	108,898.00	0.00	108,898.00	108,898.00	0.00	108,898.00	0.0%
Supplemental Taxes		8044	325,923.00	0.00	325,923.00	325,923.00	0.00	325,923.00	0.0%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Education Revenue Augmentation Fund (ERAF)		8045	2,390,532.00	0.00	2,390,532.00	2,390,532.00	0.00	2,390,532.00	0.0%
Community Redevelopment Funds (SR 6177699/1992)		8047	261,427.00	0.00	261,427.00	261,427.00	0.00	261,427.00	0.0%
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Miscellaneous Funds (EC 41604)		8081	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Royalties and Bonuses		8082	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other In-Lieu Taxes		8088	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Less Non-LCFF (50%) Adjustment									
Subtotal, LCFF Sources			28,922,958.00	0.00	28,922,958.00	30,915,095.00	0.00	30,915,095.00	6.9%
LCFF Transfers									
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL LCFF SOURCES			28,922,958.00	0.00	28,922,958.00	30,915,095.00	0.00	30,915,095.00	6.9%
FEDERAL REVENUE									
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	645,148.00	645,148.00	645,148.00	0.00	645,148.00	0.0%
Special Education Discretionary Grants		8182	0.00	19,113.00	19,113.00	19,113.00	0.00	19,113.00	-100.0%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Demolition Fund Commencement		8221	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Forest Reserve Funds		8250	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Flood Control Funds		8270	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Wildlife Reserve Funds		8260	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
FEVA		8261	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8265	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	531,273.00	0.00	531,273.00	531,273.00	350,000.00	350,000.00	-34.1%
Title I, Part D, Local Delinquent Programs	3025	8290	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290	152,617.00	0.00	152,617.00	152,617.00	152,617.00	152,617.00	0.0%
Title III, Part A, Immigrant Student Program	4201	8290	5,252.00	0.00	5,252.00	5,252.00	0.00	5,252.00	-100.0%
Title III, Part A, English Learner Program	4203	8290	52,370.00	0.00	52,370.00	52,370.00	52,370.00	52,370.00	0.0%
Public Charter Schools Grant Program (PCSGP)	4610	8290	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Other NCLB / Every Student Succeeds Act	3040, 3045, 3060, 3061, 3110, 3150, 3155, 3180, 3182, 4037, 4123, 4124, 4126, 4127, 4128, 5630	8290		72,611.00	72,611.00			72,611.00	0.0%
Career and Technical Education	3500-3598	8290		0.00	0.00			0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	1,671,828.00	1,671,828.00	0.00	0.00	0.00	-100.0%
TOTAL, FEDERAL REVENUE			0.00	3,150,212.00	3,150,212.00	0.00	1,272,746.00	1,272,746.00	-59.6%
OTHER STATE REVENUE									
Other State Apportionments									
ROC/P Entitlement									
Prior Years	6360	8319		0.00	0.00			0.00	0.0%
Special Education Master Plan									
Current Year	8500	8311		0.00	0.00			0.00	0.0%
Prior Years	6500	8319		0.00	0.00			0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	100,222.00	0.00	100,222.00	102,793.00	0.00	102,793.00	2.6%
Lottery - Unrestricted and Instructional Materials		8560	488,311.00	172,345.00	660,656.00	500,895.00	199,745.00	700,640.00	6.1%
Tax Relief Subventions									
Restricted Levies - Other		8575	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Homeowner Exemptions		8576	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes									
Pass-Through Revenues from									
State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590		0.00	0.00			0.00	0.0%
Charter School Facility Grant	6030	8550		0.00	0.00			0.00	0.0%
Drug/Alcohol/Tobacco Funds	6650, 6690, 6695	8590		0.00	0.00			0.00	0.0%
California Clean Energy Jobs Act	6230	8590		0.00	0.00			0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590		0.00	0.00			0.00	0.0%
American Indian Early Childhood Education	7210	8590		0.00	0.00			0.00	0.0%
Specialized Secondary	7370	8590		0.00	0.00			0.00	0.0%
All Other State Revenue	All Other	8590	0.00	2,916,279.00	2,916,279.00	0.00	0.00	0.00	-100.0%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
TOTAL, OTHER STATE REVENUE			568,533.00	3,088,624.00	3,877,157.00	603,692.00	198,745.00	803,437.00	-76.2%
OTHER LOCAL REVENUE									
Other Local Revenue									
County and District Taxes									
Other Restricted Levies									
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes									
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Spills									
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	54,303.00	0.00	54,303.00	45,000.00	0.00	45,000.00	-17.1%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts									
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Resident Students		8672	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue									
Plus: Miscellaneous Funds Non-LCFF (50 Percent) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenue from Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
All Other Local Revenue		8699	90,332.00	84,400.00	174,732.00	40,000.00	64,400.00	124,400.00	-28.8%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Appropriations									
Special Education SELPA Transfers	6500	8791		0.00	0.00		0.00	0.00	0.0%
From Districts or Charter Schools	6500	8792		2,578,762.00	2,578,762.00		2,427,584.00	2,427,584.00	-5.5%
From County Offices	6500	8793		0.00	0.00		0.00	0.00	0.0%
From JPAs									
RCC/P Transfers									
From Districts or Charter Schools	6360	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6360	8792		0.00	0.00		0.00	0.00	0.0%
From JPAs	6360	8793		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Appropriations									
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			144,635.00	2,663,162.00	2,807,797.00	95,000.00	2,511,984.00	2,596,984.00	-7.3%
TOTAL, REVENUES			29,656,126.00	8,901,998.00	38,558,124.00	31,603,788.00	3,984,475.00	35,588,263.00	-7.7%
CERTIFICATED SALARIES									
Certificated Teachers' Salaries		1100	11,355,750.00	2,648,394.10	14,004,144.10	13,431,817.00	2,583,676.00	16,015,493.00	14.4%
Certificated Pupil Support Salaries		1200	377,846.00	288,666.00	666,714.00	391,021.00	272,623.00	653,644.00	-0.5%
Certificated Supervisors' and Administrators' Salaries		1300	1,220,092.00	431,220.00	1,654,312.00	1,497,229.00	644,802.00	2,141,831.00	29.5%
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			12,953,688.00	3,371,480.10	16,325,170.10	15,320,067.00	3,500,901.00	18,820,968.00	15.3%
CLASSIFIED SALARIES									
Classified Instructional Salaries		2100	210,106.00	1,309,147.00	1,519,253.00	220,969.00	1,196,196.00	1,417,165.00	-6.7%
Classified Support Salaries		2200	773,320.00	1,088,355.00	1,841,675.00	609,079.00	1,145,732.00	1,754,011.00	-1.7%
Classified Supervisors' and Administrators' Salaries		2300	520,461.00	56,206.00	576,667.00	563,881.00	51,084.00	624,965.00	8.4%
Clinical, Technical and Office Salaries		2400	1,083,157.00	214,482.00	1,297,639.00	1,350,239.00	105,704.00	1,455,943.00	12.2%
Other Classified Salaries		2900	298,978.00	100,500.00	399,478.00	205,152.00	8,400.00	213,552.00	-46.5%
TOTAL, CLASSIFIED SALARIES			2,806,024.00	2,748,690.00	5,654,714.00	2,949,320.00	2,517,116.00	5,466,436.00	-3.0%
EMPLOYEE BENEFITS									

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
STRS		3101-3102	2,214,789.00	592,580.77	2,807,369.77	3,101,825.00	646,528.00	3,748,353.00	33.5%
PERS		3201-3202	546,944.00	485,769.00	1,032,712.00	596,708.00	508,020.00	1,104,728.00	7.0%
OASDI/Medicare/Alternative		3301-3302	366,904.00	224,106.08	591,010.08	453,230.00	221,286.00	674,516.00	14.1%
Health and Welfare Benefits		3401-3402	3,033,422.00	965,028.53	3,998,450.53	3,801,181.00	1,134,467.00	5,035,648.00	25.9%
Unemployment Insurance		3501-3502	73,228.00	26,139.10	99,367.10	83,384.00	28,854.00	112,238.00	13.0%
Workers' Compensation		3601-3602	237,914.00	83,754.68	321,668.68	307,674.00	92,579.00	400,253.00	24.4%
OPEB - Allocated		3701-3702	700,000.00	0.00	700,000.00	273,000.00	0.00	273,000.00	-51.0%
OPEB - Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3801-3902	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL EMPLOYEE BENEFITS			7,173,200.00	2,377,377.16	9,550,577.16	8,717,002.00	2,631,734.00	11,348,736.00	18.8%
BOOKS AND SUPPLIES									
Approved Textbooks and Core Curricula Materials		4100	43,735.00	1,462,664.00	1,506,399.00	0.00	199,745.00	199,745.00	-06.7%
Books and Other Reference Materials		4200	3,318.00	0.00	3,318.00	0.00	0.00	0.00	-100.0%
Materials and Supplies		4300	1,394,392.00	1,026,277.00	2,420,669.00	687,274.00	449,606.00	1,136,880.00	-53.0%
Noncapitalized Equipment		4400	36,003.00	228,309.00	264,312.00	26,400.00	10,750.00	39,150.00	-85.2%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL BOOKS AND SUPPLIES			1,477,448.00	2,717,250.00	4,194,698.00	715,674.00	660,101.00	1,375,775.00	-57.2%
SERVICES AND OTHER OPERATING EXPENDITURES									
Subagreements for Services		5100	0.00	191,634.00	191,634.00	0.00	146,634.00	146,634.00	-23.5%
Travel and Conferences		5200	25,160.00	68,906.00	94,066.00	24,945.00	0.00	24,945.00	-73.5%
Dues and Memberships		5300	31,345.00	0.00	31,345.00	31,345.00	0.00	31,345.00	0.0%
Insurance		5400 - 5450	247,672.00	0.00	247,672.00	274,776.00	0.00	274,776.00	10.9%
Operations and Housekeeping Services		5500	682,334.00	0.00	682,334.00	786,202.00	0.00	786,202.00	15.2%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	201,590.00	0.00	201,590.00	203,315.00	0.00	203,315.00	0.9%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	(56,000.00)	0.00	(56,000.00)	(56,000.00)	0.00	(56,000.00)	0.0%
Professional/Consulting Services and Operating Expenditures		5800	622,060.00	556,744.00	1,180,804.00	584,230.00	36,145.00	620,375.00	-47.5%
Communications		5900	203,059.00	0.00	203,059.00	190,939.00	0.00	190,939.00	-6.0%
TOTAL SERVICES AND OTHER OPERATING EXPENDITURES			1,955,220.00	819,284.00	2,774,504.00	2,037,752.00	182,779.00	2,220,531.00	-20.0%
CAPITAL OUTLAY									
Land		6100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	78,390.00	78,390.00	0.00	0.00	0.00	-100.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL CAPITAL OUTLAY			0.00	78,390.00	78,390.00	0.00	0.00	0.00	-100.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)									
Tuition									
Tuition for Instruction Under Interdistrict									
Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
State-Special Schools		7130	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments									
Payments to Districts or Charter Schools		7141	0.00	89,000.00	89,000.00	0.00	0.00	54,000.00	-35.3%
Payments to County Offices		7142	21,525.00	240,000.00	261,525.00	21,525.00	240,000.00	261,525.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues									
To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Appointments									
To Districts or Charter Schools		6500							
To County Offices		6500							
To JPAs		6500							
ROCFIP Transfers of Appointments									
To Districts or Charter Schools		6360							
To County Offices		6360							
To JPAs		6360							
Other Transfers of Appointments									
All Other Transfers		7221-7223	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7281-7283	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service									
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			21,525.00	329,000.00	350,525.00	21,525.00	294,000.00	315,525.00	-10.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			(37,917.00)	37,917.00	0.00	0.00	37,917.00	37,917.00	New
Transfers of Indirect Costs		7310	(50,000.00)	0.00	(50,000.00)	(50,000.00)	0.00	(50,000.00)	0.0%
Transfers of Indirect Costs - Interfund		7350	(87,917.00)	37,917.00	(50,000.00)	(50,000.00)	37,917.00	(12,083.00)	-75.8%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			25,379,190.00	12,479,388.26	36,658,578.26	28,711,340.00	9,624,548.00	39,535,888.00	1.7%
TOTAL EXPENDITURES									
INTERFUND TRANSFERS									
INTERFUND TRANSFERS IN									
From: Special Reserve Fund		8912	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From: Bond Interest and Redemption Fund		8914	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(A) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT									
To: Child Development Fund		7611	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Special Reserve Fund		7612	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund		7616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES									
SOURCES									
State Appointments									
Emergency Appointments		8931	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds									
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources									
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds									
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
USES									
Transfers of Funds from Lapsed/Reorganized LEAs		7651							
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS									
Contributions from Unrestricted Revenues		8980	(3,849,378.00)	3,849,378.00	0.00	(3,477,916.00)	3,660,682.00	182,766.00	New
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			(3,849,378.00)	3,849,378.00	0.00	(3,477,916.00)	3,660,682.00	182,766.00	New
TOTAL, OTHER FINANCING SOURCES/USES (a- b + c - d + e)			(3,849,378.00)	3,849,378.00	0.00	(3,477,916.00)	3,660,682.00	182,766.00	New

Description	Function Codes	Object Codes	2021-22 Estimated Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
A. REVENUES									
1) LCFF Sources		8010-8099	28,922,958.00	0.00	28,922,958.00	30,915,096.00	0.00	30,915,096.00	6.9%
2) Federal Revenue		8100-8299	0.00	3,150,212.00	3,150,212.00	0.00	1,272,746.00	1,272,746.00	-59.6%
3) Other State Revenue		8300-8599	588,533.00	3,085,624.00	3,674,157.00	803,682.00	189,745.00	803,437.00	-78.2%
4) Other Local Revenue		8600-8799	144,635.00	2,863,162.00	2,807,797.00	85,000.00	2,511,984.00	2,596,984.00	-7.5%
5) TOTAL REVENUES			29,656,126.00	8,901,998.00	38,558,124.00	31,603,788.00	3,984,475.00	35,588,263.00	-7.7%
B. EXPENDITURES (Objects 1000-7999)									
1) Instruction	1000-1999		18,308,358.00	8,445,584.26	26,753,942.26	20,763,491.00	6,294,026.00	27,047,517.00	1.1%
2) Instruction - Related Services	2000-2999		3,285,472.00	330,420.00	3,695,892.00	3,762,517.00	154,095.00	3,916,612.00	8.9%
3) Pupil Services	3000-3999		646,091.00	1,257,317.00	1,903,408.00	734,128.00	1,032,218.00	1,766,346.00	-7.2%
4) Ancillary Services	4000-4999		26,916.00	0.00	26,916.00	14,967.00	0.00	14,967.00	-44.4%
5) Community Services	5000-5999		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
7) General Administration	7000-7999		2,246,604.00	167,197.00	2,413,801.00	2,574,404.00	37,917.00	2,612,321.00	8.2%
8) Plant Services	8000-8999		1,864,226.00	1,949,890.00	3,814,116.00	1,950,308.00	2,012,282.00	3,962,600.00	1.3%
9) Other/Outgo	9000-9999	Excepl 7600-7699	21,525.00	329,000.00	350,525.00	21,525.00	294,000.00	315,525.00	-10.0%
10) TOTAL EXPENDITURES			26,379,190.00	12,479,388.26	38,858,578.26	29,711,340.00	9,824,548.00	39,535,888.00	1.7%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (AS - B10)									
			3,276,936.00	(3,577,390.26)	(300,454.26)	1,892,448.00	(5,840,073.00)	(3,947,625.00)	1,213.9%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses									
a) Sources		8330-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(3,849,376.00)	3,849,376.00	0.00	(3,477,916.00)	3,660,682.00	182,766.00	New
4) TOTAL OTHER FINANCING SOURCES/USES			(3,849,376.00)	3,849,376.00	0.00	(3,477,916.00)	3,660,682.00	182,766.00	New
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)									
			(572,442.00)	271,987.74	(300,454.26)	(1,595,468.00)	(2,179,391.00)	(3,764,659.00)	1,153.1%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance			11,276,210.00	1,056,593.00	12,332,803.00	10,703,768.00	1,328,580.74	12,032,348.74	-2.4%
a) As of July 1 - Unaudited		9791							

Description	Function Codes	Object Codes	2021-22 Estimated Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
b) Audit Adjustments		8793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			11,276,210.00	1,056,593.00	12,332,803.00	10,703,768.00	1,328,560.74	12,032,348.74	-2.4%
d) Other Restatements		8785	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			11,276,210.00	1,056,593.00	12,332,803.00	10,703,768.00	1,328,560.74	12,032,348.74	-2.4%
2) Ending Balance, June 30 (E + F1e)			10,703,768.00	1,328,560.74	12,032,348.74	9,118,300.00	(850,810.28)	8,267,489.74	-31.1%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	10,000.00	0.00	10,000.00	10,000.00	0.00	10,000.00	0.0%
Stores		9712	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	1,364,027.74	1,364,027.74	0.00	1,406,046.00	1,406,046.00	3.1%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		8760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	10,693,768.00	(35,447.00)	10,658,321.00	9,108,300.00	(2,256,856.26)	6,851,443.74	-35.7%

Resource	Description	2021-22 Estimated Actuals	2022-23 Budget
2600	Expanded Learning Opportunities Program	631,398.00	631,398.00
3010	ESSA: Title I, Part A, Basic Grants Low-income and Neglected	4,607.00	87,970.00
3214	Elementary and Secondary School Emergency Relief III (ESSER III) Fund: Learning Loss	42,480.74	0.00
4035	ESSA: Title II, Part A, Supporting Effective Instruction	0.00	128,907.00
6053	Child Dev: California Prekindergarten Planning and Implementation Grant Program - California Universal Prekindergarten Planning Grants	80,603.00	15,584.00
6266	Educator Effectiveness, FY 2021-22	507,125.00	507,125.00
8150	Ongoing & Major Maintenance Account (RMA: Education Code Section 17070.75)	97,614.00	22,371.00
9010	Other Restricted Local	0.00	11,691.00
Total, Restricted Balance		1,354,021.74	1,406,048.00

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299,7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	100,000.00	New
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	100,000.00	New
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	100,000.00	New
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	0.00	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			0.00	0.00	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			0.00	0.00	0.0%
2) Ending Balance, June 30 (E + F1e)			0.00	100,000.00	New
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		8750	0.00	0.00	0.0%
Other Commitments		8760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	100,000.00	New
G. ASSETS					
1) Cash					
a) in County Treasury		8110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G9 + H2) - (I6 + J2)			0.00		
FEDERAL REVENUE					
Child Nutrition Programs		8220	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Child Nutrition Programs		8520	0.00	0.00	0.0%
Child Development Apportionments		8530	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
State Preschool	5105	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Child Development Parent Fees		8673	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			0.00	0.00	0.0%
TOTAL, REVENUES			0.00	0.00	0.0%
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	0.00	0.00	0.0%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	0.00	0.00	0.0%
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
Food		4700	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.0%
TOTAL, EXPENDITURES			0.00	0.00	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund		8911	0.00	100,000.00	New
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	100,000.00	New
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8985	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	100,000.00	New

Description	Function Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	100,000.00	New
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8990-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	100,000.00	New
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	100,000.00	New
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	0.00	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			0.00	0.00	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			0.00	0.00	0.0%
2) Ending Balance, June 30 (E + F1e)			0.00	100,000.00	New
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted					
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	100,000.00	New

Resource	Description	2021-22 Estimated Actuals	2022-23 Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Objct Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	1,791,620.00	1,970,782.00	10.0%
3) Other State Revenue		8300-8599	122,254.00	134,479.00	10.0%
4) Other Local Revenue		8600-8799	73,145.00	74,145.00	1.4%
5) TOTAL, REVENUES			1,987,019.00	2,179,406.00	9.7%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	475,772.00	953,316.00	102.5%
3) Employee Benefits		3000-3999	182,661.00	416,666.00	128.2%
4) Books and Supplies		4000-4999	651,453.00	895,505.70	37.5%
5) Services and Other Operating Expenditures		5000-5999	18,228.00	33,147.00	81.8%
6) Capital Outlay		6000-6999	0.00	100,000.00	New
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299,7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	50,000.00	50,000.00	0.0%
9) TOTAL, EXPENDITURES			1,378,114.00	2,458,826.70	78.4%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			608,905.00	(279,430.70)	-145.9%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			608,905.00	(279,430.70)	-145.9%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,033,350.00	1,642,255.00	58.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,033,350.00	1,642,255.00	58.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,033,350.00	1,642,255.00	58.9%
2) Ending Balance, June 30 (E + F1e)			1,642,255.00	1,362,824.30	-17.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	1,642,255.00	1,362,824.30	-17.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9590	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G9 + H2) - (I6 + J2)			0.00		
FEDERAL REVENUE					
Child Nutrition Programs		8220	1,791,620.00	1,970,782.00	10.0%
Donated Food Commodities		8221	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			1,791,620.00	1,970,782.00	10.0%
OTHER STATE REVENUE					
Child Nutrition Programs		8520	122,254.00	134,479.00	10.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			122,254.00	134,479.00	10.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	69,000.00	69,500.00	0.7%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	4,000.00	4,500.00	12.5%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Interagency Services		8677	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	145.00	145.00	0.0%
TOTAL, OTHER LOCAL REVENUE			73,145.00	74,145.00	1.4%
TOTAL REVENUES			1,987,019.00	2,179,406.00	9.7%
CERTIFICATED SALARIES					
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	352,141.00	690,116.00	96.0%
Classified Supervisors' and Administrators' Salaries		2300	81,401.00	176,934.00	117.4%
Clerical, Technical and Office Salaries		2400	42,230.00	96,266.00	128.0%
Other Classified Salaries		2900	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
TOTAL, CLASSIFIED SALARIES			475,772.00	963,316.00	102.5%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	87,127.00	191,238.00	119.6%
OASDI/Medicare/Alternative		3301-3302	32,302.00	74,176.00	129.6%
Health and Welfare Benefits		3401-3402	54,310.00	130,902.00	141.0%
Unemployment Insurance		3501-3502	2,098.00	4,818.00	129.6%
Workers' Compensation		3601-3602	6,824.00	15,574.00	129.7%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			182,661.00	416,868.00	128.2%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	93,419.00	121,444.70	30.0%
Noncapitalized Equipment		4400	1,064.00	50,000.00	4,599.2%
Food		4700	556,970.00	724,061.00	30.0%
TOTAL, BOOKS AND SUPPLIES			651,453.00	895,505.70	37.5%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	260.00	300.00	15.4%
Dues and Memberships		5300	250.00	250.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	2,820.00	3,102.00	10.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	4,007.00	18,000.00	349.2%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	10,891.00	11,495.00	5.5%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			18,228.00	33,147.00	81.6%
CAPITAL OUTLAY					
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	100,000.00	New
Lease Assets		6600	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	100,000.00	New
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	50,000.00	50,000.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			50,000.00	50,000.00	0.0%
TOTAL, EXPENDITURES			1,378,114.00	2,458,836.70	78.4%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund		8915	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Leases		8972	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8089	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	1,791,820.00	1,970,782.00	10.0%
3) Other State Revenue		8300-8599	122,254.00	134,479.00	10.0%
4) Other Local Revenue		8600-8799	73,145.00	74,145.00	1.4%
5) TOTAL, REVENUES			1,967,019.00	2,179,406.00	9.7%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		1,194,258.00	2,012,836.20	68.5%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		50,000.00	50,000.00	0.0%
8) Plant Services	8000-8999		133,950.00	396,124.00	195.7%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			1,378,208.00	2,458,960.20	78.4%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			808,810.00	(279,554.20)	-145.9%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8500-8529	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8960-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			808,810.00	(279,554.20)	-145.9%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9781	1,033,350.00	1,642,255.00	58.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,033,350.00	1,642,255.00	58.0%
d) Other Restatements		5785	0.00	0.00	0.0%
a) Adjusted Beginning Balance (F1c + F1d)			1,033,350.00	1,642,255.00	58.9%
2) Ending Balance, June 30 (E + F1a)			1,842,180.00	1,362,700.80	-17.0%
Components of Ending Fund Balance:					
a) Nonspendable					
Revolving Cash		5711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	1,642,255.00	1,362,824.30	-17.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		5785	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		5790	0.00	0.00	0.0%

Resource	Description	2021-22 Estimated Actuals	2022-23 Budget
SS10	Child Nutrition: School Programs (e.g., School Lunch, School Breakfast, Milk, Pregnant & Lactating Students)	1,542,255.00	1,362,824.30
Total, Restricted Balance		1,642,255.00	1,362,824.30

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		6010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	91,513.00	52,000.00	-43.2%
5) TOTAL, REVENUES			91,513.00	52,000.00	-43.2%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	64,132.00	New
3) Employee Benefits		3000-3999	7,000.00	48,965.00	599.5%
4) Books and Supplies		4000-4999	5,000.00	5,250.00	5.0%
5) Services and Other Operating Expenditures		5000-5999	500,000.00	200,000.00	-60.0%
6) Capital Outlay		6000-6999	224,534.00	300,000.00	33.6%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299,7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			736,534.00	618,347.00	-16.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(645,021.00)	(566,347.00)	-12.2%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	300,000.00	300,000.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			300,000.00	300,000.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(345,021.00)	(266,347.00)	-22.8%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	0.00	(345,021.00)	New
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			0.00	(345,021.00)	New
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			0.00	(345,021.00)	New
2) Ending Balance, June 30 (E + F1e)			(345,021.00)	(611,368.00)	77.2%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	177,686.00	203,511.00	14.5%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	(522,707.00)	(814,879.00)	55.9%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
1) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G9 + H2) - (I6 + J2)			0.00		
LCFF SOURCES					
LCFF Transfers					
LCFF Transfers - Current Year		8091	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers:-Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			0.00	0.00	0.0%
OTHER STATE REVENUE					
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	78,764.00	40,000.00	-49.2%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	12,000.00	12,000.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	749.00	0.00	-100.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			91,513.00	52,000.00	-42.2%
TOTAL REVENUES			91,513.00	52,000.00	-43.2%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	64,132.00	New
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	64,132.00	New
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	16,270.00	New
OASDI/Medicare/Alternative		3301-3302	0.00	4,938.00	New
Health and Welfare Benefits		3401-3402	0.00	26,393.00	New
Unemployment Insurance		3501-3502	0.00	321.00	New
Workers' Compensation		3601-3602	0.00	1,040.00	New
OPEB, Allocated		3701-3702	7,000.00	0.00	-100.0%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
CPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			7,000.00	48,965.00	599.5%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	5,000.00	5,250.00	5.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			5,000.00	5,250.00	5.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	434,326.00	200,000.00	-54.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	65,674.00	0.00	-100.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			500,000.00	200,000.00	-60.0%
CAPITAL OUTLAY					
Land Improvements		6170	45,706.00	0.00	-100.0%
Buildings and Improvements of Buildings		6200	51,014.00	0.00	-100.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	127,812.00	300,000.00	134.7%
Lease Assets		6600	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			224,534.00	300,000.00	33.6%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			736,534.00	618,347.00	-16.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	300,000.00	300,000.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			300,000.00	300,000.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Leases		8972	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8930	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			300,000.00	300,000.00	0.0%

Description	Function Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8800-8799	91,513.00	52,000.00	-43.2%
5) TOTAL, REVENUES			91,513.00	52,000.00	-43.2%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		416.00	0.00	-100.0%
8) Plant Services	8000-8999		735,816.00	818,347.00	-15.9%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			736,032.00	818,347.00	-16.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(644,519.00)	(566,347.00)	-12.1%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	300,000.00	300,000.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			300,000.00	300,000.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(344,519.00)	(266,347.00)	-22.7%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	0.00	(345,021.00)	New
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			0.00	(345,021.00)	New
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			0.00	(345,021.00)	New
2) Ending Balance, June 30 (E + F1e)			(344,519.00)	(811,368.00)	77.5%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	177,686.00	203,511.00	14.5%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	(522,707.00)	(614,879.00)	55.9%

Resource	Description	2021-22 Estimated Actuals	2022-23 Budget
6150	Ongoing & Major Maintenance Account (RMA: Education Code Section 17070.75)	98,922.00	84,747.00
9010	Other Restricted Local	78,764.00	118,764.00
Total Restricted Balance		177,686.00	203,511.00

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	161,338.00	128,764.00	-20.2%
5) TOTAL, REVENUES			161,338.00	128,764.00	-20.2%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	82,516.00	88,753.00	7.8%
3) Employee Benefits		3000-3999	36,994.00	42,507.00	14.5%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	511,974.00	233,667.00	-54.4%
6) Capital Outlay		6000-6999	11,600,021.00	7,542,523.00	-35.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			12,231,505.00	7,907,450.00	-35.4%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(12,070,167.00)	(7,778,686.00)	-35.6%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(12,070,167.00)	(7,778,686.00)	-35.6%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	29,955,616.00	17,085,449.00	-40.3%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			29,955,616.00	17,085,449.00	-40.3%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			29,955,616.00	17,085,449.00	-40.3%
2) Ending Balance, June 30 (E + F1e)					
Ending Balance, June 30 (E + F1e)					
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	17,886,449.00	10,107,763.00	-43.5%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		

Description	Resource Codes	Object Codes	2021-22, Estimated Actuals	2022-23 Budget	Percent Difference
d) With Fiscal Agent/Trustee		9135	0.00		
a) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			0.00		
FEDERAL REVENUE					
FEDA		8281	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Tax Relief Subventions					
Restricted Levies - Other					
Homeowners' Exemptions		8575	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
County and District Taxes					
Other Restricted Levies					
Secured Roll		8615	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.0%
Non-Ad Valorem Taxes					
Parcel Taxes		8621	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	117,058.00	128,764.00	10.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	44,280.00	0.00	-100.0%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			161,338.00	128,764.00	-20.2%
TOTAL, REVENUES			161,338.00	128,764.00	-20.2%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	82,516.00	88,753.00	7.6%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			82,516.00	88,753.00	7.6%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	19,289.00	22,517.00	16.7%
QASDI/Medicare/Alternative		3301-3302	8,052.00	6,834.00	12.9%
Health and Welfare Benefits		3401-3402	9,981.00	11,268.00	12.9%
Unemployment Insurance		3501-3502	393.00	444.00	13.0%
Workers' Compensation		3601-3602	1,279.00	1,444.00	12.9%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			36,994.00	42,507.00	14.9%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	286,346.00	0.00	-100.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	89,739.00	82,600.00	-8.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	58,000.00	65,000.00	12.1%
Professional/Consulting Services and Operating Expenditures		5800	77,881.00	86,067.00	10.5%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			511,974.00	233,667.00	-54.4%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	11,598,481.00	7,342,523.00	-36.7%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	1,540.00	0.00	-100.0%
Equipment Replacement		6500	0.00	200,000.00	New
Lease Assets		6600	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			11,600,021.00	7,542,523.00	-35.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Repayment of State School Building Fund Aid - Proceeds from Bonds		7435	0.00	0.00	0.0%
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			12,231,505.00	7,907,450.00	-35.4%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
Other Authorized Interfund Transfers In		8910	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
From: All Other Funds To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Sale of Bids		8951	0.00	0.00	0.0%
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
County School Bldg Aid		8961	0.00	0.00	0.0%
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	161,338.00	128,764.00	-20.2%
5) TOTAL, REVENUES			161,338.00	128,764.00	-20.2%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		12,231,505.00	7,907,450.00	-35.4%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			12,231,505.00	7,907,450.00	-35.4%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (AS - B10)			(12,070,167.00)	(7,779,686.00)	-35.6%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7530-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4):			(12,070,167.00)	(7,779,686.00)	-35.6%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		8791	29,956,618.00	17,886,449.00	-40.3%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			29,956,618.00	17,886,449.00	-40.3%
d) Other Restatements		9785	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			29,956,618.00	17,886,449.00	-40.3%
2) Ending Balance, June 30 (E + F1e)			17,886,449.00	10,107,763.00	-43.5%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		6780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	17,886,449.00	10,107,763.00	-43.5%

Resource	Description	2021-22 Estimated Actuals	2022-23 Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	36,709.00	40,400.00	10.1%
5) TOTAL, REVENUES			36,709.00	40,400.00	10.1%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	1,000.00	200.00	-80.0%
6) Capital Outlay		6000-6999	1,000,000.00	0.00	-100.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			1,001,000.00	200.00	-100.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(964,291.00)	40,200.00	-104.2%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(964,291.00)	40,200.00	-104.2%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	0.00	(964,291.00)	New
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			0.00	(964,291.00)	New
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			0.00	(964,291.00)	New
2) Ending Balance, June 30 (E + F1e)			(964,291.00)	(924,091.00)	-1.2%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	32,009.00	72,003.00	125.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	(996,300.00)	(996,100.00)	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
d) With Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9600	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			0.00		
OTHER STATE REVENUE					
Tax Relief Subventions					
Restricted Levies - Other					
Homeowners' Exemptions		8575	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
County and District Taxes					
Other Restricted Levies					
Secured Roll		8615	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.0%
Non-Ad Valorem Taxes					
Parcel Taxes		8621	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	4,700.00	400.00	-91.5%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Litigation/Developer Fees		8681	32,009.00	40,000.00	25.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			35,709.00	40,400.00	10.1%
TOTAL, REVENUES			36,709.00	40,400.00	10.1%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
CERTIFICATED SALARIES					
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	1,000.00	200.00	-80.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			1,000.00	200.00	-80.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	1,000,000.00	0.00	-100.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			1,000,000.00	0.00	-100.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			1,001,000.00	200.00	-100.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
From: All Other Funds To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8960	0.00	0.00	0.0%
Contributions from Restricted Revenues		8960	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8069	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	38,708.00	40,400.00	10.1%
5) TOTAL, REVENUES			38,708.00	40,400.00	10.1%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		781.00	200.00	-74.7%
8) Plant Services	8000-8999		1,000,000.00	0.00	-100.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			1,000,781.00	200.00	-100.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES(A5 - B10)			(964,082.00)	40,200.00	-104.2%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		6930-6979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8960-8989	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE(C + D4)			(964,082.00)	40,200.00	-104.2%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	0.00	(964,291.00)	New
b) Audit Adjustments		9783	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			0.00	(964,291.00)	New
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			0.00	(964,291.00)	New
2) Ending Balance, June 30 (E + F1e)			(964,082.00)	(924,091.00)	-4.1%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		8712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	32,009.00	72,009.00	125.0%
c) Committed					
Stabilization Arrangements		8750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9788	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	(996,300.00)	(996,100.00)	0.0%

Resource	Description	2021-22 Estimated Actuals	2022-23 Budget
9010	Other Restricted Local	32,009.00	72,009.00
Total, Restricted Balance		32,009.00	72,009.00

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	3,405,000.00	0.00	-100.0%
4) Other Local Revenue		8600-8799	796,358.00	1,645,848.00	109.3%
5) TOTAL, REVENUES			4,191,358.00	1,645,848.00	-60.7%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	19,400.00	0.00	-100.0%
5) Services and Other Operating Expenditures		5000-5999	164,244.00	274,000.00	66.8%
6) Capital Outlay		6000-6999	157,582.00	178,442.00	13.2%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			341,226.00	452,442.00	32.6%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			3,850,130.00	1,193,406.00	-69.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			3,850,130.00	1,193,406.00	-69.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	0.00	3,850,130.00	New
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			0.00	3,850,130.00	New
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			0.00	3,850,130.00	New
2) Ending Balance, June 30 (E + F1e)			3,850,130.00	5,043,536.00	31.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	3,850,130.00	5,043,536.00	31.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			0.00		
FEDERAL REVENUE					
FEMA		8281	0.00	0.00	0.0%
All Other Federal Revenue		8280	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Pass-Through Revenues from State Sources		8597	0.00	0.00	0.0%
California Clean Energy Jobs Act	8230	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	3,405,000.00	0.00	-100.0%
TOTAL, OTHER STATE REVENUE			3,405,000.00	0.00	-100.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	731,356.00	1,535,848.00	110.0%
Interest		8660	55,000.00	110,000.00	100.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			786,356.00	1,645,848.00	109.3%
TOTAL, REVENUES			4,191,356.00	1,645,848.00	-60.7%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
QASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	100.00	0.00	-100.0%
Noncapitalized Equipment		4400	19,300.00	0.00	-100.0%
TOTAL, BOOKS AND SUPPLIES			19,400.00	0.00	-100.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	164,244.00	274,000.00	66.8%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			164,244.00	274,000.00	66.8%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	85,333.00	115,714.00	35.6%
Buildings and Improvements of Buildings		6200	72,252.00	62,728.00	-13.2%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			157,582.00	178,442.00	13.2%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
Transfers of Pass-Through Revenues					
To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL EXPENDITURES			341,226.00	452,442.00	32.6%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
To: Special Reserve Fund From: General Fund/CSSF		8912	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
From: Special Reserve Fund To: General Fund/CSSF		7612	0.00	0.00	0.0%
From: All Other Funds To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
SOURCES					
Proceeds					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs					
All Other Financing Uses		7651	0.00	0.00	0.0%
		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues					
		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues					
		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	3,405,000.00	0.00	-100.0%
4) Other Local Revenue		8600-8799	786,356.00	1,645,848.00	109.3%
5) TOTAL, REVENUES			4,191,356.00	1,645,848.00	-60.7%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		334,228.00	438,442.00	31.2%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			334,228.00	438,442.00	31.2%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES(A5 -B10)			3,857,130.00	1,207,406.00	-68.7%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE(C + D4)			3,857,130.00	1,207,406.00	-68.7%
F. FUND BALANCE, RESERVES:					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	0.00	3,850,130.00	New
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			0.00	3,850,130.00	New
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			0.00	3,850,130.00	New
2) Ending Balance, June 30 (E + F1e)			3,857,130.00	5,057,538.00	31.1%
Components of Ending Fund Balance					
a) Nonspendable:					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9788	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	3,850,130.00	5,043,538.00	31.0%

Resource	Description	2021-22 Estimated Actuals	2022-23 Budget
Total, Restricted Balance:		0.00	0.00

LOWELL JOINT SCHOOL DISTRICT

RESOLUTION 2021/2022 NO. #867

**AUTHORIZATION OF SIGNATURES ON
ELECTRONICALLY PRINTED CHECKS**

I, Anastasia Shackelford, Clerk of the Governing Board of the above named District of Orange County, California, hereby certify that the said Board at a regular/special meeting thereof, held on the 13th day of June 2022, adopted by a majority vote of said Board, a board action/resolution stating that the following named person(s) signature be printed electronically on vendor checks produced by the Orange County Superintendent of Schools and that all previous authorizations for approval are rescinded.

TYPED NAME

SIGNATURE

Jim Coombs



In witness whereof, I have hereunto set my hand this 13th day of June 2022.



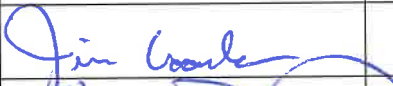




Anastasia Shackelford, Clerk of the Board of Trustees

LOWELL JOINT SCHOOL DISTRICT.

RESOLUTION 2022/2023 NO. #868

AUTHORIZATION OF GROUP SIGNATURES

I, Anastasia Shackelford, Clerk of the governing Board of the above named School District of Orange County, California, hereby certify that the said Board at a regular/special meeting thereof, held on the 13th day of June 2022, adopted by a majority vote of said Board, a board action/resolution that the following named persons be authorized to sign and/or **electronically** approve payments and documents related to Payroll, Purchase Orders, Contracts, Travel Reimbursement Requisitions, and Vendor Orders, as indicated, and that all previous authorization of signatures are rescinded. This resolution further states that the authorization is subject to the following provisions:

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

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

In witness whereof, I have hereunto set my hand this 13th day of June 2022.



Anastasia Shackelford, Clerk of the Board of Trustees

LOWELL JOINT SCHOOL DISTRICT

RESOLUTION 2021/2022 NO. #869

**AUTHORIZATION OF APPROVAL OF
VENDOR CLAIMS/ORDERS**

I, Anastasia Shackelford, Clerk of the Governing Board of the Lowell Joint School District, hereby certify that the said Board at a regular/special meeting thereof, held on the 13th day of June 2022, adopted by a majority vote of said Board, a board action/resolution stating that the following the following named person(s) be authorized to approve vendor payments **electronically** effective July 1, 2022; and that all previous authorizations for approval are rescinded. This board action/resolution further states that when this authorization is exercised, the claims and orders have been ordered paid by said Board and have been processed pursuant to the provisions of Education Code sections 42630-34/85230-34.

TYPED NAME

SIGNATURE

Andrea Reynolds

Chelle Price

In witness whereof, I have hereunto set my hand this 13th day of June 2022.

Anastasia Shackelford, Clerk of the Board of Trustees

NOTICE OF PUBLIC HEARING
LOWELL JOINT SCHOOL DISTRICT

Lowell Joint School District will hold a Public Hearing pursuant to Education Code Section 52062 (b) (1). The District is required to hold a public hearing to solicit recommendations and comments by parents, teachers, members of the community interested regarding the specific actions and expenditures proposed to be included in the Local Control Accountability Plan (LCAP).

NOTICE IS HEREBY GIVEN that the Board of Trustees of the Lowell Joint School District at its regular meeting to be held on June 13, 2022, will hold a public hearing to accept comments from members of the public on Lowell Joint School District's Local Control Accountability Plan (LCAP) for the year ending June 30, 2022, prior to Final Adoption as required by Education Code Section 52062. The Notice of Public Hearing was posted at a school district elementary school, intermediate school, and the District Office.

The proposed LCAP will be available for public inspection at the District's Educational Services Department from June 13, 2022, through June 30, 2022, between the hours of 9:00 a.m. and 4:00 p.m. Monday through Thursday.

The June 13, 2022, Board meeting of the District will begin at approximately 7:30 p.m. in the District's Board Room located at 11019 Valley Home, Whittier, California, 90603.

Questions and/or comments should be directed to Dr. Sheri McDonald, Assistant Superintendent of Educational Services, (562) 943-0211, ext. 4278.



Lowell Joint School District

A Tradition of Excellence Since 1906

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Lowell Joint School District

CDS Code: 30-64766-0000000

School Year: 2022-23

LEA contact information:

Jim Coombs

Superintendent

jcoombs@ljsd.org

562.902.4203

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2022-23 School Year

Projected Revenue by Fund Source

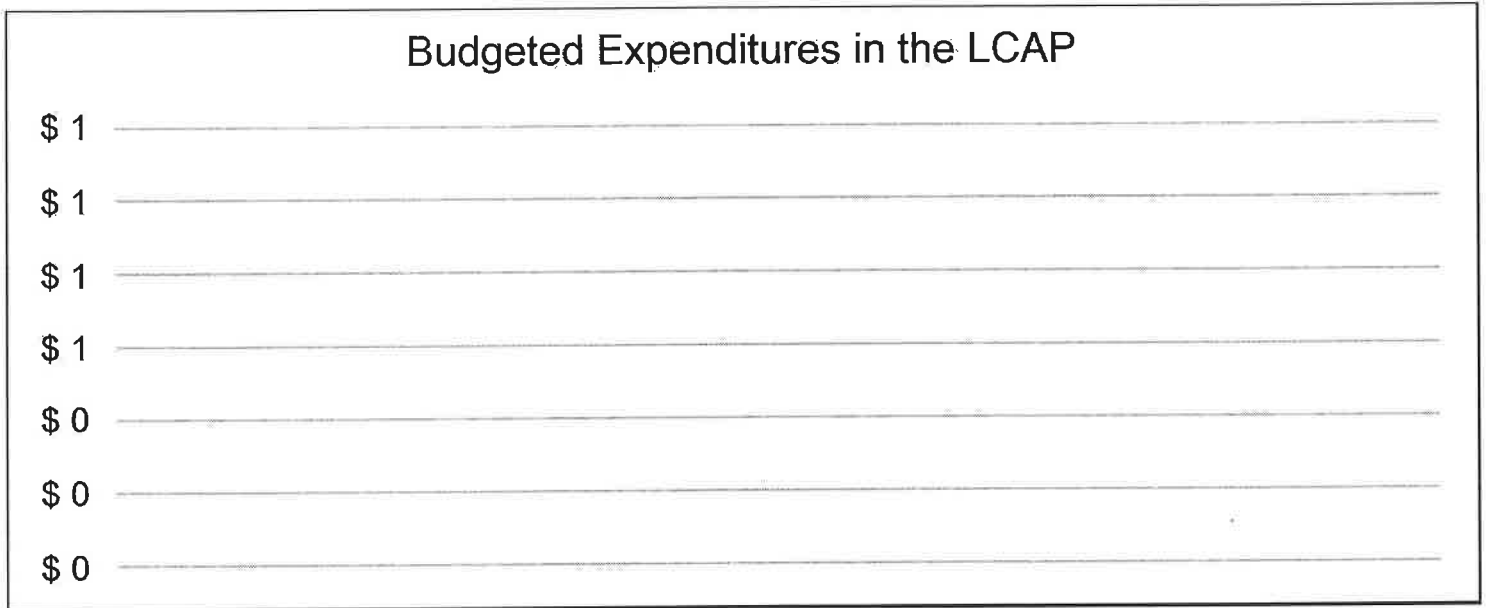
Total LCFF funds
\$0
0 %

This chart shows the total general purpose revenue Lowell Joint School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Lowell Joint School District is \$0, of which \$ is Local Control Funding Formula (LCFF), \$ is other state funds, \$ is local funds, and \$ is federal funds. Of the \$ in LCFF Funds, \$ is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Lowell Joint School District plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

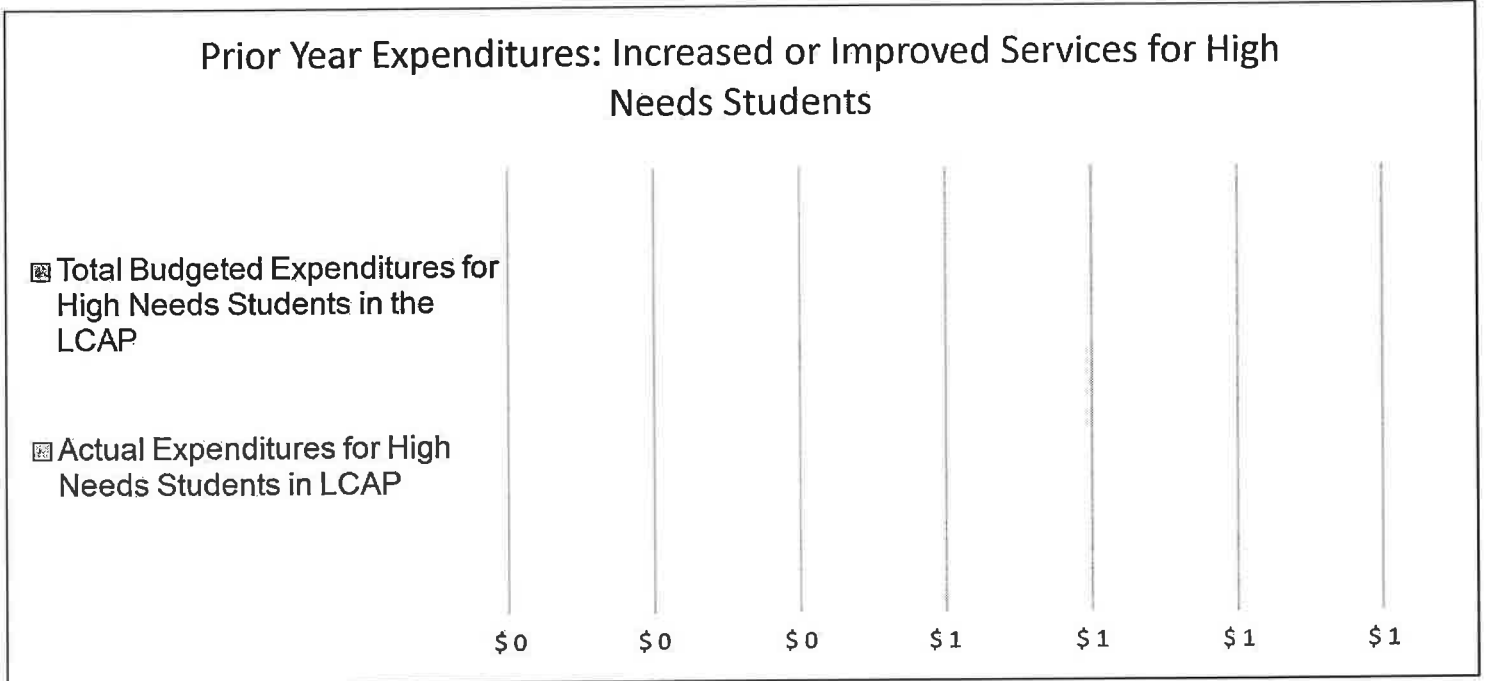
The text description of the above chart is as follows: Lowell Joint School District plans to spend \$ for the 2022-23 school year. Of that amount, \$ is tied to actions/services in the LCAP and \$ is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Lowell Joint School District is projecting it will receive \$ based on the enrollment of foster youth, English learner, and low-income students. Lowell Joint School District must describe how it intends to increase or improve services for high needs students in the LCAP. Lowell Joint School District plans to spend \$ towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2021-22



This chart compares what Lowell Joint School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Lowell Joint School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021-22, Lowell Joint School District's LCAP budgeted \$ for planned actions to increase or improve services for high needs students. Lowell Joint School District actually spent \$ for actions to increase or improve services for high needs students in 2021-22.



A Tradition of Excellence Since 1906

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Lowell Joint School District	Jim Coombs Superintendent	jcoombs@ljsd.org 562.902.4200

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

Because of the short timeline involved in developing plans along side the current planning for the Local Control Accountability Plan (LCAP), discussions related to the additional monies (Educator Effectiveness, Expanded Learning Opportunity Program, and the Universal Pre-Kindergarten) were held during the already scheduled meetings with educational partners for LCAP input. It was discussed separately from the LCAP process as an opportunity to include one-time dollars in services we would be able to provide for students that fit within the categories identified for appropriate expenditures. With that in mind, educational partners were given the opportunity to provide input both during the meeting and as part of a Padlet created to capture the thoughts of various educational partners for both the LCAP and these new one-time funds. The Assistant Superintendent of Educational Services is meeting with the Parent Teacher Associations (PTAs) for each school site, with the staff at each school site, the District English Learner Advisory Committee (DELAC), the LCAP Advisory Committee, California School Employees Association (CSEA) for classified staff, and Lowell Joint Education Association (LJEA) for certificated staff. In addition, communications through the Superintendent's Office in the Healthy Families Update for both staff and parents provided information on potential opportunities for input at meetings as well as regularly scheduled meetings with PTAs. The surveys conducted for the LCAP also provide information from parents, staff, and students that have helped to inform services that we may provide under the Extended Learning Opportunities Grant/Program even though the survey was specific to the LCAP process. Discussions specific to the development of all plans

were also part of both Instructional Cabinet meetings and Principal meetings. The Board of Trustees is updated on a weekly basis through the Superintendent's Office in addition to information shared at regularly scheduled Board meetings once a month.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

As a district, Lowell Joint does not receive any concentration monies and was therefore, not eligible for these additional funds.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Again, due to the short timeline involved in developing plans along side the current planning for the Local Control Accountability Plan (LCAP), discussions related to the development of the Extended Learning Opportunities Grant Plan (ELO-G), the Learning Continuity Plan, and the Safe Return to Instruction plan were held during the already scheduled meetings with educational partners for LCAP input. It was discussed separately from the LCAP process as an opportunity to include one-time dollars in services we would be able to provide for students over the next two years that fit within the categories identified for appropriate expenditures. With that in mind, educational partners were given the opportunity to provide input both during the meeting and as part of a Padlet created to capture the thoughts of various educational partners for both the LCAP and these new on-time and ongoing funds. The Assistant Superintendent of Educational Services is meeting with the Parent Teacher Associations (PTAs) for each school site, with the staff at each school site, the District English Learner Advisory Committee (DELAC), the LCAP Advisory Committee, California School Employees Association (CSEA) for classified staff, and Lowell Joint Education Association (LJEA) for certificated staff. In addition, communications through the Superintendent's Office in the Healthy Families Update for both staff and parents provided information on potential opportunities for input at meetings as well as regularly scheduled meetings with PTAs. The surveys conducted for the LCAP also provide information from parents, staff, and students that have helped to inform services that we may provide under the Extended Learning Opportunities Grant/Program even though the survey was specific to the LCAP process. Discussions specific to the development of all plans were also part of both Instructional Cabinet meetings and Principal meetings. The Board of Trustees is updated on a weekly basis through the Superintendent's Office in addition to information shared at regularly scheduled Board meetings once a month.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

The Elementary and Secondary School Emergency Relief Plan (ESSER III) is being monitored for implementation in terms of identified actions and expenditures on a regular basis. A coding system was implemented within the Purchase Request system to identify and track various expenditures back to the appropriate plan, goal, and action item whether it is one-time dollars or within the LCAP itself with ongoing funds. Within the seven categories for expenditure, as an example, summer school and intersession is one action item. Of the \$550,000 identified for this item, \$260,000 was expended in the first summer with the rest available for the summer of 2022. All expenses were coded back to this particular item to facilitate the monitoring and reporting of the items within the plan. This has been a tremendous success in tracking the expenditures. The greatest challenge has been the overlap in criteria for the various funding sources. This often requires the movement of expenditures to funding that must be expended on a shorter timeline that meets the same criteria. Another serious challenge has been in finding staffing to expend some of the funds that were targeted for before and after school programs as well as other positions to support programs within the day. We have been able to ensure continuity of services through developing a Virtual Academy for long-term Independent Study, academic support for those students in short-term Independent Study, increasing sub pay to cover teacher absences due to Covid-related quarantine and isolation to be competitive with neighboring districts in the sub shortage, providing PPE for staff and students, providing regular testing as well as at-home testing kits to facilitate safe school environments, and having access to an additional school nurse to support the increased demands related to health and safety within the district.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

For each of the required plans for both one-time dollars and on-going funding in addition to the LCAP, a coding system has been developed in fiscal to identify the plans connection where appropriate to the goals and actions within the LCAP. This allows for the tracking of expenditures related to the individual plan as well as the connection to related expenditures within the LCAP to ensure alignment. These are reviewed on a regular basis by the Assistant Superintendent of Educational Services and the Director of Fiscal Services as Purchase Requests are submitted for various funding sources and plan items.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lctf@cde.ca.gov.

Introduction

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: “A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: “A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California Education Code Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: “A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the

continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021



A Tradition of Excellence Since 1906

Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Lowell Joint School District	Jim Coombs Superintendent	jcoombs@ljsd.org 562.902.4203

Plan Summary [2022-23]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

The Lowell Joint School District was established in 1906 and encompasses 8 square miles in the cities of La Habra, La Habra Heights, Whittier, and portions of unincorporated Los Angeles County. The District serves the educational needs of approximately 3,050 students in Transitional Kindergarten through eighth grade at five TK-6 elementary schools and one intermediate school. There is also a special needs preschool at one elementary site. The race/ethnic break down of the student population includes significant student groups for Hispanic at 69.2% and White, non-Hispanic at 19.4%. There are also 4.5% Asian, 1.6% Filipino, and 1.4% African American with a few students in other ethnicities. Within the overall student population, approximately 12% qualify for Special Ed services, 8% for English Learners, 1% McKinney Vento (a 5% decrease), with 53% low income. This is a significant increase in families qualifying for free/reduced lunch from the prior year at 41%. While we do not have a significant number of Foster Youth (less than 1%), we monitor all of these student groups to provide targeted support based on need in our overall Multi-Tiered System of Supports or MTSS. All six schools have received a Pivotal Practice Award in the 2021-22 school year as well as recognition as California Distinguished Schools and Gold Ribbon schools in prior years. Rancho Starbuck Intermediate was also designated as a School To Watch in the 2016-17 school year and was redesignated in the 2020 school year. All Title I schools were honored with the Title I Academic Achievement Award in 2015-16 as well as the Business Excellence Award. The District is committed to providing strong academics, basic skills, and a well-rounded program of traditional subject offerings. We emphasize the importance of education, the family, and traditional American values: higher education, personal integrity, social responsibility, Character

Education, and an appreciation of our national heritage are all stressed at District schools. All students have access to Chromebooks as part of our 1:1 Chromebook Initiative along with professional development for teachers in instructional practices for technology integration. All students have access to technology through STEAM activities either within the classroom or in the STEAM Lab including 3D printers, Virtual Reality, Strawbees, Spheros, Green Screen set-ups, and Ozobots. Both Rancho Starbuck and El Portal have been honored with Golden Bell Awards, and El Portal has been selected as a No Excuses University site (2019). The district has been honored with the two very prestigious Magna awards from the National School Boards Association on a national level for it's Blue Ribbon Special Education team and Arts for All: Let the Music Play (2022-Grand Prize winner).

With the support of our community, Lowell Joint was able to pass a bond measure (Measure LL) in 2019 that is allowing the district to tackle some much needed improvements to the aging facilities since most schools were built in the 1950s and 60s. Work has already been completed at Olita, El Portal, and Macy with Jordan finishing up in June of 2022. The scope of work includes roofing, HVAC systems, associated electrical, sewer lines, replacement of wood affected by termites and/or wood rot, and various other projects related to bringing our schools into the 21st century. Meadow Green will undergo updates in the 2022-2023 school year. Additional district funds have been able to add to the scope of work including painting, marquees, and water-bottle filling stations as examples.

On October 2, 2017, the Board of Trustees approved the Guiding Goals and accompanying descriptions which serve as the overarching vision for the Lowell Joint School District. These are affirmed each year by the Board. The Mission and Board Goals are listed below:

Mission: The Lowell Joint School District is committed to providing a strong academic program of 21st Century Skills with a well-rounded program of diverse and innovative subject offerings. All District Schools emphasize the importance of education, the family, and traditional values. We stress the value of personal; integrity, social responsibility, and a respect for our national heritage. The Lowell Joint School District envisions a culture where technology empowers all members of the school community to achieve success and expand learning beyond the walls of the classroom. All stakeholders will utilize technology to become highly competent in a technological world through continuous improvement in academics, career, and life.

Guiding Goals

DISTRICT GOAL 1: ACADEMIC EXCELLENCE - LEARNING FOR ALL STUDENTS

Vision: Every student experiences educational success at the highest levels of achievement. We believe that each student has a unique ability to learn in an environment that is enriched with a challenging curriculum, where learning is modeled and expectations are both known and high. We expect all students to demonstrate continued and improved academic achievement, through Collaboration, Communication, Critical thinking, and Creativity, to be college and career ready, and to become lifelong learners.

DISTRICT GOAL 2: SAFE, ORDERLY, POSITIVE, RESPECTFUL LEARNING ENVIRONMENTS

Vision: All campuses provide an aesthetic, orderly environment that is organized to ensure learning. We believe in a collaborative spirit of place where all feel safe, welcomed, valued, and respected. We foster a culture that promotes the emotional health, safety, well-being and involvement of students, staff, family and community.

DISTRICT GOAL 3: HIGH QUALITY STAFF PROVIDING HIGH QUALITY SERVICE

Vision: All staff possesses the appropriate knowledge, skills, and attitudes needed to provide high quality services leading to high quality results. We believe that high quality service is achieved when staff is well trained, proactive, responsive, and collaborative. We attract, train, and retain high performing staff that actively engage, collaborate, and support students in effective instruction and the use of current technologies.

DISTRICT GOAL 4: SCHOOL/ FAMILY/ COMMUNITY PARTNERSHIPS & COMMUNICATION

Vision: High quality student learning is supported by partnerships. We believe these partnerships are enhanced through effective communication and collaboration. We establish a culture which encourages positive relationships among our students, staff, and families as well as educational, business, and community partners. We believe these partnerships and communication must be nurtured to optimize opportunities for learning and personal growth for students.

DISTRICT GOAL 5: ACQUISITION & ALLOCATION OF RESOURCES TO SUPPORT FISCAL EXCELLENCE

Vision: Resources are focused to achieve district goals. We believe that public schools deserve sufficient resources to achieve high quality student learning. We believe that efficiency, transparency, and cost-effective practices must characterize District and school operations to ensure that resources are aligned and applied to achieve established goals. We are committed to remaining fiscally solvent by effectively managing resources and pursuing new revenue sources.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Given the disruption in the 2019-2020 and 2020-2021 school years due to the pandemic, many of our goals and action items remained in place for 2021-2022 until we had better data to monitor progress using the same metrics. Comparatively speaking, we had relatively high attendance with a district average of approximately 96% during distance learning in 2020-2021. For the 2021-2022 school year, we did not anticipate the extreme number of students who would be out due to quarantine and isolation requiring a significant increase in the number of students with absence issues at the beginning of the year before the state made adjustments to coding for independent study due to quarantine/isolation. Our average attendance for the 2021-2022 school year as of May 2022 is 94.2% with a range from 91.84% to 95.76% between the six sites. We have been actively monitoring our chronic absentee rates for the last six years internally. In the 2018-19 school year Lowell Joint had a chronic absentee rate of 4.8% in comparison to the State at 9%. Attendance data was skewed with the closures in March of 2020 and distance/hybrid learning for the 2020-2021 school year. Dataquest reports our Chronic Absentee percentage at 4.9% for 2020-2021 which is well below the state at 14.3% and LA County at 12.9%. With the number of students in quarantine and isolation during the 2021-2022 school year, we will still need to focus on this area given the drop in attendance. However, during an extremely difficult season, we have managed to keep kids in engaged and attending school at a fairly consistent level to pre-pandemic which is a success. And within that data, there is less than a 2% difference between our largest student group populations of Hispanic/Latino; African American, and White.

While Lowell Joint continues to be a high performing district, there has definitely been a need to address students who have not been successful in the traditional program. The district has worked closely with each of the sites to determine the areas of greatest need and how to address those needs. Rancho Starbuck has an award-winning intervention program that provides additional support for students struggling with reading, mathematics, or language development. Two sections each of reading and math intervention, and an ELD support class provide targeted assistance to students needing a little extra help to be successful academically. Additional STEAM offerings provide enrichment and engagement for students including a pathway that leads to AP Computer Science. Rancho Starbuck was honored as a School to Watch in 2016 initially and for their ongoing efforts in creating an engaging environment for learning that supports all students in high levels of achievement. For all sites, providing intervention opportunities within the school day has been an ongoing focus. Refining our Multi-tiered System of Support (MTSS) to meet the needs of all students and close performance gaps is an ongoing process based on changes in data each year. While the data is somewhat skewed from the spring of 2021, we were still above state and Los Angeles county proficiency levels with 52% meeting or exceeding in English language arts and 35% in mathematics compared to 49% for the state in ELA and 34% for mathematics. LA county was at 48% for ELA and 31% for mathematics. For both areas, we were below the Orange county levels of proficiency at 61% and 43%. This is not entirely surprising given the extended period of time students were in distance learning and the lower rate of participation overall. We implemented iReady this year for the first time, so we are relying heavily on that data to support some of the gaps in state assessment data. The placements in the program for English language arts show a 12% increase in the number of students in the "mid on-grade or above" category with another 3% increase in "early on-grade" This gives us a total of 51% in these two levels compared to the beginning of the year with only 36%. For our 7th and 8th grade students, the median percent of typical growth was 133% and 139% respectively. Some of the greatest growth areas are for students in the primary grades that will not show up in state assessments. Kindergarten moved from 31% on grade level to 65% between fall and winter for example. We are currently administering the 3rd assessment for the spring, so we hope to have that comparison data shortly to see the full growth for the year and compare that with state assessment scores when they are released for 2022. This is a tremendous success, however, given the difficulties of the year with the number of students out for quarantine/isolation. The results are similar in mathematics with an 11% increase in fall to winter placement in "mid on-grade or above" for an overall jump from 18% to 38% in the two on-grade level categories. These winter assessment results are from late January so we would anticipate similar growth for the spring assessments.

The Special Education Blue Ribbon Action Team was formed to completely revamp Board policies and procedures to better serve our students with disabilities. This committee included teachers, district personnel, SELPA representation, a lawyer from OCDE, and a professor from Biola in order to ensure that best practices and education code were all forefront in discussions. All policies and procedures were reviewed, revised, and submitted for Board approval. As a result of all this work, the district was honored with the very prestigious Magna award from the National School Boards Association in 2021 and a subsequent Golden Bell award in 2022. Members of this committee presented at the ACSA Region 17 Administrator Conference and are sharing at a staff meeting for each of the six sites during the 2021-2022 school year to develop a better understanding of these policies and procedures for all staff. On the heels of this award, the district received a Golden Bell award and a second Magna award in 2022 for the arts program Arts for All: Let the Music Play. In the category for small schools, Lowell Joint was actually the grand prize winner for 2022. Each of the six schools received a Pivotal Practice award from the state in 2022 as well which highlights effective strategies for supporting students during the 2020-21 school year when California required schools to offer distance learning due to the COVID-19 pandemic. These are just a few examples of the recognition received through outside agencies that helps to validate the incredibly dedicated staff in Lowell Joint who strive to make things better in service of our students.

We hired 10 paid interns for the 2021-2022 school year (4 counseling and 6 psych) to work directly with current personnel to increase services through our C.R.E.W. (Creative Response to Emotional and Educational Wellness) program. This was the fourth year of this program, which continues to be a success. These services are in addition to the existing partnership with the Gary Center (no cost), a partnership with Supervisor Hahn's Office for limited counseling support (no cost), an existing counselor and existing Psych services. The response to C.R.E.W. has been overwhelmingly positive on all school campuses. The vast majority of counseling done through the interns has been personal/social counseling with over 600 meetings for counseling services in this area. The next largest counseling type has been academic counseling and "other" with over 200 meetings each. As we know, those two issues go hand-in-hand. If a student is struggling personally, there is a good change there are academic issues as well and if there are academic issues, there are usually personal struggles present. Staff continue to appreciate that there are more hands on deck to help students in all areas from academic to personal/social needs. It has been helpful to provide more personalized supports for students. For example, when an SST is held for a student, it is now feasible to offer weekly check-ins with a counseling/psychologist intern as a way to support student progress. The interns have done presentations in classes on topics such as "how to be a good friend" and career interest inventories. They have held group sessions for students struggling with grief or for students who struggle to complete homework. They work with students that have trouble controlling their anger, which can play out in aggression in the classroom or with their peers. They work with students suffering from anxiety and overwhelming emotional issues, which has been especially helpful during the pandemic. The interns have helped with supervision, a key role in the job of a school counselor, as well as helped with FLEX classes when students were on campus. The counseling interns have also sat in on SST's and IEPs and helped with the College Planning Night for parents at Rancho. Teachers and staff have appreciated the support as we continue to meet the needs of students, and students are continuing to benefit from the support and encouragement that the interns provide. Overall, the implementation of C.R.E.W. is a continued success and will only continue to grow. We did lose three of the counseling interns over the course of the year, so we will look at ways to help create sustainability in those positions for next year. The addition of Care Solace as a 3rd-party vendor to support families in navigating mental health supports has also been a success.

The community passed Measure LL in November of 2018 with overwhelming support for our Lowell Joint schools. The bond has allowed for the upgrade and modernization of facilities that were constructed in the 1950s and 60s. With the school closures during the pandemic, the work was started earlier than expected with no students on campus and accelerated without having to manage temporary housing. This allowed for completion of construction in a more timely manner, which moved up the timelines. This continues to save on construction costs and the repayment schedule. Olita, El Portal, Macy, and Jordan are completed with Meadow Green slated for the 22-23 school year. That leaves only Rancho Starbuck to complete the scope of the work identified in the Measure LL bond.

As a district, the focus on early learning with the Grant from First Five OC has allowed us to offer a Learning Link this year. The Learning Link is a space for parents to come with their child age 0-5 and engage in activities to build school readiness in areas such as gross and fine motor skills, cooperation with other kids, following routines, letters and sounds, and so forth. It allows for support of parents in activities they can do at home as well to continue to develop a strong foundation for learning. It opened in January with just two days a week to begin serving approximately 24 families. The response was so overwhelmingly positive that we added a third day almost immediately. Fun, Physical Fridays were added in March and split into two sessions to accommodate the growing demand. We are currently servicing over 40 families who have connected with each other to create a community. The parents are volunteering to help set up and take down on Fridays and have asked us to continue the Learning Link through the summer. We are exploring the possibilities for this summer, but we can definitely plan for that in the future. We have also applied for a state funded preschool again since the process was interrupted in 2020 due

to the pandemic. We are looking to open both full day and part day options on a small scale as we increase our services for early learners and plan for the expanded learning opportunities required by the state. We have hired Coordinators for both Early Learning and Expanded Learning to support the growth of programs in these two areas, which is very exciting. Lowell Joint doesn't qualify for after school funding from the state (ASES), so this new funding under the Expanded Learning Opportunities-Program (ELO-P) will allow us to service students needing academic supports as well as enrichment while supporting families who are in need of additional hours of child care. We have applied for two preschool licenses to accommodate the growing number of families in need of affordable preschool. We have received our fundable score letter from the California Department of Education on our preschool application and are awaiting the final notification that we have been awarded a contract from the state for a state-funded preschool. We will be able to offer both a part-day and full-day option for the 2022-23 school year, which is very exciting for our district.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Refining our Multi-tiered System of Support (MTSS) to meet the behavior and social-emotional needs of all students continues to be a priority. Echoed in feedback from all stakeholder groups, there is a serious concern for the social-emotional well-being of students, staff, and families in returning to campus after another year of disruption, loss, and trauma on varying levels for everyone. We had already begun to develop some supports in this area, with the introduction of C.R.E.W. prior to the pandemic as described above. There is still a need to increase the focus on social emotional learning in the classroom on a daily basis given the past year. Data from Covitality, a universal social-emotional screener for grades 4-8, was used to identify students at risk that could be supported by interns and other school personnel. The limited scope of Covitality is being augmented by adding Care Solace as a partner. Care Solace developed a website for our district to connect students, families, and staff to mental health supports in the area, help them navigate issues such as insurance and referrals, and check in to determine if the services are meeting the need. Individuals can use the site themselves or district personnel can refer individuals to the site for support. While this information went out through a Healthy Family Newsletter and families are being referred through staff, the links to the website are not readily accessible from the district website or the individual school websites, which needs to be addressed. This will support the self-referral process. The counselor and interns again provided lessons on social emotional issues throughout the 2021-2022 school year. We purchased the Social Emotional Learning (SEL) curriculum from Studies Weekly for students in grades TK-6 last year to support classrooms along with the Calm Classroom materials. There are varying levels of implementation, so we need to articulate baseline expectations and provide additional support where needed. Overall, social-emotional and other mental health needs continue to be an area for us to grow in.

Chronic absenteeism is still an area of concern. While we have no Dashboard data to determine improvements in the color bands, we do anticipate skewed data based on the number of students in isolation/quarantine throughout the 2021-22 school year. As we finish out the year, we will need to analyze different data sets to determine if we have made progress in this identified area from 2019-2020. This will remain an area of focus for us until we can determine more consistent data to see real growth. One of the strategies for increasing attendance is providing engaging opportunities for students to participate in that keep them connected to their classroom. Both parents and staff have expressed a desire for more art instruction for students, so we are partnering with the Muckenthaler Cultural Center to provide art

opportunities for all elementary sites this coming year. This will be in addition to the variety of before and after school offerings being developed as part of the Expanded Learning Opportunities program. A Youth Theater is also being developed based on student interest. These enrichment opportunities are a vital part of engaging students and creating a space students want to be a part of. Along side intervention for academic support, the goal is to connect students in ways that spark their creativity and passions.

Since not having Dashboard data for tracking Status and Change and the various color bands to show progress, there is still no direct comparison point for much of our Academic data. However, we are able to analyze the data from what CAASPP scores we have for 2021 in addition to the overall iReady data for the year mentioned above. Our overall percentage of students with Standard Met and Above for English Language Arts was at 52.27% with mathematics at 35.35%. Our most significant student group populations are Hispanic (69.2%) and White, non-Hispanic (19.4%). Following that as student groups are Asian (4.5%), Filipino (1.6%), and African American (1.4%) with a few remaining in other race and ethnicity groupings or 2 or more race and ethnicities. For Language Arts, the Hispanic student group was at 48.83%, White at 57.79%, Asian at 76.14%, Filipino at 71.43%, and African American at 32.14%. In comparison to all students, this puts our Hispanic and African American student groups behind. For mathematics, the Hispanic student group was at 30.98%, White at 40.2%, Asian at 72.73%, Filipino at 50%, and African American at 37.04%. In comparison to all students with Standard Met and Above at 35.35%, only the Hispanic student group is below that at 30.98%. Other student group data to be mindful of in the planning for our LCAP includes the academic data for our students with disabilities, English learners, and students on free/reduced lunch. Our Foster Youth population is small enough that the results are not reported, so we will pull those individual students for monitoring under MTSS. Our students with disabilities dropped significantly from our last CASSPP data with only 12.95% at Standard Met and Above in ELA compared to 57.05% for students with no reported disability and 10.35% for mathematics compared to 38.24%. For English learners, our Redesignated Fluent English Proficient students are at 55.95% for ELA which is above the English Only (EO) at 53.32%. This is exciting as it means our students exciting English learner status are maintaining at a rate consistent with non-English learners. For mathematics, the same was true with RFEF students at 42.06%, which is higher than EO at 35.37%. Our current English learners were struggling significantly with only 19.05% with Standard Met or Above for ELA and 14.02% for mathematics. Compared to the English Only numbers this is a 34.27% gap for English language arts and a 21.35% gap for math. Our economically disadvantaged student group (those on free/reduced lunch) were at 40.05% Standard Met or Above compared to 59.43% for those not economically disadvantaged. For mathematics the comparison is 24.77% to 41.38%. This represents about a 20% gap in both cases where historically our economically disadvantaged students have been extremely close to our non-economically disadvantaged. Clear areas of focus include support for our economically disadvantaged, English learners, Hispanic, and students with disabilities for both ELA and math. In addition to that, African American students need support in ELA. These identified gaps will help drive the services and resources provided under MTSS outlined primarily in Goal 4.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The LCAP has five identified goals to address both the eight State priorities and the five local Board goals. The first goal focuses on the basic conditions of learning necessary to ensure student success. The second goal highlights Early Literacy, which continues to be an area of growth for us. Over the last three years, we have been working toward adding a state-funded preschool and additional services to support school readiness for children ages 0-5 within our district boundaries. While the pandemic froze state funding for the preschool, we opened a

Learning Link that creates a space where parents can come with their child to engage in activities designed to support school readiness. We have applied for state funding for a preschool again and have developed a fee structure for a fee-based program. We have applied for two additional licenses to be able to open preschool sites at both Olita and Jordan. The current license at Maybrook was originally meant to support a preschool there while Jordan was under construction. The Universal Pre-Kindergarten (UPK) requirements from the state are also supporting movement around this goal. With some of our youngest learners in TK-2nd grade having the greatest issues with attendance and engagement during distance learning, there is a significant need to address gaps in skill development. Students have shown significant growth this year, and the additional resources and services we are planning for now under UPK will help support this. The third goal centers around the need to modernize facilities for the safety and well being of staff and students. The community passed Measure LL in November of 2018 with overwhelming support for our Lowell Joint schools. This bond is supporting the upgrade and modernization of facilities that were constructed in the 1950s and 60s. With the closing of the private school at the district's Maybrook site, that space is being used for housing students temporarily as we rotate sites through over the next few years. This has allowed for completion of construction in a more timely manner without having to work around students on campus, which is less disruptive for their educational experience. With the additional bond monies for identified upgrades to roofing, HVAC, and associated plumbing and electrical, district funds for maintenance will be available to expedite much needed repairs and/or upgrades to the sites outside of the scope of the bond. Olita, Macy, Jordan, and El Portal have already been completed with Meadow Green moving to the Maybrook site for the 2022-23 school year. Goal four includes the expansion of our Multi-Tiered System of Support (MTSS), which truly drives the overall vision of the district in meeting the Academic Excellence goal where "every student experiences educational success at the highest levels of achievement...[and] each student has a unique ability to learn in an environment that is enriched with challenging curriculum, where learning is modeled and expectations are both known and high". MTSS encompasses the academic, behavioral, and social emotional well being of each and every student as we strive to create an environment with supports and enrichment for all students to reach their full potential. The academic gaps noted in the Plan Summary: Reflections section will be addressed within our Multi-Tiered System of Support for students. The fifth goal is designed to focus on another continued area of growth for us in building enrichment opportunities and developing 21st century skills in our students. This again is a reflection of the mission of the district that "envision[s] a culture where technology empowers all members of the school community to achieve success and expand learning beyond the walls of the classroom". It has been another challenging year, but our staff and students have done well in adjusting and moving forward. We know that there will continue to be academic, behavioral, and social emotional needs that we will need to evaluate and determine the best support for through MTSS.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

We do not have any schools identified for CSI at this time.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

We do not have any schools identified for CSI at this time; however, all schools complete a School Plan for Student Achievement (SPSA) whether they receive Title I funding or not. As part of the development of that plan, schools conduct a needs assessment and work with the School Site Council to develop goals based on the analysis of that data. As part of the overall Multi-Tiered System of Support, schools identify specific, evidence-based interventions to support the targeted needs of students. A universal screener is used at each site with additional assessments as needed to determine flexible groupings which shift on a regular basis based on student need. In addition to clear expectations for first, best instruction in Tier I, the district continues to refine supports in Tier 2 and 3 each year based on analysis of the data to determine gaps and the greatest areas of need.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Again, while we have no schools in CSI, we do require a plan from each site that is monitored throughout the year by the School Site Council including a mid-year and end-of-year review to determine if student needs are being met and if adjustments need to be made to the plan.

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

CHANGE TO CURRENT YEAR INFORMATION

Each year, the Assistant Superintendent of Educational Services meets with educational partners to gather input for the Local Control Accountability Plan (LCAP). After analyzing assessment data from the prior year and information released on the California Dashboard in November, an LCAP Advisory Committee is formed that includes parents, staff, union representation, and SELPA representation. Meetings are scheduled from January-April to gather input from the LCAP Advisory Committee, the Parent Advisory Committee, DELAC, Cabinet, Instructional Leadership, staff, parents, students, and the unions for both certificated and classified staff. Regular updates are provided to the Board of Trustees and annual surveys are sent out in February to parents, staff, and students to gather additional information to develop the LCAP. Goals and Actions within the LCAP are regularly discussed at Administration meetings and as Principals develop their Single School Plan for Achievement (SPSA) to support the district in meeting its goals. Ultimately, the LCAP is posted on the district website for public input as well as presented for Public Hearing in June prior to LCAP approval by the Board of Trustees. In addition to the meetings and surveys this year, an online document (a Padlet) was created for stakeholders to post input on from February through May. Educational Partners were encouraged to email the Assistant Superintendent directly as well, and then the suggestions from these emails were added to the online document.

Input from all the various Educational Partners was shared with the LCAP Advisory Committee, and as a public document, the Padlet was available for all to see, comment on, and add to.

The following represents the formal meetings to gather input from various educational partners:

LCAP Advisory Committee: March 9 and April 27th, 2022 with the Letter from the Superintendent to be mailed in June
Parent Advisory Committee: February 2, March 9, and April 27th, 2022 with the Letter from the Superintendent to be mailed in June
DELAC: April 22, 2022
PTA: February 16, 2022 (Jordan), February 17, 2022 (El Portal), February 17, 2022 (Rancho Starbuck), January 20, 2022 (Olita), February 3rd 2022 (Meadow Green), January 13th, 2022 (Macy)
Staff Meetings: March 7th, 2022 (Meadow Green), April 21st, 2022 (Olita), March 4th, 2022 (Rancho Starbuck), April 4th (El Portal), March 17th, 2022 (Jordan), March 28th, 2022 (Macy)
CSEA: March 15, 2022
LJEA: April 12th, 2022
SELPA: Attended the LCAP Advisory meetings
STUDENTS: Survey of 497 students

These are in addition to the survey, regular updates at Board meetings, and discussion at regularly scheduled Instructional Leadership meetings which include Cabinet and all Principals. Additionally this year, the certificated union (LJEA) sent out an additional survey to gather input for the LCAP that was included in the padlet as teacher input that was shared throughout the process.

A summary of the feedback provided by specific educational partners.

A common theme for all Educational Partners continues to center around the need to address the social emotional learning of students with the continued difficulties in the 2021-22 school year related to trauma and the pandemic. Being disconnected from peers and the routines of school life in addition to experiencing the potential traumas associated with the pandemic (loss, food insecurity, change in living situation, unemployment, lack of supervision, etc.) has taken a toll on our students and families. Understandably, there is great concern around reconnecting kids and being sure their mental health and social emotional needs are being met. This was expressed by certificated and classified staff as well as parents in the desire for more counselors and psychologists to support the growing needs of students. It was echoed by students in two questions on their survey where 29% of students responding did not feel like they knew an adult they could talk to if they needed help and 23% do not feel like school is a place where they feel safe. Since 84% feel successful at school and 89% teachers treat them with respect, the connection issues seem to center around issues not entirely related to the academics of school. This is also reflected in the types of visits recorded by counseling interns to receive support related to areas other than academics.

Another common theme from staff and parents was the need to support intervention for students who still need extra support in developing skills they are lacking. The flip side to this is supporting the students who may also need enrichment opportunities both to challenge and engage them in extending what they have learned or already know even through the disrupted learning for their peers. Both parents and staff members are excited about the Expanded Learning Opportunities that will provide greater access and resources before and after school, which also allows us to use existing funds on similar opportunities in the day. Having structured Art and Physical Education programs that can support social emotional learning was brought up multiple times as an important part of offerings in the planning for next year.

Parents in particular have voiced the need for preschool and additional early learning opportunities. The desire for expanded hours in the Learning Link form the first day it opened is a good indication of how important the need is for these types of opportunities as is the request to have it open all summer long. Also voiced by parents is the desire for the increased enrichment activities around STEAM and the more formalized GATE identification and opportunities for students.

Some of the priorities for teachers included classroom furniture, books for the classroom and libraries, and finally, art and physical education support. There are a number of other items on the survey that can be addressed without specific reference in the LCAP such as access to supplies.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

With the above in mind, the district has created a specific goal around enrichment, early literacy, and social emotional well-being to focus on these areas over the next few years. This is in addition to the goals that describe maintenance of basic operations, facilities upgrades which has been and continues to be in the forefront of the community, and the overall Multi-Tiered System of Support (MTSS) that continues to expand in order to meet the needs of every student within the Lowell Joint Community. The LCAP continues to prioritize funding for Early Literacy under Goal 2 that includes the development of two preschools (including state-funded slots). The Learning Link will continue under the funding from First Five, and we will look for ways to increase the number of families served. The continued focus on social emotional health and well-being through the use of counseling and psych interns along with resources for teachers in the classroom is reflected in Goal 4 under the Multi-Tiered System of Support. Some of the intervention and enrichment supports are documented in Goals 4 and 5 while much of this is being developed as part of the Expanded Learning Opportunities Plan. As this unfolds over the next year, additional offerings will be reflected in the LCAP based on the needs assessment of our families for programs and supports. Some items have already been addressed. For example, one parent asked about the installation of marquees that are being installed this summer, so that was not included as a specific item in the LCAP. The entire list of feedback has been provided to cabinet so that while prioritized items from the LCAP Advisory Committee are directly reflected in the LCAP, additional suggestions can also be managed.

Goals and Actions

Goal

Goal #	Description
1	All students of the Lowell Joint School District will have appropriate conditions for successful learning outcomes.

An explanation of why the LEA has developed this goal.

This goal addresses the basic conditions necessary to open the doors of our schools and support the successful learning of our students. Staffing and basic operations are accounted for here to address the Local Control Funding Formula (LCFF) State Priority #1, which is Basic (Conditions for Learning). In addition, evidence for the sufficiency of materials to address the LCFF State Priority #2 Implementation of State Standards (Conditions for Learning) is also included. Beyond just having materials, staff are surveyed each year to determine their level of comfort with implementing state standards. Additionally, given the need for proficiency in technology, digital resources as part of core programs, and the changes in instructional practice due to the recent school closures, access to devices and the internet have become a part of ensuring that students have access to the resources they need to be successful with state standards. Partnering with parents is a critical component to ensuring success for our students, which is LCFF Priority #3 Family Engagement. Parents are actively involved in the school community through School Site Council, PTAs, volunteer opportunities, and parent training. This also addresses all five Board Goals: Fiscal Excellence, Academic Excellence, High quality staff providing high quality service, and Safe, orderly, positive, respectful learning environments, and School/Family/Community Partnerships and Communication.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Credential Audit and data from CBEDS	One teacher has an Internship Credential working on a full credential with another on a short-term Staffing Permit working toward an Internship Credential and then a full credential. All remaining teachers were fully credentialed	All teachers were fully credentialed and appropriately assigned in the 2021-2022 school year.			All teachers will be fully credentialed and appropriately assigned.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Board minutes for William's sufficiency	and appropriately assigned in the 2020-2021 school year. Every student has standards-aligned materials as measured by Williams compliance documentation.	Every student has standards-aligned materials as measured by Williams compliance documentation. This was affirmed at the Board meeting in October of 2021 and the minutes are posted on the district website.			All students will continue to have standards-aligned materials.
Certificated staff survey on implementation of standards	94% of certificated staff members who teach core content areas said they Agree or Strongly Agree with the statement "I am comfortable in my understanding and implementation of California State Standards" as measured by the annual teacher survey.	The district average dropped to 88% this year which in part may be due to the piloting and focus on new science materials with NGSS. Based on survey results, 100% of teachers at Rancho are comfortable with state standards with the average for the elementary sites being 86%.			95% of certificated staff members who teach core content areas will Agree or Strongly Agree with the statement "I am comfortable in my understanding and implementation of California State Standards".
Distribution of devices and hot spots (as needed) to ensure access to instructional resources to support	All students were provided a device in the 2020-2021 school year due to distance learning. When	All students were provided a device in the 2021-2022 school year for use in the classroom with			All students will have access to devices and internet to support progress on state standards and

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
the development of proficiency in state standards.	students are back on campus, a system has been created to assign devices for those in need while continuing to provide devices within each classroom for student use. Qualifying families will also be able to check out a hot spot and/or be connected with low-cost internet providers.	devices checked out to 7th and 8th grade students. TK-6th grade students needing access at home were able to check out a device. Qualifying families were also able to check out a hot spot and/or be connected with low-cost internet providers. 99.3% of families stated they had access to technology and received communication from the district.			proficiency in 21st century skills.
Documentation of training for SSC and DELAC members including the minutes, sign ins, and presentation materials Parent involvement in the LCAP process as documented through sign-in sheets to ensure representation of parents of UDRPs along with regularly scheduled meetings for parent input in	SSC and DELAC training was conducted in the year prior to COVID. Training will be scheduled for the fall of 2021 for each site as part of parental input into the decision-making process for the development of SPSAs and the LCAP. Virtual meetings were calendared in the 2020-2021 school	At the beginning of the year, Principals reviewed roles and procedures with their respective School Site Councils. The role of the DELAC in providing input in the decision-making process for the LCAP was discussed at the DELAC meeting in April where input for the LCAP was solicited in addition to information on the			SSC and DELAC training is conducted every other year to ensure parent participation in the decision-making process. Meetings will be calendared each school year including the potential for reaching a wider audience by continuing with virtual options. Sign in

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
"Coffee with Coombs" at each site. Attendance at PTA meetings by district staff to connect with parents and support efforts to involve the parents of UDPs .	year with limited participation. Digital sign in sheets were maintained to document participation. Sign in sheets document the participation of district staff at regularly scheduled PTA meetings along with the PTA Council meetings for La Habra.	Consolidated Application and Title III funding specifically.			sheets will be maintained to document participation. Sign in sheets will document the participation of district staff at regularly scheduled PTA meetings along with the PTA Council meetings for La Habra
Survey Results	95% of the parent respondents marked "Agree" or "Strongly Agree" with the statement, "I feel welcome at my student's school". 97% of the parent respondents marked "Agree" or "Strongly Agree" with the statement, "I receive information about my student's academic performance through report cards, progress reports, email, parent-	94.6% of the parent respondents marked "Agree" or "Strongly Agree" with the statement, "I feel welcome at my student's school". 95% of the parent respondents marked "Agree" or "Strongly Agree" with the statement, "I receive information about my student's academic performance through report cards, progress reports, email, parent-			95% or more of parent respondents marking "Agree" or "Strongly Agree" with the statement, "I feel welcome at my student's school". 97% or more of parent respondents marking "Agree" or "Strongly Agree" with the statement, "I receive information about my student's academic performance through report cards, progress

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	notification letters, and/or parent conferences/phone calls". 93% of the parent respondents marked "Agree" or "Strongly Agree" with the statement, "Our school is safe, orderly, and well disciplined". 88% or more of students will "Agree" or "Strongly Agree" with the statement "I feel safe at school" and "I have opportunities to connect with my school".	notification letters, and/or parent conferences/phone calls". 93.9% of the parent respondents marked "Agree" or "Strongly Agree" with the statement, "Our school is safe, orderly, and well disciplined".			reports, email, parent-notification letters, and/or parent conferences/phone calls". 93% or more of parent respondents marking "Agree" or "Strongly Agree" with the statement, "Our school is safe, orderly, and well disciplined". 92% or more of students will "Agree" or "Strongly Agree" with the statement "I feel safe at school" and "I have opportunities to connect with my school".
Survey Results Sign Ins	94% of parents responded Agree or Strongly Agree to the statement "I am aware of parent involvement opportunities such as School Site Council, English Learner Advisory Committee (ELAC), Parent Teacher Association	88% of parents responded Agree or Strongly Agree to the statement "I am aware of parent involvement opportunities such as School Site Council, English Learner Advisory Committee (ELAC), Parent Teacher Association			95% or more of parent respondents marking Agree of Strongly Agree with the statement "I am aware of parent involvement opportunities such as School Site Council, English Learner Advisory Committee

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>(PTA), Back-to-School Night and Open House, and I have multiple opportunities to be involved in my child's education".</p> <p>Monitor sign ins and participation for SELPA involvement, meeting attendance, and the percentage of families of UPPs engaged in activities and decision-making committees.</p>	<p>(PTA), Back-to-School Night and Open House, and I have multiple opportunities to be involved in my child's education".</p>			<p>(ELAC), Parent Teacher Association (PTA), Back-to-School Night and Open House, and I have multiple opportunities to be involved in my child's education".</p> <p>Once a baseline is established (since the data is not currently aggregated across multiple meetings), there will be a 5% increase in the number of families actively involved in activities and committees across the district.</p>

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Certificated Staffing-Teachers	Fully credentialled teachers will be employed and appropriately assigned. This includes some teachers that support unduplicated pupils; however, those services are documented elsewhere within the Local Control Accountability Plan (LCAP). Where the documentation of services is provided, the expense is identified as a repeated expenditure.	\$15,608,363.00	No

Action #	Title	Description	Total Funds	Contributing
1.2	Certificated Staffing-Administration and other Support Staff	This includes certificated personnel working at the district office, Principals, the Assistant Principal at Rancho Starbuck, School Psychologists, and SLPs (Speech and Language Pathologists).	\$2,695,938.00	No
1.3	Classified Staffing-Technology Department	The Technology Department, consisting of three full-time and one part-time employee, will oversee the District's technology needs. This includes monitoring the networks and infrastructure for access to the internet and online testing for the state. With the Chromebook Initiative, maintenance and support of devices is an ongoing need. Go Guardian was implemented as well across the district to allow teachers the ability to monitor students on their Chromebooks for added safety. Communication tools such as websites, phone, and email systems will also be maintained by the Tech Department as will safety and security measures such as Raptor which was purchased for implementation in the 2018-19 school year. Raptor is an electronic check in system for all people visiting a campus that alerts staff to potential issues with a visitor. Catapult is an emergency management system for communication during emergency situations such as a lock down, which is also managed by the Tech Department. It allows for better coordination with outside emergency personnel such as police and fire as well as internally for teachers to account for students. Tech staff also work with students in specialized opportunities to learn about technology such as drones, programming, and robotics.	\$407,997.00	No
1.4	Classified Staffing-Custodial, Maintenance, and Grounds	Provide basic custodial, maintenance, and grounds services.	\$1,773,857.00	No
1.5	Basic Utilities	Basic utilities including electrical and water.	\$830,328.00	No
1.6	Instructional Materials-Textbooks and Software	In order to ensure that all students have standards-aligned instructional materials, the district has a Textbook Adoption timeline to plan for the expenditure of funds to stay in alignment with the release	\$313,567.00	No

Action #	Title	Description	Total Funds	Contributing
		of new frameworks under the state adoption cycle. This also includes the purchase of any necessary supplemental materials and software programs that are part of the overall instructional program designed to support progress on mastery of state standards. For the 2021-2022 school year, we anticipate the purchase of new science materials since the pilot was interrupted in the 2020 school year. Software items included here are those purchased by the district that directly impact student progress on standards and/or tools teachers use for instructional purposes within the classroom including Lexia, ST Math, SeeSaw, Kami, and Google Enterprise.		
1.7	Site Technology Allocation	Each school is provided with a technology allocation to update and expand equipment inventory with a priority placed on any teacher computer that is five or more years old. After those replacements have been made, the sites work with their site leadership teams to determine how best to use the funds in alignment with their identified needs and goals in their School Plan for Student Achievement (SPSA).	\$45,000.00	No
1.8	Instructional Supplies-Per Pupil Site Allocation	Each school was provided with a per pupil allocation for the purchase of instructional supplies. This allocation is based on overall enrollment at the site as calculated from CBEDS data in October. It is adjusted each year in alignment with the Consumer Price Index (CPI).	\$271,180.00	No
1.9	Maintenance of Chromebooks	Maintain and refresh devices from the first cycle of purchasing in 2015-16. As new Chromebooks are purchased, we have been able to expand the 1-1 Chromebook initiative for grades 3-8 to include the TK-2nd grade classrooms. With sending home devices during the pandemic, there is a greater need for replacement of devices in the coming year in addition to the anticipated need to refresh the older devices. The refresh of devices at Rancho Starbuck in 2021-2022 will allow distribution of those current devices into the lower grades. There	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		is not an expectation for any large-scale expenditures in this area for 2022-2023.		
1.10	Classified Staffing-Data Systems Analyst	With the increase in state-required reporting through CalPads in addition to the need for the management of the Student Information System (Aeries), it is necessary to maintain a classified position for the data input and monitoring. As a small district, this position also supports the monitoring of our unduplicated pupils in running queries and reports for English learners, Foster Youth, McKinney-Vento Youth, and low income families. That portion of the salary is accounted for under Goal 4, Action 14.	\$51,916.00	No
1.11	Single Plan for Student Achievement (SPSA)	SPSA goals will be shared at a regularly scheduled Board meeting including conclusions drawn from data analysis to highlight the unique needs of each individual school site. Each school will provide opportunities for parents to engage with the school community, attend trainings or parent nights designed to support the Home School Connection. These are outlined in the site's Single School Plan for Student Achievement (SPSA). As part of managing and tracking the action items and expenditures in the SPSA, we are looking to purchase Title 1 Crate from 806 Technologies to support the monitoring of services for our Unduplicated Pupils who drive the development of goals in the SPSA.	\$5,000.00	No
1.12	School Site Council and DELAC	Continue to provide annual training and/or refreshers for School Site Council members on their roles and responsibilities. Each Title I school will hold a Title I meeting to inform parents of opportunities for advisory groups and volunteerism. Schools will continue to implement an English Language Advisory Council (ELAC) or transfer the responsibilities to the School Site Council. The ELAC representative from the site along with other parents of English learners attend District English Language Advisory Committee (DELAC) meetings to	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
1.13	Parent Teacher Associations (PTA)	<p>provide input on services for English learners at the district level. This is a vital part of involving parents in the decision-making process.</p> <p>Each school will continue to form a Parent Teacher Association (PTA) with district support to reach out to the parents of UDPs. Meetings are scheduled both in the morning and in the evening to allow for greater attendance. PTAs strive to include parents in meaningful ways from event planning to roles within the PTA. At least once a year, district personnel attend meetings to discuss the LCAP in addition to parent meetings held by the Superintendent known as "Coffee with Coombs". Site Principals regularly attend meetings to provide information and receive feedback for planning purposes. The District will support the efforts of the La Habra PTA Council and each school will send a representative to the council meetings.</p>	\$0.00	No
1.14	Family Engagement	<p>Fund tools to support parent outreach: phone outreach system and websites for the district, sites, and teachers. The District will continue to offer trainings and/or institutes designed to partner with parents in supporting student success. An annual parent survey will be administered to provide parents with an opportunity for feedback and ideas for enhancing educational programs. The Director of Special Education will continue to support families in accessing resources and training through the SELPA to ensure our students with special needs are being supported.</p>	\$34,647.00	No
1.15	Classified Staff- Administration and other Support	<p>The costs associated with Office Managers, Fiscal Services, Attendance Clerks, and other classified support staff necessary for the basic operations at the district office and sites are included here.</p>	\$2,696,003.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

There were no substantive differences related to this goal since the vast majority of action items for the basic operations of the schools are salary and benefits.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Once the budget is finalized, any material differences will be analyzed along with any changes in planned percentages for increased and improved services for unduplicated students (Foster Youth, English Learners, and students on Free/Reduced Lunch).

An explanation of how effective the specific actions were in making progress toward the goal.

All basic school functions were carried out over the course of the year even with all of the continued challenges from Covid 19. There are a few action items not related to salary that we need to continue to work on more effectively. We introduced Title I Crate this year to better organize documentation related to federal programs. In doing so, we noticed some areas for professional development that would be helpful for our Principals. With some of the changes to the Single Plan for Student Achievement (SPSA) and a few newer Principals, we are planning to provide some professional development around the comprehensive needs assessment (Goal 1.11). We have also noticed that there is some difficulty in identifying a representative from each site for the District English Learner Advisory Committee (DELAC). So while we provide training for SSC members, we need to support schools in strategies for increasing parent involvement (Goal 1.12). This feeds into another action item (1.14) around family engagement. We have made great connections with our Learning Link families this year in creating a community of support for the program. Our PTAs do a phenomenal job of partnering with us in support of our schools also. And yet, while we have many parents involved on site and in providing input for things like the LCAP, we frequently struggle with finding representatives for DELAC. We need to strategize ways to better involve out English Learner parents in the decision-making process.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

There was a drop in the number of elementary teachers feeling comfortable with state standards based on the staff survey this year. Some of this can be attributed to piloting science materials that are much more connected to NGSS than existing programs in the district. Science work had begun before the pandemic in terms of unpacking standards and discussing shifts in content between grade levels; however, the piloting process was disrupted with Covid and the shift to distance learning. The district purchased some supplemental materials for science since the existing core programs did not have digital platforms. While this allowed us to continue with science instruction virtually, piloting the newer materials in preparation for a new adoption has deepened teachers understanding of science standards while creating some need for professional development in how to teach the new standards (Goal 1.6). As mentioned above, training in the comprehensive needs assessment and engaging our English Learner parents will be a focus for the coming year in order to increase representation on the DELAC.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
2	Early Literacy

An explanation of why the LEA has developed this goal.

As the community needs have shifted over the last few years, it has become evident that Lowell Joint needs to provide more opportunities to develop school readiness skills for incoming students. Over the last few years, Transitional Kindergarten classes have been opened at each elementary site. The district also runs a preschool to service students with special needs. Prior to the school closures in March of 2020, the district had applied for and received a fundable score for a state-funded preschool program. With two preschools in the area closing even before the pandemic, this was identified as a need from our families. With the freezing of funding to new programs in March of 2020, we were unable to move forward with a preschool at that time. We became involved with the First Five Orange County: Children and Families Commission when asked to administer the Early Developmental Index (EDI) to Kindergarten students in order to provide comprehensive data for the city of La Habra. This led to discussions about using the information for our district with the need to include our Los Angeles county schools as well. First Five LA and First Five OC were able to work together to fund this for our district prior to the pandemic. First Five OC provided consultants to support the writing of our application for a state-funded preschool, and ultimately, First Five OC included us in their last round of funding so that we received an Early Childhood grant to develop programs and services to better support early literacy. So while the district is still on hold with state-funding for a preschool, we have continued to move forward with planning to better meet the early literacy needs of our community. A Teacher on Special Assignment (TOSA) was hired to support the deliverables for the grant and provide professional development around early literacy needs within the district. During the school closures, our primary grades were the most impacted in terms of attendance and engagement. Our Kindergarten student had a chronic absentee rate of over 9% with both 1st and 2nd grades above 6%. This is significantly higher than the other grade levels that ran between 2-4% for a district average of 4.34%. Given that we may have additional students that postponed entry into schooling due to the pandemic along with the disrupted schooling for many of our local preschools, we are anticipating this will be an area of greater focus through the cycle of this LCAP at minimum. This goal helps to address the LCCFF State Priority #2 Implementation of State Standards (Conditions for Learning) as well as State Priority #4 Pupil Achievement (Pupil Outcomes). This also addresses the Board Goals of Academic Excellence and School/Family/Community Partnerships and Communication.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Early Childhood Accountability Plan	The Early Childhood Leadership Team has	The Early Childhood Leadership team has			The three-year plan will have been

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
and quarterly updates on progress.	<p>met to develop the beginnings of the Early Childhood Accountability Plan. Quarterly updates were provided during the 2020-2021 school year; however, progress on some goals was delayed due to school closures including the opening of a state-funded preschool. The hope is to complete the plan in the coming year with programs and services beginning in the 2021-2022 school year.</p>	<p>monthly meetings to revisit goals and determine next steps to enhance our work with programs and resources to support families in early childhood. The Learning Link, Fun Physical Friday, Young Essential Scholars (YES) Newsletter, Early Developmental Index (EDI) brochure, Ready4K mobile application, Help Me Grow parent forums (both in English and Spanish) and LJSD Learning Link website are programs and resources that are currently in place and examples of ways we serve our families in the 2021-2022 school year. The ECLT also uses the Program Guidance Tool and Early Childhood Accountability Plan to celebrate accomplishments and determine next steps</p>			<p>developed and implemented including quarterly updates to the plan.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Agendas and Minutes from the Early Childhood Leadership Team.</p>	<p>The agendas and minutes from the 2020-2021 school year reflect the initial planning of this group for reaching out to engage stakeholders to help develop the vision and plan for early literacy within Lowell Joint. The committee includes primary teachers, a principal, the district nurse, various other district personnel, parents, and community members to support outreach to families with children ages 0-5 that are not enrolled within our school system.</p>	<p>in ongoing efforts to support families that are aligned with the First 5 deliverables.</p> <p>The 2021-2022 agenda and minutes are ongoing reflections of the work completed with the diverse Early Childhood Leadership Team. With the new Universal Pre-Kindergarten plan, the team has added new members to include educators and staff representative of the P-3 alignment. An Early Childhood Program Coordinator has been hired to oversee the planning and implementation of UPK in LJSJ for the 2022-2023 school year including the support for opening of two preschools, learning link and other resources to support families and with children ages 0-5. The California State Preschool Program</p>			<p>The Early Childhood Leadership Team will continue to assess data around the needs of our early learners and their families to develop programs and connect families with resources to support school readiness.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Data from Constant Contact for Newsletters and Brochures with Early Literacy Information; Participation with Ready4K	The Early Literacy Teacher on Special Assignment (TOSA) has begun sending out newsletters through Constant Contact and is developing a brochure to support parents with understanding developmental milestones for early learners. There are 58 participants signed up to receive monthly newsletters after initial emails to staff and parents. Ready4K licenses have been purchased with 47 people currently signed up to receive weekly texts with activities and information for parents targeting the specific ages of their children.	application has been submitted with hopes to offer both fee based and state funded preschools. The Early Literacy Teacher on Special Assignment (TOSA) uses the Young Essential Newsletter (YES) to share programs and resources to support families. We have increased to 70 participants. We went from a monthly newsletter to a quarterly newsletter and strategically provided activities, community based programs, information linked to the Early Developmental Index (EDI) to inform families on ways to support their child with age appropriate kindergarten readiness resources. Using data from the Early Developmental Index (EDI), a informational brochure			Data from Constant Contact and Ready4K will show an increase in the number of families subscribed to these resources.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Sign-ins to document parent involvement in the Learning Link.	The Learning Link has not opened yet, so we have no data.	<p>on a domain (Gross and Fine Motor Skills) was developed to support families in both English and Spanish. This brochure also offers easy activities linked to various ages to guide parents/guardians in ways to support their child in this area. This brochure is shared at our Learning Link, our collaborative and community providers build awareness around the current data. The data for Ready 4K indicates that over 4000 text messages and 500 custom messages have been delivered to our participants related to curriculum developed for their child.</p>			Parents will regularly make use of the Learning Link to build school readiness skills in children ages 0-5.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
		<p>their child. Our Aeries data base tracks attendance of families attending the Learning Link. We currently have 50 families participating in our Learning Link on a regular basis. Due to high levels of participation and limited space we have 12 families a day with outdoor Fun Physical Fridays with a focus on gross and fine motor skills with 30 participating families. We have increased our Instructional aide form 10 hours to 15 hours and now 18 hours to meet the demand and hope to increase next year at various school sites.</p>			
<p>Enrollment in the preschool program.</p>	<p>The preschool program has not opened yet. A for-fee option is being developed for the beginning of the 2022 year with the potential for a state-funded preschool should</p>	<p>Two preschool locations have been strategically determined by leadership for the 2022-2023 school year. There will be 48 spaces at both campuses with a goal</p>			<p>All slots within a for-fee and/or state-funded preschool will be filled to provide support for our earliest learners.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
	<p>funding become available.</p>	<p>of 24 fee based and 24 state funded spaces for our LJSD families. (LJSD re-applied for a state funded program) We did open a Learning Link in October of 2022 to serve families with spaces limited to 12 using some of the First 5 funds to hire an instructional aide to facilitate learning with parents/guardians and their children in activities linked to Kindergarten readiness. With growing demand our Learning Link plus Fun Physical Friday is up to 12 families a day and is serving 48 families with children ages 0-5 years old.</p>			
<p>Attendance at and implementation of professional development around language acquisition as measured by sign-in sheets, classroom observation and ongoing coaching.</p>	<p>While many of the teachers attended training in OCDE Project GLAD in 2013-14 and 2014-15, there has not been any follow up. Additionally with many new staff in the district over the</p>	<p>In the 2021-2022 school year there has been a shortage of substitute teachers thus having an impact on the opportunities for professional development. We were able to have</p>			<p>All teachers will have attended both the initial 2-day training and the 4-day demonstration for OCDE Project GLAD. In addition, regularly scheduled follow up sessions will be</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
	<p>last 6 years, a number of people need to attend the initial 2-day training and the 4-day demo. Eight teachers attended the 2-day in June of 2021.</p> <p>A google site was started to provide resources across grade levels that is specific to the implementation of OCDE Project GLAD within Lowell Joint</p>	<p>another 2 Day Research and Theory training for GLAD with 8 additional participants. In addition, we continue to provide resources and support through the TOSA Newsletter and Google Site specifically focusing on high impact strategies to support listening, speaking, reading and writing across the grade levels. Planning efforts for the 2022-2023 school year are to have opportunities to offer the initial 6 day training and follow up during the summer and school year as well as after school. The TOSA has specific time allocated for teacher support, modeling of strategies and coaching in daily schedule.</p>			<p>provided along with in-class modeling and coaching by the Early Literacy TOSA who is also a trainer for OCDE Project GLAD. Implementation by teachers is clearly evident through artifacts within the room and shared resources developed by teachers in on the google site.</p>

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Early Literacy Teacher on Special Assignment (TOSA)	The Early Literacy Teacher on Special Assignment (TOSA) is responsible for coordinating the development of the Early Childhood Accountability Plan and its deliverables while also supporting teachers with strategies for the development of literacy. This includes the actions specifically identified within the LCAP as well as those in the Early Childhood Accountability Plan that is required by the grant funding from First Five Orange County. The Early Literacy TOSA will work with teachers on identifying areas of need through the data gathered in the Early Developmental Index and district-wide benchmarks. This is especially important in returning from disrupted schooling to ensure that the foundational skills developed in the primary grades are addressed in supporting students with proficiency in reading and writing.	\$135,906.00	Yes
2.2	Early Literacy Committee	Convene an Early Childhood Leadership Team that will develop an Early Childhood Accountability Plan (ECAP) with evidence of implementation and support.	\$1,000.00	No
2.3	Early Literacy-Community Engagement	The following include strategies identified for engaging with community providers, parent groups and individuals to support early learners with a primary focus on our families needing support with community resources and navigating school readiness: <ul style="list-style-type: none"> • Establish relationships with neighboring community providers, parent groups and individuals in the LJSJ district boundaries. • Develop ongoing communication with existing providers, parent groups and individuals to work collaboratively in supporting early learning. • Utilize YES (Young Essential Scholars) Newsletter to showcase community providers, parent groups and individuals that support early learners. • Provide a Learning Link for families to engage in meaningful activities linked to early learning. 	\$30,002.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Provide access to Ready4K to target resources to existing families and those with children ages 0-5 within our community. • Utilize quarterly informational brochure documenting early childhood milestones for families supporting children ages 0-5. 		
2.4	Early Literacy- Preschool Program and Learning Link	With approximately 40% of our families within Lowell Joint meeting the requirements for free and reduced lunch, there is a tremendous need to support our community with access to quality preschool at no charge. As the discussion began around opening a state-funded preschool, many additional families expressed an interest in having a fee-based program as well since we would be able to offer a program at less expensive rates than some of the local alternatives. We are in the process of applying for a preschool license so that we are able to move forward with a state-funded preschool as funds become available and explore the fee-based options. Until we are able to open a preschool program, we are preparing to open a Learning Link: a space where parents come with their children ages 0-5 to engage in activities designed to develop and support school readiness skills. The goal would be to have the space open for 10 hours a week.	\$56,000.00	Yes
2.5	Transitional Kindergarten	Transitional Kindergarten is not currently compulsory, however, those students who would not otherwise be enrolled in preschool or other school readiness programs prior to entry into Kindergarten are at a serious disadvantage without the opportunity to participate in activities designed to nurture and develop foundational skills.	\$632,359.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

There were no substantive differences.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Once the budget is finalized, any material differences will be analyzed along with any changes in planned percentages for increased and improved services for unduplicated students (Foster Youth, English Learners, and students on Free/Reduced Lunch).

An explanation of how effective the specific actions were in making progress toward the goal.

Based on all the measurable outcomes and feedback from First Five and OCDE in monitoring our progress around issues related to early learning, the specific actions have been very successful at beginning this journey. The number of positive comments we have received around the Learning Link are also indicative of heading in the right direction.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

There are additions to the goal that will be fleshed out through the UPK plan and deliverables under the First Five grant, but there are no specific changes to the existing action items.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
3	Modernization and Maintenance of Facilities

An explanation of why the LEA has developed this goal.

The schools in Lowell Joint were built in the 1950s and 60s and are in desperate need of major maintenance and modernization. The District continues to prioritize facility needs, and with the passing of a bond in 2018 (Measure LL), there will be additional monies available to begin the modernization and upgrading of all sites over the next few years. The primary focus of the bond is related to roofing and HVAC with the associated electrical and plumbing. These additional dollars will allow District funds for maintenance to be used on other needs in the prioritized list. Facilities projects were identified beginning with the Olita Major Maintenance project that began in 2020. There was an unexpected vacancy at the Maybrook site within the district that had been leased to a private school. This allowed for the consideration of using that site as temporary housing for the six schools as the repairs to roofing and HVAC systems are completed. No students present on site allows for a faster construction timeline, which decreases the overall cost of the project. It also means students will not be disrupted during the day by construction. Olita was technically moved to the Maybrook campus at the beginning of the 2020 school year while we were still in distance learning. Because we were not able to return to in-person instruction until March of 2021, there was little disruption for students who were meeting virtually. Construction was completed on the Olita site and Macy was moved to Maybrook mid-year. With the work at El Portal being done over the summer, three of the six schools were able to complete major construction and modernization within about a year. This allowed the district to complete the issuance of the bonds, which ultimately saved the tax payers approximately five million dollars in addition to some construction savings. Jordan is being moved to the Maybrook site for the 2021-2022 school year. Meadow Green and Rancho Starbuck will follow after construction is completed at Jordan. Given that the primary purpose of the bond was to upgrade basic necessities (roofing, HVAC, electrical and plumbing), there is still much work to be done. The district will continue to address major areas for improvement in conjunction with the projects identified in the scope of work for the bond. This goal helps to address the Local Control Funding Formula (LCFF) State Priority #1, which is Basic (Conditions for Learning).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Board agendas and minutes Bond Oversight Committee agendas and minutes	The Facilities Master Plan will be Board approved and implementation will begin with regular	The Facilities Master Plan was Board approved and implementation is monitored with regular			Identified timelines for priorities within the Facilities Master Plan will be met including

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
SARCs and FIT Reports	updates to the Board of Trustees on progress. All school sites were inspected using the Facilities Inspection Tool (FIT) to ensure that facilities are in "Good Repair" or higher.	updates to the Board of Trustees on progress. All school sites were inspected using the Facilities Inspection Tool (FIT) to ensure that facilities are in "Good Repair" or higher.			projects completed under the bond. All school sites will continue to receive a "Good Repair" or higher marking on the annual FIT reports that are then reported in the School Accountability Report Cards (SARCs)
Board agendas and minutes Bond Oversight Committee agendas and minutes	Three of the sites have completed the scope of work identified in the bond with some additional district-funded work being completed in the summer of 2021 (marquees, painting).	Jordan is now completed (4th of 6 sites) and Meadow Green is moving to the Maybrook site for the 2022-23 school year.			All schools will have completed the work identified in Measure LL including new roofing, HVAC systems, and the associated electrical and plumbing. Some sites also required updated piping for sewer lines. Additional district-funded projects will be completed including marquees, painting, and water bottle filling stations.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Facilities Master Plan	Given the scope of work necessary to support the aging facilities within the district, a Facilities Master Plan needs to be approved to prioritize the major maintenance projects in conjunction with the work being done through Measure LL. The primary focus of the bond is related to roofing and HVAC with the associated electrical and plumbing. These additional bond dollars will allow District funds for maintenance to be used on other needs on the prioritized list within the Facilities Master Plan. The plan will set the vision for the next 20 plus years as "Caretakers of a Legacy". The plan was developed over the last few years and is ready to be submitted for Board approval. Once approved, there will be regular updates to the Board. There are \$2,056,000 dollars budgeted for non-personnel expenses out of Fund 14, 25, and 40. These are not included in the general fund budget.	\$0.00	No
3.2	FIT Reports	Continue to inspect all school sites to ensure that facilities are in "Good Repair."	\$0.00	No
3.3	Measure LL-Bond	In November of 2018 the community passed a bond to support the much needed facilities work at each of the six sites. The scope of work is outlined in the Master Plan and the expenditures are documented here to support the ongoing work in meeting this goal beyond the use of general fund monies. There is \$13,267,359 budgeted in non-personnel for major maintenance and modernization for the 2021-2022 school year with an additional \$115, 392 in personnel. These costs are not included in the general fund budget since they are a reflection of the bond monies.	\$0.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

There were no substantive differences and the actions outlined in the bond measure and Facilities Master Plan are being completed and monitored regularly.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Once the budget is finalized, any material differences will be analyzed along with any changes in planned percentages for increased and improved services for unduplicated students (Foster Youth, English Learners, and students on Free/Reduced Lunch).

An explanation of how effective the specific actions were in making progress toward the goal.

The Bond Oversight Committee monitors the progress and expenditures of bond monies to ensure that the district is on target with meeting goals identified within the bond. The work at four sites has been completed ahead of schedule with since construction was able to begin early with school closures and no students on campus during the 2020-21 school year until the very end of the year. All schools were in "Good Repair" or higher on the current School Accountability Report Cards. The Facilities Master Plan was Board approved and regular updates are provided to the Board at both Board meetings and through weekly communication.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Two required state initiatives, Universal Pre-Kindergarten and Expanded Learning Opportunities, are creating the need to re-examine spaces throughout the district. The addition of two preschool classrooms and the need for space to run before and after school programs is requiring the sharing of spaces for multiple uses, which is not always conducive to the various programs using the space. Where this is an issue, we need to look at viable options for how to potentially increase space on campus while working within required guidelines from DSA or reconfigure spaces for better usage.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
4	In order to meet the unique academic, behavioral, and social emotional needs of all students, a Multi-Tiered System of Support (MTSS) will continue to be expanded and refined.

An explanation of why the LEA has developed this goal:

In order to meet the unique needs of all students within the Lowell Joint School District, there has been a focus on developing clear levels of support for students in academics, behavior, and social emotional learning over the last few years under the larger umbrella of a Multi-Tiered System of Support (MTSS). The work began with identifying district-wide initiatives to support first, best instruction in the classroom that would meet the needs of the majority of students. This is also known as Tier 1. Then additional supports (Tier 2 and Tier 3) were developed and layered in to address smaller, more targeted groups of students based on need. As those systems were put in place, we began to tackle the supports for Behavior and now Social Emotional/Mental Health needs. The overall system is constantly being refined based on data and the ever-changing needs of our student population. All stakeholders have expressed concern for student's growth and well-being as we return to campuses full time in the 2021-2022 school year. Specific, more targeted goals have been identified for the Social Emotional and Mental Health needs of students and for Early Literacy. While these fall within the Multi-Tiered System of Support, it was important to spotlight these areas given the current context for our students and the increased need in these areas. Just as important is the attention to potential changes in that first, best instruction that may need to take place to provide opportunities for learning around skill sets that may not have been fully developed due to interrupted schooling, changes in instructional practice in distance learning, and other barriers making learning difficult. So represented in this goal are some of the ongoing practices that have been successfully supporting students prior to the pandemic as well as additional actions designed to address both the greater number of students needing intervention and the varied challenges facing students in the coming years.

Refining our overall Multi-Tiered System of Support continues to be an ongoing means of addressing the needs of students at all levels. We are developing additional services and interventions for our English Learners and Students with Disabilities. While we maintained the supports from the prior year, there is clearly a need to provide additional intervention for students to close the achievement gap as opposed to maintaining growth. We are adding some additional counseling and psychological supports for our UDPs, which will allow for more targeted support and monitoring for these student groups that are below the overall average for the district. This is especially true for our English learners and Socioeconomically Disadvantaged students. We want to continue to monitor both the academic and socio-emotional needs of our Foster Youth as well. We are currently evaluating the data from the LAS Links assessment to determine the focus for our English learners next year. We had hoped to have the data in February for planning purposes, however, delays due to COVID and school closures did not allow for the this. With the close out of the year, we will look at the data as baseline information to plan with over the summer for beginning the 2021-2022 school year with any necessary adjustments to our English learner supports. This will also allow us to analyze current SBAC data and ELPAC Summative data, which is becoming available now, to make decisions for the coming year.

This addresses the LCFF State Priorities 2: State Standards (Conditions of Learning), Priority 5: Student Engagement (Engagement), Priority 6: School Climate (Engagement), Priority 7: Course Access (Conditions of Learning), and Priority 8: Other Pupil Outcomes (Pupil Outcomes). On a local level, this goal is designed to meet Board expectations around Academic Excellence, School/Family/Community Partnerships and Communication, High quality staff providing high quality service, and Safe, orderly, positive, respectful learning environments.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California School Dashboard English Learner Progress Indicator (ELPI) ELPAC Data Las Links iReady Data	Roughly 48% of English learner students were making progress towards English Language proficiency in 2019 on the English Learner Progress Indicator. In the 2018-2019 year, we had 19% scoring well-developed (4) on the ELPAC and another 44% at moderately developed (3). We have current data for our 3rd-8th grade students with 19% still at the well-developed (4) on the ELPAC and another 36% at moderately developed (3) for 2021. We do not have the TK-2nd grade scores for 2021 from the state as of yet.	Students took 3 Diagnostic Tests this year. In a sampling of our EL students, 91% of our students have increased performance from Diagnostic 1 to Diagnostic 3. 40% of the students exceeded the typical growth, and of those, 32% exceeded the stretch growth, which works to support closing the achievement gap.			60% of English Learners will be making progress towards English language proficiency with 25% scoring well-developed and 50% at moderately developed. For the summative ELPAC, we would like to increase the number of students scoring at the well-developed range by 5% while also increasing those in the moderate range by 5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
SBAC Data	For ELA, 23% of English learners met or exceeded the standard with only 16% in mathematics. This is in comparison to English only students with 64% meeting or exceeding the standard for ELA and 56% for mathematics.	Current data is not available for SBAC. Using our benchmark iReady data, we show that 91% of our EL students increased performance in ELA and 70% increased in their performance in Math.			To close the achievement gap while still raising achievement levels for all students, English learners will need to gain 5% each year with English only students gaining at least 2% in both ELA and mathematics.
Dataquest-Reclassification Rates	19% of students were reclassified in the 2020-2021 school year, which is well above LA county at 8.1% and the state at 8.6%.	We don't have new RFEF rates for 2021-22 at this time.			Reclassification rates will remain above both county and state rates.
iReady Data	An initial diagnostic will be administered by September of 2021 since this is a new assessment system. From this, both goals and stretch goals will be determined for each student. IReady data will allow us to track Spanish proficiency for our Dual Language students, which we	Students took 3 Diagnostic tests throughout the year and showed substantial growth. In ELA: August: 17% Above Grade Level Most Recent: 39% Above Grade Level August: 21% On Grade Level Most Recent: 20% On Grade Level			80% of students will meet their goals with 30% completing stretch goals. These numbers will be re-evaluated upon training within the system and monitoring growth over the first year of implementation. 60% of Spanish learners will be making progress

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	have not done in the first 2 years of the program with a formal assessment tool.	Total moved from 37% on or above grade level to 60% MATH: August: 5% Above Grade Level Most Recent: 27% Above Grade Level August: 14% On Grade Level Most Recent: 21% On Grade Level Total moved from 19% on or above grade level to 48%			towards Spanish Language proficiency in alignment with our goal for developing English proficiency with our English learners. This may be adjusted after baseline data is gathered in the fall of 2021.
Professional Development records Classroom Observations	All teachers hired before the pandemic have been trained in Thinking Maps with 2 additional days in Write from the Beginning. 8 teachers hired after 2015 were trained in the 2-day Research portion of Project GLAD with the 4-day Demonstration scheduled for the fall since all elementary teachers were trained in 2013-2015.	Teachers continue to utilize Thinking Maps and Write from the Beginning to support student growth in the area of writing and organizing thoughts. All trained teachers demonstrate the ability to implement GLAD strategies in their classroom as a way to support language acquisition based on classroom observations by Principals.			All teachers will be trained in both Thinking Maps and Write from the Beginning. All teachers will have been through both the 2-day and 4-day portions of Project GLAD training and a system of ongoing follow-up and coaching will be in place to support implementation. All teachers will be trained in Explicit,

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
	All teachers hired before the school closures were trained in Explicit, Direct Instruction (EDI).	Teachers continue to use EDI strategies in the classroom to best support their instructional practices. This is something that is used in teacher evaluations to show teacher effectiveness and stay in line with the CA standards for teaching.			Direct Instruction (EDI).
Absentee letters SARB packets Monthly Chronic Absentee lists Attendance rates Chronic absenteeism Middle school drop out rate	Letters are automatically generated in Aeries on the 3rd, 5th, 7th, 9th, and 13th absence to notify parents for both truancy and chronic absenteeism. One student was taken through the SARB process prior to school closures. Principals are given monthly Chronic Absentee lists to follow up with students. This is monitored along with the percentage of students chronically	Letters were automatically generated in Aeries on the 3rd, 5th, 7th, 9th, and 13th absence to notify parents for both truancy and chronic absenteeism. Some adjustments were made with the number of students required to quarantine/isolate multiple times due to Covid regulations, which would otherwise have resulted in identification as chronically absent. Principals were regularly given			Continue to generate letters and monitor student attendance. All students who are severely chronically absent (more than 25% of days enrolled) will begin the SARB process. Principals will continue to receive monthly lists of chronically absent students as well as those in danger of becoming chronically absent to engage in preventative measures.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>absent, the overall attendance rate, and the middle school drop out rate to measure student engagement.</p> <p>With the change in attendance protocols for the 2019-2020 school year, no P2 data was available, However, prior to the school closures in March we were on target in month 7 with about 96% attendance based on a query of attendance within Aeries.</p> <p>Because of the school closures in March of 2019, there is not a direct comparison point for Chronic Absenteeism on the CA Dashboard. However, SARB documentation for the county shows a rate of 4.34%. This is an average across all grade levels.</p>	<p>Chronic Absentee lists to follow up with students.</p> <p>Current attendance data within Aeries as of May 2022 shows an average attendance of 94.2% with a range from 91.84% to 95.76% between the six sites. Given the extreme number of students who experienced one or more quarantine/isolation experiences due to Covid, this is not surprising.</p> <p>We had no drop outs in the 2021-2022 school year.</p>			<p>Attendance rates will continue to be at 96% or higher.</p> <p>The Chronic Absentee rate will be less than 3% overall with significant student groups being no more than 5%.</p> <p>Maintain the drop out rate at less than 1% for middle school students.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
	We had no drop outs in the 2019-2020 school year.				
CREW logs Nurse Documentation of supports EL Goal Sheets (Intervention Coordinators)	To focus on the specific needs of our Foster Youth, low income (specifically Homeless), and our English learners, support personnel check-in regularly with these students and document contacts and any necessary supports to ensure both student engagement and success. Quarterly reports are generated to summarize the meetings held and review any identified needs.	Support of our Foster Youth, Homeless, and EL students was provided by support personnel through phone calls home, emails, work with students on campus, intervention throughout the school day, counseling, and peer tutoring.			Support staff will continue to meet regularly with Foster Youth, low income (specifically Homeless), and English learners to monitor progress academically, behaviorally, and socially to make any necessary adjustments to supports.
Suspension and Expulsion Rates	Due to school closures in March of 2019, there is not a direct comparison point on the CA Dashboard for suspensions and expulsion rates. However, we had no expulsions and a	There were no expulsions in the 2020-2021 data reported from Dataquest with only 6 suspensions across the district for a .2% suspension rate. This is partly driven by distance learning with			The overall suspension rate for the district will be less than 3% with no significant student group being higher than 6%. The district will continue to maintain less than 1% in expulsions.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	1.6% Suspension Rate reported on Dataquest for the 2019-2020 school year.	no students in person for a significant chunk of the year.			

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Professional Development (District-wide)	Provide non-student work days for professional development opportunities beyond early-release Mondays. These days are focused on intensive professional development to close the achievement gap for unduplicated pupils. The focus prior to the pandemic was on Thinking Maps as a foundation to the Write from the Beginning program since writing is an identified need for Unduplicated Pupils across the district. Having the ability to use nonlinguistic representations of complex thinking to remove language barriers is a critical component in supporting our English learners. Another training component will be the new iReady assessment system to support the identification of student needs for both intervention support and enrichment opportunities. Woven within these days will also be training for the social emotional side of our most vulnerable students in reconnecting after the pandemic. This includes our students from low income households along with our English learners who were especially impacted by the school closures. Early-release Mondays will also be used for training in social emotional learning, iReady, and Thinking Maps, along with collaborative planning time.	\$420,000.00	Yes
4.2	Professional Development- English Learners	Continue to provide ELD training so that EL students will be provided appropriate access to the California Content Standards based on data analysis of ongoing needs for our students in alignment with best practices. This includes support for the district-wide initiative in implementing OCDE Project GLAD (Guided Language Acquisition	\$35,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.3	Progress Monitoring and Support of English Learners	<p>In addition to teachers who provide Designated English Language Development (ELD) and Integrated ELD on a daily basis as part of Tier 1 instruction, four Bilingual Aides provide additional support to both students and parents. All 3-8 grade English learners track their own academic and language progress with goal sheets, and teachers will monitor the progress of English learners every trimester and/or quarter with interventions implemented as appropriate. Our Bilingual Aides work directly with students under the supervision of certificated staff in addition to supporting teachers with pulling the data from Aeries for monitoring and tracking student progress. Teachers meet with students and parents during conference time to discuss English learner progress. The aides complete the basic data portion (assessment scores, enrollment, etc.) Intervention Coordinators at each site meet one-on-one with English learners to support the development of their goals after discussing progress data on local measures and/or state assessment data. All English learners (including those reclassified that are still being monitored for progress), are given a language assessment to track language proficiency and provide additional supports as needed. This has been done through Las Links as an additional assessment specific to our English learners.</p>	\$233,969.00	Yes
4.4	Dual Immersion Program	<p>The district developed a Dual Immersion Program two years ago both to support our English learners and provide the opportunity for English only students to develop a second language. There are currently 4 grades available (TK-3rd grade). iReady also includes assessments in Spanish that will allow us to better track students on their Spanish language proficiency.</p>	\$455,589.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.5	ELD, Reading Intervention, and Spanish Elective at Rancho	In addition to a double block of English for all students, English learners at Rancho Starbuck are included in an English Language Development elective to increase language proficiency before entering high school. We typically have less than 15 long-term English learners across the entire district, but the added support helps to prepare students for the increased language demands at both the intermediate and high school levels. A Spanish elective allows for a cognitive break in the day for English learners who are also in need of developing Spanish language proficiency. Some English only students are also in the class to develop beginning Spanish, which also allows native Spanish speakers the opportunity to support their English only peers.	\$53,584.00	Yes
4.6	Before and After School Intervention	Continue to hire staff to provide for extended day intervention classes principally directed towards the needs of our UDPs. We are looking at ways to increase the number of staff available and/or to partner with outside agencies to provide targeted support for our students needing tutoring.	\$80,000.00	Yes
4.7	Intervention Coordinators	Continue to fund stipends for each school to hire an intervention coach. Coaches meet throughout the year with district personnel to discuss MTSS and needed adjustments to support our Unduplicated Pupil needs. They have been trained in Illuminate to run reports to facilitate the analysis of data in monitoring our subgroup populations to determine groupings for intervention and to identify gaps in supports with a primary focus on our English learners, Foster Youth, Homeless, and low income students.	\$21,821.00	Yes
4.8	Intervention Support During the Day	The district is using Expanded Learning Opportunities funds to support the addition of personnel to provide intervention during the day. Some sites have used Title I funds to target their most struggling students with an Intervention Aide, but given the greater need for targeted supports and small group instruction, the district will fund a support person for each site.	\$160,000.00	No

Action #	Title	Description	Total Funds	Contributing
4.9	Teacher Planning/Choir Teacher	Teachers will collaborate regularly to monitor student progress, dialogue about best practices, and design intervention programs. This includes an additional FTE for a music teacher, which allows for additional collaboration time at the elementary level while also increasing student access to the Arts.	\$98,437.00	No
4.10	Classified Staff- Instructional Assistants & Special Ed Support Aides	These assistants and aides provide direct support to our students with special needs. This can include one-on-one instruction or guided practice, small group support, support for a specific student while mainstreamed, and work within a self-contained classroom.	\$1,139,144.00	No
4.11	Math Intervention- Rancho Starbuck	Maintain Math intervention sections at the intermediate school for targeted students (one seventh grade section and one eighth grade section).	\$37,535.00	Yes
4.12	Illuminate	Continue to fund a technology program/system to assist teachers in monitoring student progress and analyzing data to close achievement gaps for UDPs (Illuminate). We are in the process of evaluating the need for this with the addition of iReady. Aeries is our student information system, so Illuminate is an additional resource.	\$25,000.00	Yes
4.13	Reading Intervention- Rancho Starbuck	Maintain sections to the Rancho Starbuck master schedule for reading intervention (one for grade 7 and one for grade 8).	\$40,000.00	Yes
4.14	Coordination of Services	Coordination and administration of all programs funded through Supplemental Grant dollars. This includes monitoring the progress of Unduplicated Pupils (UDPs) by certificated personnel at the District Office. With the growing supports and services from the inception of	\$243,769.00	Yes

Action #	Title	Description	Total Funds	Contributing
		LCFF for our Unduplicated Pupils (from just over \$230,000 to over \$2 million), there is a need to add an additional classified person in fiscal services related to the administration of program actions and expenditures. This also includes half of the classified salary for our Data Systems Analyst position to provide aggregated and disaggregated data for the LCAP, reports to principals each month on attendance, chronic absenteeism, and suspensions, and support for monitoring each of the unduplicated pupil groups so that students are receiving appropriate services. The remainder of that salary is in Goal 1, Action 10.		
4.15	ABA Class and Program Specialist Position	Both a Program Specialist and an ABA Teacher are funded to increase overall services and opportunities for students struggling with behavior. The primary goal is to re-engage students in meaningful learning opportunities by providing intervention for behavior, mental health, and other nonacademic barriers to learning.	\$275,349.00	No
4.16	Learning Hubs-Libraries	School libraries will continue to be open additional hours to provide homework and tutoring help. This is in addition to their regular duties as Library Media Techs to support our students needing a place to do homework, get help with tutoring, and/or access to technology they may not have at home. This also allows for before and after school intervention to be housed in the school library so that students are able to receive the targeted support they need in flexible groupings.	\$237,400.00	Yes
4.17	MTSS Coordination and Monitoring of UDPs	District personnel will coordinate, revise and update the LJSD district-wide Multi-Tiered System of Support (MTSS) for intervention and remediation with Intervention Coordinators. Additional funds are used to target struggling and/or advanced students. As part of MTSS, our Homeless/Foster Youth Liaison supports the overall monitoring of support for and achievement of our Homeless students in coordination with sites and the counselor at Rancho Starbuck. The Director of	\$226,525.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Educational Services is the Homeless and Foster Youth Liaison as well as the Attendance Supervisor for the district.		
4.18	Assessment System	In order to assess unduplicated pupils and provide appropriate supports, the district needs to invest in a more comprehensive system that will allow for benchmarks, language proficiency assessments and intervention content targeted to student need. A group of teachers were brought together to evaluate the iReady program along with district personnel and Principals. We will be introducing the new system in the 2021-2022 school year, which will necessitate new baseline data for benchmarks as well as training for staff. The data provided from the system will better allow us to assess and monitor our unduplicated students although it will benefit all. The Dashboard will allow for filtering based on high need student groups so that English learners, Foster Youth and low income students can be readily identified in terms of both need and targeted supports. This is funding for a two-year implementation along with some one-time professional development costs.	\$160,000.00	No
4.19	Classified Staff-Custodial Support	Continue to fund additional night custodians beyond base needs to provide daily cleaning of classrooms. This allows for a safe and positive school environment when increasing the demands on existing custodial staff due to before and after school interventions, parent engagement activities, extended professional development, collaboration meetings, and other events funded by supplemental monies.	\$232,018.00	Yes
4.20	Attendance Monitoring	Student absences will be monitored regularly and attendance letters sent out for students with signs of chronic absenteeism. The district will continue with the attendance incentive program to encourage sites to explore unique ways to promote attendance. The Director of Educational Services is also the Attendance Supervisor for the district and will continue to work through the SARB process with principals as	\$12,000.00	No

Action #	Title	Description	Total Funds	Contributing
4.21	Creative Response to Emotional and Educational Wellness	<p>The Creative Response to Emotional and Educational Wellness or C.R.E.W. has been an overwhelming success. During the pandemic, counseling and psych interns were able to check in and connect with students, provide social emotional lessons during class sessions, and support the overall mental health of students during the pandemic. The counselor and interns monitor the social emotional needs of our UDPs along with a Program Specialist funded through the SELPA and four school psychologists to ensure that both counseling and psychological needs are being met. These services are especially critical in the coming year to meet the social emotional needs of those students experiencing the effects of trauma from the pandemic. Contacts with Foster Youth, ELs, and low income students (primarily Homeless) are documented weekly to ensure timely supports.</p> <p>This year, we have added services through Care Solace, a third-party vendor who operates as a resource for connecting students, families, and staff with mental health resources. This includes finding the right support, navigating insurance, and checking in to determine if the issues are being addressed. We continue to hire counseling interns to expand support services to our students with only one counselor for the district. Having interns allows every site to provide much needed services. These services are in addition to the existing partnership with the Gary Center (no cost) and a partnership with Supervisor Hahn's Office for limited counseling support.</p>	\$771,169.00	Yes
4.22	Nurse and Nursing Assistant	Collaborate with key staff at the county child welfare agency, mental health agency, and other entities providing care and services to foster youth and other UDPs (partial funding for the District Nurse). Offsetting the cost for support to these students along with other local funds has allowed us to hire a nursing assistant who checks in with Foster Youth	\$178,054.00	Yes

Action #	Title	Description	Total Funds	Contributing
		specifically each week. There is a focus on monitoring the specific needs of our low income families who may need assistance with no or low cost healthcare, screeners, immunizations, or other healthcare supports.		

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

We have continued to add in layers of our MTSS. Previously, we collected data through CAASPP and benchmarks to look at student groups. We have added the use of other academic checkpoints including iReady as a major focus for this year. For the first time, we have a consistent measure of student growth on benchmarks for every grade level to be able to track progress over the course of the year. We are looking forward to analyzing this data along side CAASPP data once we have scores back from this spring, This will give us a good indication of how the benchmarks predict proficiency on state standards measured through state testing. As we identify these predictors, it will allow us to better plan for intervention and support for students throughout the year. We have also added a level of social emotional support for our more at risk student groups. Academic and social-emotional check-ins are implemented, and students are experiencing success with school work and relationships. The county office was able to provide nursing support this entire year for our district to support the tremendous workload created by ongoing issues related to Covid 19. That additional support was critical in being able to check in with high risk students while managing the demands of contact tracing and notifications.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Once the budget is finalized, any material differences will be analyzed along with any changes in planned percentages for increased and improved services for unduplicated students (Foster Youth, English Learners, and students on Free/Reduced Lunch).

An explanation of how effective the specific actions were in making progress toward the goal.

There is a direct correlation between our action steps and our goal of academic, behavioral, and social-emotional needs of our students. The actions steps have provided support to students with multiple layers of intervention and data shows that students are seeing and feeling more success.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Our Dual Immersion program is growing (Goal 4.4). It became evident that the initial program purchased for Spanish language development was not meeting the needs of the program. The Dual Immersion teachers were given a full day of planning time to help define and clarify the overall program now that we are serving students in TK-5th grade. This discussion resulted in the need to examine resources for the program overall. Teachers were brought back together to review curriculum and pilot programs that might better serve their needs. Benchmark Advance was selected to pilot and then Board approved as a new core program for the 2022-23 school year. This will involve additional professional development next year to support teachers with implementation of the new program. We are building access to additional resources such as digital platforms and books that are specific to the Dual Immersion program.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
5	Enrichment and 21st Century Skill Development

An explanation of why the LEA has developed this goal.

With more than 40% of our students coming from low income homes, it became very evident during the pandemic that not all students have equal access to opportunities outside of school to experience and develop 21st century skills which often require access to pathways that some families are able to provide and some are not. As a district, Lowell Joint has continued to add programs to support enrichment and talent development without a formalized GATE program. Both staff and parents have provided feedback that we need to develop more opportunities and a more cohesive program while not limiting access to just formally identified GATE students. With this in mind, the district is developing a comprehensive identification system that includes multiple measures and local norms for GATE identification, training all teachers in best practices for working with GATE students to impact instruction within the day, and creating enrichment opportunities that do not require GATE identification for participation. We continue to believe that all students should have access to music and the arts, coding and STEAM, leadership opportunities and outlets to showcase their unique talents and abilities.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Completion of GATE Certification	Three staff members have currently completed GATE certification (meeting the requirements outlined by the OCC GATE consortium). There are an additional 30 plus teachers scheduled to be trained in the 2021-2022 school year.	An additional 64 staff members have completed GATE certification this year. There are 30 additional staff scheduled to be certified in the 2022-2023 school year. The 64 teachers who have completed GATE certification have a subscription to Byrdseed.com-a			All teachers within the district will be GATE certified.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
GATE Assessments and Local Norms	We are in the process of purchasing assessments and developing local norms.	<p>resource to help teachers incorporate GATE standards into their classrooms.</p> <p>The CogAT was chosen to be the assessment to use as the Universal Screener. This assessment was purchased and second-grade teachers were trained to proctor within the classroom. The CogAT was given to all second-grade students throughout the district in the Spring of 2022 with the exception of students whose families decided to opt out of any GATE identification. A team of teachers and staff is being developed in order to develop more specific local norms as the identification process continues.</p>			Appropriate staff will be trained on administering assessments and evaluating criteria for GATE identification using local norms.
TOSA Calendar	Supports in the 2020-2021 school year focused on the	During the 2021-2022 school year, TOSA support transitioned			The TOSA's calendar will reflect in-class support of teachers in

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
	<p>elements necessary for distance learning with a heavy emphasis on technology support, software resources, and blended learning models. With the first GATE training this summer, the TOSA will be able to schedule time to support teachers with implementation of strategies within the classroom in the 2021-2022 school year.</p>	<p>back to in-person support. TOSAs were able to schedule time with teachers, students, and parents with an emphasis on early literacy, STEAM integration, technology support, and software resources following hybrid learning. GATE training has continued with in class support offered and executed. The implementation of ViewSonic Boards within classrooms began with district-wide training followed by individual follow through training.</p>			<p>implementing strategies, facilitation of the identification process with the GATE Advisory Committee, and equal time developing and supporting the STEAM program.</p>
<p>STEAM lab purchases and activity logs Professional Development records</p>	<p>3 of the 5 elementary sites have access to a STEAM lab with varying levels of usage that is not really tracked to determine equal access from all students.</p>	<p>All 5 elementary school STEAM labs are now outfitted with furniture and supplies to provide a positive and enriching environment for students to participate in STEAM activities. A sign-up sheet is in process of development for sites to use during the</p>			<p>All sites will have a STEAM lab built out with resources on hand for STEAM activities. Teachers will have toured the labs and received professional development on how to integrate the lab into their core curriculum.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
STEAM Participation- Students have multiple opportunities to participate in STEAM activities: Within their classrooms, Computer Science club, AP Computer Science and/or Robotics during the school day and as part of after school enrichment.	Activity logs for the elementary STEAM labs reflect some teacher participation in bringing students to the lab for activities (about 20%). Sign in sheets/Attendance show 300 students participated in the Computer Science club, AP Computer Science, and/or Robotics during the 20/21 year.	2022-2023 school year. Now that students are back on campus full time, school sites have resumed the in-person coding and robotics clubs after school or on Saturdays. With the furniture and materials added to STEAM labs, participation in bringing students to the STEAM labs for activities has increased to 30%.			Activity logs will reflect all students having multiple opportunities to access the lab and participate in enrichment activities during the school day in addition to after school enrichment opportunities. Participation in Computer Science club, AP Computer Science and/or Robotics will increase by 5%.

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Professional Development-GATE Certification	Training teachers in depth and complexity to support critical thinking and high levels of rigor in the classroom benefits all students. As a small district with typically two teachers at a grade level per site, it is important to train all teachers. This ensures that all students will have access to a highly qualified teacher who understands the unique needs of gifted and talented learners and can differentiate instruction accordingly. A portion of the Teacher on Special Assignment who will coordinate trainings and provide coaching support to teachers around implementation of strategies is included here along with the costs for training and resources.	\$108,000.00	No

Action #	Title	Description	Total Funds	Contributing
5.2	GATE Identification	The primary goal of developing comprehensive identification criteria is to ensure that typically under-represented student groups (including English learners, low income, and Foster Youth) are afforded access to GATE services. Measures of leadership and creativity along with a non-verbal assessment will be included along with more traditional measures. A primary goal in training all teachers in the characteristics of gifted and talented students is to ensure teachers are not just identifying students who are doing well in school.	\$15,000.00	Yes
5.3	STEAM Enrichment	Continue to expand access to STEAM programs at the elementary level above offerings within the classroom as part of traditional science. This becomes increasingly important as we develop College and Career Pathways for our elementary sites to feed into Rancho Starbuck programs such as the AP Computer Science course or the Conservatory of the Fine Arts (CoFA). This is especially true for our unduplicated pupils who lack access to technology and STEAM experiences outside of the school system. In evaluating STEAM labs at each of the sites, there are some costs for resources such as equipment and tables at a few sites with some additional costs for materials at all sites. This also includes an ongoing partnership with Fullerton Joint Union High School District to develop pathways that feed into high school programs. Included here is a portion of the cost for the Teacher on Special Assignment who is developing the STEAM program along with overseeing GATE. During the pandemic, the STEAM and Tech TOSAs started a Computer Science club to help engage students in some enrichment activities outside of classroom instruction. Almost 300 students attended the initial meeting with more than 200 continuing to meet throughout the end of the year.	\$169,919.00	No
5.4	Technology Integration-21st Century Skills	Continue to fund a Teacher on Special Assignment (TOSA) to assist staff in the integration of technology with the content standards to provide access to specialized support programs and resources for	\$255,306.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>differentiating instruction for UDPs. The TOSA also provides support for illuminate and training teachers on reports for data analysis to monitor progress for English learners, students from low income families, and Foster Youth. This often means supporting parents of these students as well who need training in navigating digital resources for use in the home. With the completion of the Chromebook initiative, we are developing training for interactive displays that will allow for more student interaction to support the use of visuals as well as anchoring academic vocabulary within the room through the use of sentence stems, concept maps, and Thinking Maps for example in support of our English learners. Includes stipend for work outside contracted days.</p>		

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

-planned for additional 30 teachers to be trained this year, but that actual number was 64 newly trained staff

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Once the budget is finalized, any material differences will be analyzed along with any changes in planned percentages for increased and improved services for unduplicated students (Foster Youth, English Learners, and students on Free/Reduced Lunch).

An explanation of how effective the specific actions were in making progress toward the goal.

- developing STEAM labs with materials and furniture made it possible for ALL of our students (including SED and UDP) to have access to enrichment opportunities both during the school day as well as before and after school.
- robotics with Spheros
- 5.1 teachers GATE certified This action made progress toward goal because now, more than half of our teaching staff is GATE certified so teachers are better equipped to serve the needs of our gifted learners

5.2 GATE identification- now we have names of actual students in order to track progress and provide formal services to.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

No specific changes to the action items, but a number of additional actions will be included in the Expanded Learning Opportunities plan in the coming year. Those will ultimately be referenced here as they meet the need for enrichment opportunities for students.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
0	0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
	0.00%	\$0.00	

The Budgeted Expenditures for Actions Identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

The Actions and Services best support our UDPs because they are integrated services as part of a Multi-Tiered System of Support. With 1,274 students counted as low income and as few as 17 Foster Youth, 80 Homeless and 210 English learners across six schools, it is not in the best interest of these students to isolate supports outside of MTSS. We realize this allows access for other students while maximizing resources although the services are principally directed toward one or more unduplicated pupil group.

English Learners

A unique need for our English learner population includes the communication with and opportunities for parents in their primary language, which we have built into the LCAP. In the California Department of Education's Improving Education for English Learners: Research-Based Approaches (2010), there are 8 guidelines in Chapter 4 for "Effective English Literacy Instruction for English Learners". Guideline 8 relates to honoring the home language. Increased communication and opportunities for both parents and students in their primary language support this research. Guidelines 1 and 5 are related to essential components of literacy and oral language development, which are addressed through both first, best instruction in the classroom and intervention with Lingual Learning materials through small group instruction during intervention as part of the overall MTSS program. Guideline 2, "effective instruction for English learners is similar to effective instruction for native speakers" and Guideline 7, "well prepared teachers" are addressed in the research chart for all students. This is also true for Guideline 3 (instruction adjusted to meet their needs) and 6 (instruction is differentiated) as part of both the overall MTSS program with the specific focus on Universal Design for Learning to meet the needs of all students-including English learners and first, best instruction

practices. The comprehensive and multidimensional approach recommended in Guideline 4 will be enhanced this year through an expansion of MTSS services with a focus on Universal Design for Learning. This focus will allow teachers to improve classroom instruction in literacy for English learners. With the addition of an Early Literacy TOSA, we are also able to provide much needed professional development around language acquisition through Project GLAD training and follow up. This is principally directed at meeting the needs of our English learners, however, all students in need of language development support will benefit.

English Learners

Goal 4, Action 1: 75% Professional Development on Thinking Maps and Write from the Beginning which focuses on nonlinguistic representations of thinking with scaffolded supports for writing to support English learners.

Goal 4, Action 2: 100% Professional Development on CCSS and ELD standards including specific strategies for working with ELs in both Integrated and Designated ELD (Project GLAD).

Goal 4, Action 3: 100% Progress Monitoring and Support of English learners (Bilingual Aides) including communication with and outreach to parents.

Goal 4, Action 4: 100% Dual Immersion program which supports the development of truly biliterate students.

Goal 4, Action 5: 75% ELD and Spanish electives at Rancho. This is in addition to an ELA class with Designated ELD and Integrated ELD within other subject area courses. We have also added a Spanish elective to support primary language fluency.

Monitor language progress with iReady

Multi-Tiered System of Support

English learners, Foster Youth, and Low-income students

Universal Design for Learning (UDL) is an educational framework based on research in the learning sciences, including cognitive neuroscience, that guides the development of flexible learning environments that can accommodate individual learning differences. Working within this framework allows teachers to plan for and use the most effective strategies for students with different learning needs, which is especially important for our English learners in literacy. In the context of our Multi-Tiered System of Support, in addition to the unique academic needs of our students, we are addressing the social-emotional and behavioral needs, which include supports for our Foster Youth, low income, Homeless, and English learners as appropriate. Prior to the 2015-16 school year, there were no interventions offered within the school day. Much of the work from 2015 to 2019 has been in creating the structures and supports to provide intervention within the school day. Additional training and resources for teachers to be able to analyze data for placement into intervention and then provide instruction for intervention has also been a priority. This is in line with the research to provide comprehensive intervention to students, especially with increased access during the day, while the existing before and after school offerings to provide extended learning opportunities have been expanded. Hattie's research also supports the need for decreasing disruptive behaviors (ES=.53), the climate of the classroom (ES=.52), and staff and student relationships (ES=.72). Counseling and psych services along with EMHRS support have been identified as actions to develop safe, school climates conducive to learning. RtI, the intervention component embedded within our MTSS program, has an effect size

of 1.07 in Hattie's research. For that reason, it has been and continues to be a priority of the district to develop the necessary supports and systems of a comprehensive, MTSS model to ensure the needs of all our students are being met with a primary focus of supports for our UDPs through the use of Supplemental funds.

Goal 2, Action 1: 100% Early Literacy TOSA-The majority of our English learners are in TK-2nd grade. This position was created in the 2020-2021 year to begin addressing issues of school readiness as two local preschools closed. As we began working with First Five, Orange County and the Early Developmental Index data on school readiness, it became clear that we needed a person to coordinate efforts in building those strong early literacy skills to set the stage for academic success.

Goal 2, Action 4: 100% Preschool-Again, with the closure of two local preschools and an increased awareness of the deficits some of our incoming students were facing, the district has begun the process to open a preschool in service of our those students most impacted by the lack of access to school readiness opportunities.

Goal 2, Action 5: 80% Transitional Kindergarten-There was only a single TK classroom prior to LCFF funding and the program has continued to grow as the importance of building foundational skills for Kindergarten preparedness has become a priority.

Goal 4, Action 5:100% ELD, Reading Intervention, and Spanish-This section allows for targeted support to the students needing ELD and/or Reading intervention to be successful in their English course. There is also one section of Spanish offered as an elective that allows for a cognitive break in the day for our English learners while building additional literacy in their primary language. This is directed at UDPs with the potential for other students to participate in the course should space allow.

Goal 4, Action 6: 100% Before and After School Intervention-This is principally directed at meeting the academic needs of our UDPs. Students are monitored for participation and using the library allows access to devices and the internet for those who may not have access in the home.

Goal 4, Action 7: 100% Intervention Coordinators-This represents the stipends paid to one teacher per site for the purposes of organizing intervention, tracking student data, and monitoring English learners and our most struggling students. These stipends would not be available without the use of supplemental dollars.

Goal 4, Action 8: 100% Intervention Support During the Day- This allows for the targeted support of our UDPs in small group intervention throughout the day with qualified personnel. Students are flexibly grouped and moved regularly based on need as part of the overall MTSS.

Goal 4, Action 11: 100% Math Intervention-Rancho Starbuck-This section allows for targeted support to the students needing math intervention to be successful in their math course. This is directed at UDPs with the potential for other students to participate in the course should space allow.

Goal 4, Action 12: 100% Illuminate-While the district uses Aeries as it's student information system, Illuminate was purchased to allow teachers to access data in more meaningful ways to monitor the progress of both student groups and individual students. ELPAC and other language proficiency data is housed in Illuminate as are results from benchmarks and IABs to provide a comprehensive view of student progress. This is especially needed to monitor our UDPs in targeted supports for intervention.

Goal 4, Action 13:100% As referenced in the explanation for Goal 4, Action 5, the Reading Intervention section at Rancho is targeted support for students needing extra assistance for success in their English Language Arts course. This is directed at UDPs with the potential for other students to participate in the course should space allow.

Goal 4, Action 14: 50% Coordination of Services-This reflects a portion of the salaries of one certificated and one classified staff for coordinating services directly related to the reporting, monitoring, and development of services for our UDPs. There is one additional fiscal person who was added to manage the increase in POs, payroll, substitute costs for trainings, extra hours for summer trainings, and so forth.

Goal 4, Action 16:100% Learning Hubs-Libraries- This reflects the cost for an additional 10 hours per site of the Library Media Tech to keep the library open and provide a space for our UDPs to receive homework help, tutoring, and access to internet.

Goal 4, Action 17: 80% MTSS Coordination and Monitoring of UDPs-A portion of the salary of the Director of Educational Services who monitors and supports all Foster Youth, Homeless, and English Learners within the district. This position did not exist prior to the 2015-16 school year and was developed to support the Educational Services department in meeting all requirements connected with servicing our UDPs.

Goal 4, Action 18: 50% Assessment System-This is a new system explored in the 2020-2021 school year and purchased for the whole district in 2021-2022. Without access to state assessment data, it became clear that the varied systems at the sites did not easily allow for the aggregation of data at the district level. This made it very difficult to monitor progress on standards for our various student groups since our benchmarks in grades 3-8 were from the state system (IABs). Other data was nor consistent across the district although used to monitor at the site level. So the use of iReady will allow for better measurement of progress for our UDPs across the district while also providing intervention and supports based on individual student need.

Goal 4, Action 19: 100% Classified Staff-Custodial Support-This reflects only the portion of salary identified to address the demands on custodial staff related to those items increasing or improving services for our UDPs. For example, keeping the library open an additional 10 hours shifts the cleaning and sanitizing of the space onto the next custodial shift. Parent trainings and other night time events targeting our UDPs also increase the need for additional custodial support.

Goal 4, Action 21: 100% Creative Response to Emotional and Educational Wellness-With only one counselor and 3 school psychologists to support the district. the ongoing need for additional services was a common thread from all stakeholders. The CREW program was designed to meet this need by partnering with local universities to hire interns. Anywhere from 8-12 interns are hired each year to focus on our UDPs through weekly check-ins and small group sessions as needed. The prioritized list of contacts for the interns each week is Foster Youth and Homeless with additional students seen as space allows.

Goal 4, Action 23: 20% Nurse and Nursing Assistant- Only a small percentage of the Nurse's salary is included in supplemental funds to ensure that coordination with community partners to support families with low or no cost healthcare, screeners, and referrals can be done in a timely manner. The Nursing Assistant is not included in supplemental dollars; however, this position is responsible for checking in with Foster Youth each week for support with any potential needs for these students. This allows us to improve our services to Foster Youth without additional cost to the supplemental budget.

Parents and Community Engagement

Hattie's research shows an effect size of .51 for parent involvement in learning. This is echoed in the research from Proven Interventions to Increase Student Achievement of Poor and Minority Students where engaging families, parents, and the community is vital to the success of students. Supporting parents is also identified by the National Education Association (NEA) as researched- based, best practices in Strategies for Closing the Achievement Gap.

Goal 1, Action 12: 100% School Site Council and DELAC-There is no additional cost for these committees since they are facilitated by existing staff; however, the training of our parents is vitally important to ensuring that we have the parent voice reflected in our Goals and Actions designed to meet the needs of our UDPs. Low income and English learner families often struggle with connecting to the school and availing themselves of available resources. The SSC is a requirement under Title I (monies provided to meet the needs of low income families); however, we have all schools complete a School Plan for Student Achievement.

Goal 1, Action 13: 20% Parent Teacher Associations (PTA)-There is no cost to this item other than the time of an existing employee. It is important in building relationships between the PTA and staff that we support the focus of increasing the number of parents of our UDPs with involvement in the PTA. This allows for representation in the decision-making process as well as a stronger community of stakeholders.

Goal 2, Action 1: 100% Early Literacy TOSA- The Early Literacy TOSA is directly responsible for supporting the language development of our English learners through training teachers and modeling in the classroom, connecting with community and parent organizations to facilitate the distribution of resources for our UDPs, and managing the deliverables identified in the First Five grant to support school readiness and foundational skills for those students without access to other preschool programs.

Goal 2, Action 3: 100% Early Literacy-Community Engagement-The development of a newsletter in addition to other resources to connect with parents on a regular basis to offer support and resources in developing foundational skills in kids ages 0-5. This is specifically designed to connect with our community to ensure that resources are available to support those families without the means to develop these skills in their children unassisted.

Goal 2, Action 4: 100% Learning Link Program-As part of the Early Literacy TOSA's responsibilities, we are opening a new Learning Link to connect with families of kids ages 0-5. Parents are trained to work with their child through activities that help develop school readiness skills for student success upon entering Transitional Kindergarten or Kindergarten. This is specifically targeting our low income families that do not have access to preschool options.

Access to Technology, Student Engagement, Rigorous Curriculum, College and Career Readiness (21st century skills)
English learners, Foster Youth, and Low-income students

Again pulled from Hattie's research, Problem Based Learning (ES=.65), Goals (ES=.56), and High Expectations (ES=.43) are all effective strategies in engaging students at high levels and providing access to career paths that might otherwise be out of reach for our UDPs. This same finding is echoed in Proven Interventions to Increase Student Achievement of Poor and Minority Students, which talks about having high expectations and providing a rigorous curriculum and also in Strategies for Closing the Achievement Gap. The actions and services outlined below are designed to provide both access and opportunities principally directed at our UDPs to meet this need.

Goal 5, Action 2: 40% GATE Identification-We have spent over a year developing an identification system that will target traditionally underrepresented student groups, which are our UDPs (Foster Youth, low income, and English Learners). The district has not had a formal identification system in well over 10 years. Identifying an appropriate non-linguistic assessment for English learners, a measure of creativity and leadership along with traditional assessments using local norms has been a key first step. Another is moving toward the training of all teachers within the district so that the qualities of gifted and talented students are readily recognized regardless of formal identification. This has the added benefit of increasing the level of rigor and critical thinking for all students regardless of gate identification.

Goal 5, Action 3: 40% STEAM Enrichment-Many of our low income families do not have access to experiences outside the school day related to STEAM. Providing access to coding, engineering activities, robotics, music and the arts, gaming, and things like AP Computer Science, Audio Engineering, and Construction Math at the intermediate level are critically important in developing pathways for students to college and career. Exposing younger students to a wide variety of offerings to encourage exploration with an eye toward deeper levels of understanding with connections to possible careers by intermediate school is hugely important in breaking the cycle of poverty for our low income families.

Goal 5, Action 4: 40% Technology Integration-21st Century Skills-Similar to the STEAM enrichment, students today would be hard pressed to compete at high levels in the workplace without the ability to integrate the use of technology in meaningful ways. This includes exposure to technology tools for productivity (email, presentation programs, documents, spreadsheets, and so forth) as well as tools for learning (3-D printers, green screens, video production, coding, virtual reality, Viewsonic boards, Ipevo cameras, etc.) While some families are able to provide access to these types of tools, they are frequently non-existent in our low income households. The tools and activities designed to use the tools support all students, but they are principally directed at our low income students who would not otherwise have access to these types of experiences.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

The Lowell Joint School District's (LJSD) Unduplicated Pupil Percentage projected for 2021-22 is 8.2%. The actions and services developed in the LJSD LCAP will be principally directed toward unduplicated student groups through Supplemental funding for the 2021-22 LCAP including the following continuing actions and new actions described in more detail above:

Targeted Supports for English Learners Only

Goal 1, Action 12: DELAC

Goal 4, Action 1: Professional Development on Thinking Maps and Write from the Beginning which focuses on nonlinguistic representations of thinking with scaffolded supports for writing to support English learners.

Goal 4, Action 2: Professional Development on CCSS and ELD standards including specific strategies for working with ELs in both Integrated and Designated ELD (Project GLAD).
Goal 4, Action 3: Progress Monitoring and Support of English learners (Bilingual Aides)
Goal 4, Action 4: Dual Immersion
Goal 4, Action 5: ELD and Spanish electives at Rancho.

Targeted Supports for Low Income Only
Goal 1, Action 12: School Site Council

Targeted Supports for English learners, Foster Youth, and Low-income students

Goal 2, Action 1: Early Literacy TOSA
Goal 2, Action 4: Preschool
Goal 2, Action 5: Transitional Kindergarten
Goal 4, Action 5: ELD, Reading Intervention, and Spanish
Goal 4, Action 6: Before and After School Intervention
Goal 4, Action 7: Intervention Coordinators
Goal 4, Action 8: Intervention Support During the Day
Goal 4, Action 11: Math Intervention-Rancho Starbuck
Goal 4, Action 12: Illuminate
Goal 4, Action 13: Reading Intervention at Rancho
Goal 4, Action 14: Coordination of Services
Goal 4, Action 16: Learning Hubs-Libraries
Goal 4, Action 17: MTSS Coordination and Monitoring of UDPs
Goal 4, Action 18: Assessment System
Goal 4, Action 19: Classified Staff-Custodial Support
Goal 4, Action 21: Creative Response to Emotional and Educational Wellness
Goal 4, Action 23: Nurse and Nursing Assistant
Goal 5, Action 3: STEAM Enrichment

Our Foster Youth, Homeless (a portion of our low-income families) and English learners are all monitored on a weekly basis by various support personnel, which allows us to increase and improve services based on the individual needs of these students under the umbrella of our MTSS. These support positions would not be available without the supplemental dollars designated for our unduplicated pupils. Goals for Early Literacy and 21st Century Skills and Enrichment were designed with an eye toward predominantly supporting the 40% of students who qualify as low income and our English learners who would not otherwise have access to these types of programs to support career paths and language development outside of the general classroom. These added layers to our overall MTSS represent additions to supplemental expenditures for the 2021-2022 school year along with ongoing programs developed with supplemental funding in the prior LCAP.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

We did not receive an additional concentration grant add-on.		
Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		
Staff-to-student ratio of certificated staff providing direct services to students		

2022-23 Total Expenditures Table

Totals		LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals		\$27,945,723.00	\$1,722,296.00	\$196,207.00	\$1,409,425.00	\$31,273,651.00	\$29,296,927.00	\$1,976,724.00
Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Certificated Staffing-Teachers	XAll	\$15,524,501.00			\$83,862.00	\$15,608,363.00
1	1.2	Certificated Staffing-Administration and other Support Staff	XAll	\$2,582,333.00			\$113,605.00	\$2,695,938.00
1	1.3	Classified Staffing-Technology Department	XAll	\$407,997.00				\$407,997.00
1	1.4	Classified Staffing-Custodial, Maintenance, and Grounds	XAll	\$1,773,857.00				\$1,773,857.00
1	1.5	Basic Utilities	XAll	\$830,328.00				\$830,328.00
1	1.6	Instructional Materials-Textbooks and Software	XAll	\$313,567.00				\$313,567.00
1	1.7	Site Technology Allocation	XAll	\$45,000.00				\$45,000.00
1	1.8	Instructional Supplies-Per Pupil Site Allocation	XAll	\$271,180.00				\$271,180.00
1	1.9	Maintenance of Chromebooks	XAll					\$0.00
1	1.10	Classified Staffing-Data Systems Analyst	XAll	\$51,916.00				\$51,916.00
1	1.11	Single Plan for Student Achievement (SPSA)	XAll	\$5,000.00				\$5,000.00
1	1.12	School Site Council and DELAC	XAll					\$0.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.13	Parent Teacher Associations (PTA)	XAll					\$0.00
1	1.14	Family Engagement	XAll	\$34,647.00				\$34,647.00
1	1.15	Classified Staff- Administration and other Support	XAll	\$2,552,183.00	\$26,609.00	\$81,807.00	\$35,404.00	\$2,696,003.00
2	2.1	Early Literacy Teacher on Special Assignment (TOSA)	XEnglish Learners XFoster Youth XLow Income	\$10,000.00		\$53,398.00	\$72,508.00	\$135,906.00
2	2.2	Early Literacy Committee	XAll			\$1,000.00		\$1,000.00
2	2.3	Early Literacy-Community Engagement	XAll			\$30,002.00		\$30,002.00
2	2.4	Early Literacy- Preschool Program and Learning Link	XEnglish Learners XLow Income	\$1,000.00	\$25,000.00	\$30,000.00		\$56,000.00
2	2.5	Transitional Kindergarten	XEnglish Learners XFoster Youth XLow Income	\$632,359.00				\$632,359.00
3	3.1	Facilities Master Plan	XAll					\$0.00
3	3.2	FIT Reports	XAll					\$0.00
3	3.3	Measure LL-Bond	XAll					\$0.00
4	4.1	Professional Development (District-wide)	XEnglish Learners XFoster Youth XLow Income	\$420,000.00				\$420,000.00
4	4.2	Professional Development- English Learners	XEnglish Learners	\$20,000.00			\$15,000.00	\$35,000.00
4	4.3	Progress Monitoring and Support of English Learners	XEnglish Learners	\$136,491.00	\$54,356.00		\$43,122.00	\$233,969.00
4	4.4	Dual Immersion Program	XEnglish Learners	\$300,216.00	\$75,566.00		\$79,807.00	\$455,589.00
4	4.5	ELD, Reading Intervention, and Spanish Elective at Rancho	XEnglish Learners XLow Income	\$53,584.00				\$53,584.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	4.6	Before and After School Intervention	XEnglish Learners XFoster Youth XLow Income	\$80,000.00				\$80,000.00
4	4.7	Intervention Coordinators	XEnglish Learners XFoster Youth XLow Income	\$9,092.00	\$9,092.00		\$3,637.00	\$21,821.00
4	4.8	Intervention Support During the Day	XAll		\$160,000.00			\$160,000.00
4	4.9	Teacher Planning/Choir Teacher	XAll	\$98,437.00				\$98,437.00
4	4.10	Classified Staff- Instructional Assistants & Special Ed Support Aides	XStudents with Disabilities	\$130,494.00	\$307,698.00		\$700,952.00	\$1,139,144.00
4	4.11	Math Intervention- Rancho Starbuck	XEnglish Learners XFoster Youth XLow Income	\$37,535.00				\$37,535.00
4	4.12	Illuminate	XEnglish Learners XFoster Youth XLow Income	\$25,000.00				\$25,000.00
4	4.13	Reading Intervention- Rancho Starbuck	XEnglish Learners XFoster Youth XLow Income	\$40,000.00				\$40,000.00
4	4.14	Coordination of Services	XEnglish Learners XFoster Youth XLow Income	\$243,769.00				\$243,769.00
4	4.15	ABA Class and Program Specialist Position	XAll		\$275,349.00			\$275,349.00
4	4.16	Learning Hubs- Libraries	XEnglish Learners XFoster Youth XLow Income	\$86,731.00	\$150,669.00			\$237,400.00
4	4.17	MTSS Coordination and Monitoring of UDPs	XEnglish Learners XFoster Youth XLow Income	\$185,220.00			\$41,305.00	\$226,525.00
4	4.18	Assessment System	XAll		\$160,000.00			\$160,000.00
4	4.19	Classified Staff- Custodial Support	XEnglish Learners XFoster Youth XLow Income	\$232,018.00				\$232,018.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	4.20	Attendance Monitoring	XAll	\$12,000.00				\$12,000.00
4	4.21	Creative Response to Emotional and Educational Wellness	XEnglish Learners XFoster Youth XLow Income	\$545,129.00	\$226,040.00			\$771,169.00
4	4.22	Nurse and Nursing Assistant	XFoster Youth XLow Income	\$18,833.00	\$63,917.00		\$95,304.00	\$178,054.00
5	5.1	Professional Development-GATE Certification	XAll	\$65,000.00	\$43,000.00			\$108,000.00
5	5.2	GATE Identification	XEnglish Learners XFoster Youth XLow Income	\$15,000.00				\$15,000.00
5	5.3	STEAM Enrichment	XAll		\$45,000.00		\$124,919.00	\$169,919.00
5	5.4	Technology Integration-21st Century Skills	XEnglish Learners XFoster Youth XLow Income	\$155,306.00	\$100,000.00			\$255,306.00

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF — Carryover — (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
			0.00%		\$3,247,283.00	0.00%	0.00 %	Total:	\$3,247,283.00
								LEA-wide Total:	\$2,815,948.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$431,335.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.1	Early Literacy Teacher on Special Assignment (TOSA)	YYes	XLEA-wide	XEnglish Learners XFoster Youth XLow Income	XAll Schools	\$10,000.00	
2	2.4	Early Literacy-Preschool Program and Learning Link	YYes	XLEA-wide	XEnglish Learners XLow Income	Specific Schools: Jordan Ages 0-5	\$1,000.00	
2	2.5	Transitional Kindergarten	YYes	XLEA-wide	XEnglish Learners XFoster Youth XLow Income	Specific Schools: Elementary sites Transitional Kindergarten	\$632,359.00	
4	4.1	Professional Development (District-wide)	YYes	XLEA-wide	XEnglish Learners XFoster Youth XLow Income	XAll Schools	\$420,000.00	
4	4.2	Professional Development-English Learners	YYes	XLEA-wide	XEnglish Learners	XAll Schools	\$20,000.00	
4	4.3	Progress Monitoring and Support of English Learners	YYes	XLEA-wide	XEnglish Learners	XAll Schools	\$136,491.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
4	4.4	Dual Immersion Program	XYes	XSchoolwide	XEnglish Learners	Specific Schools: Jordan Elementary TK-3rd grade	\$300,216.00	
4	4.5	ELD, Reading Intervention, and Spanish Elective at Rancho	XYes	XSchoolwide	XEnglish Learners XLow Income	Specific Schools: Rancho 7th and 8th grade	\$53,584.00	
4	4.6	Before and After School Intervention	XYes	XLEA-wide	XEnglish Learners XFoster Youth XLow Income	XAll Schools	\$80,000.00	
4	4.7	Intervention Coordinators	XYes	XLEA-wide	XEnglish Learners XFoster Youth XLow Income	XAll Schools	\$9,092.00	
4	4.11	Math Intervention-Rancho Starbuck	XYes	XSchoolwide	XEnglish Learners XFoster Youth XLow Income	Specific Schools: Rancho Starbuck 7th and 8th	\$37,535.00	
4	4.12	Illuminate	XYes	XLEA-wide	XEnglish Learners XFoster Youth XLow Income	XAll Schools	\$25,000.00	
4	4.13	Reading Intervention-Rancho Starbuck	XYes	XSchoolwide	XEnglish Learners XFoster Youth XLow Income	Specific Schools: Rancho Starbuck 7th and 8th	\$40,000.00	
4	4.14	Coordination of Services	XYes	XLEA-wide	XEnglish Learners XFoster Youth XLow Income	XAll Schools	\$243,769.00	
4	4.16	Learning Hubs-Libraries	XYes	XLEA-wide	XEnglish Learners XFoster Youth XLow Income	XAll Schools	\$86,731.00	
4	4.17	MTSS Coordination and Monitoring of UDPs	XYes	XLEA-wide	XEnglish Learners XFoster Youth XLow Income	XAll Schools	\$185,220.00	
4	4.19	Classified Staff-Custodial Support	XYes	XLEA-wide	XEnglish Learners XFoster Youth XLow Income	XAll Schools	\$232,018.00	
4	4.21	Creative Response to Emotional and Educational Wellness	XYes	XLEA-wide	XEnglish Learners XFoster Youth XLow Income	XAll Schools	\$545,129.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
4	4.22	Nurse and Nursing Assistant	XYes	XLEA-wide	XFoster Youth XLow Income	XAll Schools	\$18,833.00	
5	5.2	GATE Identification	XYes	XLEA-wide	XEnglish Learners XFoster Youth XLow Income	XAll Schools	\$15,000.00	
5	5.4	Technology Integration-21st Century Skills	XYes	XLEA-wide	XEnglish Learners XFoster Youth XLow Income	XAll Schools	\$155,306.00	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$31,273,651.00	\$31,819,775.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Certificated Staffing-Teachers	No X	\$15,608,363.00	\$15,363,783.00
1	1.2	Certificated Staffing-Administration and other Support Staff	No X	\$2,695,938.00	\$2,274,708.00
1	1.3	Classified Staffing-Technology Department	No X	\$407,997.00	\$403,115.00
1	1.4	Classified Staffing-Custodial, Maintenance, and Grounds	No X	\$1,773,857.00	\$2,086,613.00
1	1.5	Basic Utilities	No X	\$830,328.00	\$874,817.00
1	1.6	Instructional Materials-Textbooks and Software	No X	\$313,567.00	\$1,451,994.00
1	1.7	Site Technology Allocation	No X	\$45,000.00	\$21,973.00
1	1.8	Instructional Supplies-Per Pupil Site Allocation	No X	\$271,180.00	\$283,970.00
1	1.9	Maintenance of Chromebooks	No X	\$0.00	\$241,313.00
1	1.10	Classified Staffing-Data Systems Analyst	No	\$51,916.00	\$50,805.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
			X		
1	1.11	Single Plan for Student Achievement (SPSA)	No X	\$5,000.00	\$0.00
1	1.12	School Site Council and DELAC	No X	\$0.00	\$0.00
1	1.13	Parent Teacher Associations (PTA)	No X	\$0.00	\$0.00
1	1.14	Family Engagement	No X	\$34,647.00	\$0.00
1	1.15	Classified Staff-Administration and other Support	No X	\$2,696,003.00	\$3,081,330.00
2	2.1	Early Literacy Teacher on Special Assignment (TOSA)	Yes X	\$135,906.00	\$128,551.00
2	2.2	Early Literacy Committee	No X	\$1,000.00	\$0.00
2	2.3	Early Literacy-Community Engagement	No X	\$30,002.00	\$0.00
2	2.4	Early Literacy-Preschool Program and Learning Link	Yes X	\$56,000.00	\$31,814.00
2	2.5	Transitional Kindergarten	Yes X	\$632,359.00	\$579,041.00
3	3.1	Facilities Master Plan	No X	\$0.00	\$0.00
3	3.2	FIT Reports	No X	\$0.00	\$0.00
3	3.3	Measure LL-Bond	No	\$0.00	\$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
			X		
4	4.1	Professional Development (District-wide)	Yes X	\$420,000.00	\$30,184.00
4	4.2	Professional Development- English Learners	Yes X	\$35,000.00	\$0.00
4	4.3	Progress Monitoring and Support of English Learners	Yes X	\$233,969.00	\$196,309.00
4	4.4	Dual Immersion Program	Yes X	\$455,589.00	\$432,933.00
4	4.5	ELD, Reading Intervention, and Spanish Elective at Rancho	Yes X	\$53,584.00	\$62,554.00
4	4.6	Before and After School Intervention	Yes X	\$80,000.00	\$59,839.00
4	4.7	Intervention Coordinators	Yes X	\$21,821.00	\$18,260.00
4	4.8	Intervention Support During the Day	No X	\$160,000.00	\$0.00
4	4.9	Teacher Planning/Choir Teacher	No X	\$98,437.00	\$96,906.00
4	4.10	Classified Staff-Instructional Assistants & Special Ed Support Aides	No X	\$1,139,144.00	\$1,341,913.00
4	4.11	Math Intervention-Rancho Starbuck	Yes X	\$37,535.00	\$43,117.00
4	4.12	Illuminate	Yes X	\$25,000.00	\$21,621.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.13	Reading Intervention-Rancho Starbuck	Yes X	\$40,000.00	\$0.00
4	4.14	Coordination of Services	Yes X	\$243,769.00	\$227,228.00
4	4.15	ABA Class and Program Specialist Position	No X	\$275,349.00	\$271,909.00
4	4.16	Learning Hubs-Libraries	Yes X	\$237,400.00	\$241,377.00
4	4.17	MTSS Coordination and Monitoring of UDPs	Yes X	\$226,525.00	\$222,837.00
4	4.18	Assessment System	No X	\$160,000.00	\$0.00
4	4.19	Classified Staff-Custodial Support	Yes X	\$232,018.00	\$230,237.00
4	4.20	Attendance Monitoring	No X	\$12,000.00	\$0.00
4	4.21	Creative Response to Emotional and Educational Wellness	Yes X	\$771,169.00	\$878,851.00
4	4.22	Nurse and Nursing Assistant	Yes X	\$178,054.00	\$287,598.00
5	5.1	Professional Development-GATE Certification	No X	\$108,000.00	\$5,515.00
5	5.2	GATE Identification	Yes X	\$15,000.00	\$0.00
5	5.3	STEAM Enrichment	No X	\$169,919.00	\$123,505.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
5	5.4	Technology Integration-21st Century Skills	Yes X	\$255,306.00	\$153,255.00

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFE Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)	
	\$3,247,283.00	\$2,186,996.00	\$1,060,287.00	0.00%	0.00%	0.00%	
Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.1	Early Literacy Teacher on Special Assignment (TOSA)	XYes	\$10,000.00	\$0.00		
2	2.4	Early Literacy-Preschool Program and Learning Link	XYes	\$1,000.00	\$0.00		
2	2.5	Transitional Kindergarten	XYes	\$632,359.00	\$579,041.00		
4	4.1	Professional Development (District-wide)	XYes	\$420,000.00	\$0.00		
4	4.2	Professional Development-English Learners	XYes	\$20,000.00	\$0.00		
4	4.3	Progress Monitoring and Support of English Learners	XYes	\$136,491.00	\$146,435.00		
4	4.4	Dual Immersion Program	XYes	\$300,216.00	\$195,125.00		
4	4.5	ELD, Reading Intervention, and Spanish Elective at Rancho	XYes	\$53,584.00	\$62,554.00		
4	4.6	Before and After School Intervention	XYes	\$80,000.00	\$59,830.00		
4	4.7	Intervention Coordinators	XYes	\$9,092.00	\$9,130.00		
4	4.11	Math Intervention-Rancho Starbuck	XYes	\$37,535.00	\$43,117.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	4.12	Illuminate	XYes	\$25,000.00	\$0.00		
4	4.13	Reading Intervention-Rancho Starbuck	XYes	\$40,000.00	\$0.00		
4	4.14	Coordination of Services	XYes	\$243,769.00	\$155,583.00		
4	4.16	Learning Hubs-Libraries	XYes	\$86,731.00	\$84,005		
4	4.17	MTSS Coordination and Monitoring of UDPs	XYes	\$185,220.00	\$163,329.00		
4	4.19	Classified Staff-Custodial Support	XYes	\$232,018.00	\$230,237.00		
4	4.21	Creative Response to Emotional and Educational Wellness	XYes	\$545,129.00	\$305,355		
4	4.22	Nurse and Nursing Assistant	XYes	\$18,833.00	\$0.00		
5	5.2	GATE Identification	XYes	\$15,000.00	\$0.00		
5	5.4	Technology Integration-21st Century Skills	XYes	\$155,306.00	\$153,255.00		

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
			0.00%	\$2,186,996.00	0.00%	0.00%	\$0.00	0.00%

Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/ire/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in EC Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions are the **most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCCFF Carryover Table. With the exception of the Data Entry Table, the word "input" has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).
- See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
 - **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
 - **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
 - **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
 - **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

- Pursuant to EC Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."
- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
 - 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
 - Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
 - Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
 - 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
 - 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.
- The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)

- This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
January 2022

**Lowell Joint School District
2022-2023
Proposed Science Textbook List**

COURSE	TITLE	PUBLISHER	COPYRIGHT DATE
Elevate Science	Grade K Kit	Savvas Learning	2020
Elevate Science	Grade 1 Kit	Savvas Learning	2020
Elevate Science	Grade 2 Kit	Savvas Learning	2020
Elevate Science	Grade 3 Kit	Savvas Learning	2020
Elevate Science	Grade 4 Kit	Savvas Learning	2020
Elevate Science	Grade 5 Kit	Savvas Learning	2020
Elevate Science	Grade 6 Kit	Savvas Learning	2020
Science Dimensions	Grade 7 Kit	Houghton Mifflin Harcourt	2020
Science Dimensions	Grade 8 Kit	Houghton Mifflin Harcourt	2020



PCO #051

Erickson-Hall Construction Co.
500 Corporate Drive
Escondido, California 92029
Phone: (760) 796-7700
Fax: (760) 796-7750

Project: 4109 - Jordan ES - HVAC & Roof Project
10654 Jordan Road
Whittier, California 90603

Potential Change Order #051: Builders Risk Extension

Table with 4 columns: TO, FROM, PCO NUMBER/REVISION, CONTRACT, REFERENCE, SUBMITTED DATE, CHANGE TYPE, SCHEDULE IMPACT.

POTENTIAL CHANGE ORDER TITLE: Builders Risk Extension

POTENTIAL CHANGE ORDER DESCRIPTION:

Builders Risk Extension

There have been multiple delays on the project generated by external events outside of Erickson Halls control. Southern California Edison (SCE) deenergizing the Administration building, SCE drawing and development, rain and dry-time for grading, Silver Creek installation of Modular Buildings, design changes throughout the site etc. This has resulted in the need to extend the insurance policy in place for the Jordan ES project. The following pricing is for the Builders Risk premium extension on the Jordan ES project.

ATTACHMENTS:

Table with 5 columns: #, Cost Code, Description, Type, Amount. Includes items for Builders Risk Premium Extension, Contractor OH&P (5%), and Contractor Bond (1%).

Ghataode Bannon Architects
760 W 16th Street Unit B
Costa Mesa, California 92627

Lowell Joint School District
11537 Grovedale Dr.
Whittier, California 90604

Erickson-Hall Construction Co
500 Corporate Drive
Escondido, California 92029

SIGNATURE

DATE

SIGNATURE

DATE

SIGNATURE

5/27/2022

DATE



ERICKSON - HALL
CONSTRUCTION CO.

Contingency Request Proposal

School: Jordan Elementary School

Project Name: Jordan Elementary School - HVAC and REROOF
Project No.: 4109

DSA Application No.: 03-121043

Architect: Ghataode Bannon Architects.
Project Manager: Lowell Joint School District
Contractor: Erickson-Hall Construction Co.

COP No.: 51
Date: 5/27/2022
Reference RFIs: N/A
Reference RFP / Bulletin No.: N/A

DESCRIPTION: There have been multiple delays on the project generated by external events outside of Erickson Halls control. Southern California Edison (SCE) deenergizing the Administration building, SCE drawing and development, rain and dry-time for grading, Silver Creek installation of Modular Buildings, design changes throughout the site etc. This has resulted in the need to extend the insurance policy in place for the Jordan ES project. The following pricing is for the Builders Risk premium extension on the Jordan ES project.

Subcontractor Costs (used when work is subcontracted)

Subcontractor	Description	Material	Labor	Equipment	Totals
Alliant Construction Services	Builders Risk Extension	\$ 5,477.00	\$ -	\$ -	\$ 5,477.00
					\$ -
					\$ -
					\$ -
					\$ -
	Subtotals	\$ 5,477.00	\$ -	\$ -	\$ 5,477.00
	Subcontractor OH and Profit (10%)				\$0.00
	Tired Subcontractor Cost				N/A
	Subcontractor Profit of Tired Subcontractor (5%)				N/A
	Subcontractor Bond (1%)				\$0.00
	Subcontractor Subtotal				\$5,477.00
	Contractor OH and Profit (5%)				\$273.85
	Contractor/Subcontractor Subtotal				\$5,750.85
	Contractor Bond (1%)				\$57.51
	Subcontractor Total + Contractor Mark-ups				\$5,808.36

Contractor Costs (used when work is self-performed)

Contractor	Description	Material	Labor	Equipment	Totals
					\$ -
					\$ -
					\$ -
	Subtotals	\$ -	\$ -	\$ -	\$ -
	Contractor OH and Profit (10%)				\$ -
	Contractor totals				\$ -
	Contractor Bond (1%)				\$ -
	Contractor Subtotal				\$ -

TOTAL COSTS FOR COP No. 51 \$ 5,808

Contractor Time

TOTAL TIME FOR COP No. 51 0 days

- Construction Contingency Errors and Omission Contingency DSA Contingency Gas Line Contingency IDF Contingency



January 19, 2022

Erickson-Hall Construction Co.
500 Corporate Drive,
Escondido, California 92029

Attn: Mr. Bob Lanthrop

Re: Jordan Elementary School
10654 Jordan Road, Kindergarten Area, Two Containments
Whittier, California 90603

Dear Mr. Lanthrop,

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

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

ASBESTOS PROJECT MONITORING

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

ASBESTOS AIR (TEM) CLEARANCE

- Visual clearance inspection of all completed abated areas. "White Glove" method clearance inspection will be conducted in accordance with AHERA regulations.
- Air (TEM) clearance sampling by a state certified asbestos consultant or certified site surveillance technician, utilizing AHERA regulated sampling protocols.
- Air Samples to be collected by a high-volume air sampling pump calibrated with a rotameter, utilizing 25 mm MCE filters with pore size <0.45 microns utilizing aggressive air sampling (leaf blower and/or fans) protocol as required in the AHERA regulations.
- Analysis of air samples by an NVLAP accredited laboratory, utilizing Transmission Electron Microscopy (TEM), in accordance with current AHERA/ASHARA regulatory requirements. The quoted sample analysis is based on 24 Hour Rate laboratory analysis.



A-Tech Consulting, Inc.

PRICING

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

ASBESTOS PROJECT MONITORING

Item	Price		Qty	Line Total
Asbestos Project Monitoring (8-Hour Shifts)	\$1,150.00/Shift	X	4	\$4,600.00
Asbestos Air Samples (TEM AHERA)	\$135.00/Sample	X	10	\$1,350.00
Total				\$5,950.00

Notes:

- The above costs are based on current regulatory guidelines. The above cost does not reflect overtime, weekend, and holiday rates.
- A-Tech will only invoice for the exact number of eight (8) hour shifts worked during this project.
- The exact number of shifts will be based on the abatement contractor's schedule for removal.

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

Sincerely,

A-Tech Consulting, Inc.

Joseph A. Williams, CAC, DPH
CAC #14-5269 DPH # LRC-00001390
joew@atechinc.net

To proceed with scheduling, kindly reply to PM@atechinc.net and accounting@atechinc.net.



A-Tech Consulting, Inc.

AUTHORIZATION TO PROCEED

A-Tech Consulting, Inc. (Consultant) is hereby authorized to proceed with environmental services for the Asbestos Project Monitoring to be conducted at 10654 Jordan Road, Whittier, California 90603 (Project Site), on behalf of Erickson-Hall Construction Co. (Client), in accordance with the agreed upon scope of professional services and pricing included in the proposal ATCH-22-0037 attached hereto as Exhibit "A" (the "Services") in the amount that is to be determined. Furthermore, please understand that your terms of payment are due upon receipt of invoice. A-Tech Consulting, Inc. is prepared to commence the aforementioned services upon receipt (email or fax copy is acceptable) of this signed "Authorization to Proceed".

INVOICES

a.) Consultant will submit invoice to Client upon completion of services. Invoices will show charges for all costs.

b.) If a purchase order number is necessary prior to services and/or payment, indication of such requirement shall be disclosed by Client prior to Consultant providing services. It will be the sole responsibility of the Client to provide purchase order numbers when applicable. If a purchase order number is necessary and is not provided to the Consultant prior to commencement of work, Client will be bound to the terms stated in this contract.

c.) Payment is due upon receipt of presentation of invoice and is past due thirty (30) days from invoice date. Client agrees to pay interest of ten percent (10%) per annum, not to exceed the maximum allowed by law, on all past due accounts. The amount of interest will be calculated on any unpaid balance commencing thirty (30) days after the date of the original invoice. Should it become necessary to institute collection proceedings or otherwise incur collection costs, these costs shall be recoverable from Client in addition to any unpaid account balance and interest thereupon. Should legal action be required to enforce any provision of this agreement, the prevailing party shall be entitled to recover all costs, including but not limited to, legal fees, expert witness fees, court costs, and whatever additional costs the court may deem applicable, including punitive damages.

Company Name: _____

Billing Address: _____

Accounts Payable Contact: _____ Accounts Payable Phone: _____

Accounts Payable Email: _____

Additional Email(s): _____

Purchase Order #: _____

If PO Required, Purchasing Contact: _____

Purchasing Contact Phone: _____ Purchasing Contact Email: _____

Specific or Unique Invoice Requirements: _____

Signature: _____ Title: _____

Printed Name: _____ Date: _____



May 26, 2022

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

Attn: Mr. David Bennett

Re: Meadow Green Elementary School
12025 Grovedale Drive, Various Areas
Whittier, California 90604

Dear Mr. Bennett,

Areas/Scope of Work: Roofs, Windows and Pipe Chases of the Classroom Buildings and the Administration Building will be tested for asbestos and lead. The Roof for the MPR will also be tested for asbestos and lead. The concrete at the Northwest exterior of the MPR will also be tested. The portables will have the walls tested only.

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

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

LIMITED ASBESTOS ASSESSMENT

- This assessment will satisfy all the requirements of a pre-renovation assessment, in accordance with Cal-OSHA Rule Title 8 CCR 1529 and NESHAP/SCAQMD Rule 1403, as it pertains to this project only.
- Inspection of the areas within the project scope of work and bulk sampling of suspect asbestos-containing materials (ACM) by a state certified asbestos consultant or certified site surveillance technician (CAC or CSST), utilizing AHERA sampling protocols. We will need access to all locations.
- Analysis of suspect ACM samples by a NVLAP accredited laboratory, utilizing Polarized Light Microscopy (PLM) with dispersion staining, in accordance with current regulatory requirements. Sample analysis is based on 24 Hour laboratory analysis.
- Review of any proposed renovation plans, if available
- Report preparation including sample locations, friability evaluations and remedial recommendations.

LIMITED XRF-LEAD ASSESSMENT

- Inspection of within the project scope of work and X-Ray Florescence (XRF) of all painted surfaces, ceramic, and porcelain components by a CDPH Certified Inspector/Assessor, utilizing Cal-OSHA's and HUD sampling protocols. We will need access to all locations.
- Analysis of suspect components, which are inconclusive via XRF analysis. Samples will be analyzed by an AIHA accredited laboratory, utilizing Flame Atomic Absorption (AAS) and/or Total Threshold Limit Concentration (TTLC), in accordance with current regulatory requirements.
- Review of proposed renovation plans, if available.
- Report preparation including sample locations, condition evaluations and abatement/stabilization recommendations.



PRICING

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

LIMITED ASBESTOS & XRF-LEAD ASSESSMENT – 24 Hour Laboratory Analysis

Item	Price		Qty	Line Total
Principal Hygienist	\$140.00/Hour	X	4	\$560.00
Environmental Project Manager	\$105.00/Hour	X	4	\$420.00
Certified Site Surveillance Technician (CSST) & CDPH Inspector Assessor or CDPH Sampling Technician	\$85.00/Hour	X	48	\$4,080.00
Asbestos Bulk Samples (PLM)	\$22.00/Sample	X	331	\$7,282.00
XRF Sample Analysis	\$450.00/Day	X	3	\$1,350.00
Senior Administrator	\$65.00/Hour	X	3	\$195.00
Clerical/Report Writing	\$60.00/Hour	X	10	\$600.00
Total				\$14,487.00

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

Sincerely,

A-Tech Consulting, Inc.

Joseph A. Williams, CAC, DPH
CAC #14-5269 DPH #19524



Proposal No: 22-0806-P

May 24, 2022

Lowell Joint School District
11537 Grovedale Dr
Whittier, CA 90604

Attention: David Bennett

Subject: Proposal to Provide Construction Inspection and Testing Services
Meadow Green ES
12025 Grovedale Drive
Whittier, CA

In response to your request, we propose to provide construction inspection and testing services for the Meadow Green ES HVAC & Roof Upgrades project.

PROJECT UNDERSTANDING

We understand that the project will consist of replacing HVAC system and roofing at permanent buildings. Based on our review of Project Drawings and DSA 103 we understand that construction inspection and testing services will be required during the HVAC and roofing replacement

Therefore we have prepared this proposal to outline the scope of work required to provide special inspection and testing of reinforced concrete, post-installed anchors, and structural steel services, in accordance with the project requirements.

SCOPE OF WORK

Our proposed scope of work will consist of special inspection and testing of reinforced concrete, post-installed anchors, and structural steel services. A detailed description of the tasks required to complete this scope of work and an estimate of the costs associated with our work are detailed herein.

Special Inspection and Testing of Reinforced Concrete Construction

This scope of services will include engineering review of concrete mix designs, inspection of concrete batch plant operations, special inspection of reinforced concrete construction and field sampling and laboratory testing of concrete and reinforcing steel used in concrete construction for the project.

Our materials engineer would review mix designs submitted by the contractor and the results of tests performed on the aggregates. A written report of our review of the concrete mix design submittal will be prepared upon the completion of the work.

This scope of work will include the inspection of concrete batch plant operations. We will provide an inspector during concrete batch plant operations to monitor the batch weights and provide periodic inspection of the aggregate stockpiles and cement bins. Written reports of all inspections will be provided on a daily basis and at the completion of the work.

We will provide an ICC certified special inspector to perform inspection of the concrete form work, reinforcing steel placement, and concrete placements. He will perform periodic inspection of the formwork for shape, location and dimensions of the concrete member being formed. He will provide periodic inspection to verify the proper size and placement of reinforcing steel and embedded anchors.

Our inspector will provide continuous inspection during the placement of structural concrete to verify proper application techniques. Our inspector will sample fresh concrete and obtain samples for strength testing, perform slump tests and monitor the temperature of the concrete. A set of test cylinders will be made from each 50 cubic yards of concrete or fraction thereof for each class of concrete placed each day. Four test cylinders will be cast for each set.

Strength test cylinders will be cured in our laboratory until they are tested in accordance to ASTM C192. Compression tests would be performed in accordance to ASTM C39 at 7 and 28 days, respectively. Copies of the results of all compression tests will be provided upon completion of the test.

Samples of the reinforcing steel to be used for production of concrete would be tested in accordance to ASTM A370 and A615 test methods. Written reports of all tests presenting applicable information would be prepared at the completion of testing.

Special Inspection and Testing of Post Installed Anchors

This scope of services will include performing special inspection and testing as required of post installed anchors for compliance with the approved plans, job specifications, ICC-ES reports, and building codes.

We will provide an inspector certified by ICC to perform inspection of the installation of post installed anchors. These inspections typically consist of epoxy dowel, wedge anchor, and hold downs. He shall make a list of defective work and a manner of correction of defects.

This scope of work may also include pull or torque testing of installed anchors as required by the project plans or job specifications. We will provide a technician to perform the required testing on a randomly selected number of anchors based on the frequency of testing specified.

The results of all tests and inspections will be provided to the designated representative in written daily reports of inspection and testing.



Structural Steel Shop and Field Welding

This scope of services will consist of inspection of structural steel shop fabrication and shop and field welding procedures and completed welds for conformance to approved plans, specifications, and building codes.

We will provide an inspector that has been certified by AWS as a special inspector for welding. His work would consist of inspection of all welds made in the shop and / or field for compliance of the approved plans and job specifications. He shall make a systematic record of all welds, including a list of defective welds and a manner of correction of defects. The inspector will check the material, equipment, details of construction and procedures, as well as the welds. He would also check the ability of the welder. He would also check the ability of the welder. Our inspector will perform periodic inspection during fit up and fabrication of structural steel to verify the materials utilized are properly marked and traceable. He will collect mill certifications for the materials and inspect joint details to verify conformance at each connection.

Project Administration, Engineering Oversight, and Reporting

This scope of work will include all administrative, project management, engineering oversight, and reporting. This may include, but is not limited to, ensuring RMA Group has all necessary documents and information needed to complete the requested work, reviewing plans and specifications, dispatching services, reviewing both lab and daily reports, distribution, and invoicing time.

TERMS

We propose to perform the previously described services on an hourly or test rate basis in accordance to the attached fee schedule. Our estimate is based on information given to RMA Group by David Bannon and the following assumed construction durations. Our estimate of charges for the proposed services is as follows:

Construction Activity	Estimated Costs
Special Inspection and Testing of Reinforced Concrete Construction	\$12,790.00
Special Inspection and Testing of Post Installed Anchors	\$21,840.00
Structural Steel Shop and Field Welding	\$5,070.00
Project Administration, Engineering Oversight, and Reporting	\$2,210.00
TOTAL	\$41,910.00

Our estimate may vary due to circumstances that may develop during the course of the work or due to extended construction duration. If a change in the scope of work becomes necessary due to unforeseen conditions, which will increase the charges, we will obtain your authorization before proceeding.

Invoices for our services will be rendered at the completion of the work and upon completion of the report. Invoices are due and payable upon presentation. Should the duration of the job exceed one month, monthly invoices will be presented for services performed.



Any amount not paid within 30 days of the date due will bear interest at a rate of 18% per annum. In the event legal action is instituted to enforce this agreement, the prevailing party will be entitled to reasonable attorney fees.

PROFESSIONAL INSURANCE

We maintain the following insurance coverage. Certificates of insurance will be provided upon request. However, our professional liability insurance carrier (errors and omissions) will not name any additional insured.

General liability	\$1,000,000.00 limit
Professional Liability	\$1,000,000.00 limit
Workmen's Compensation	\$1,000,000.00 limit

CLOSURE


RMA Group does not guarantee the performance of the contractor(s) by performing these services. RMA Group's performance of these services shall not relieve the contractor(s) of his obligation to perform the work in conformity with the drawings and specifications and in a workmanlike manner; shall not make RMA Group an insurer of the contractor's performance; and shall not impose on RMA Group any obligation to see that the work is performed in a safe manner.

Thank you for the opportunity to submit this proposal. We look forward to working with you on this project and can begin our work upon receipt of your notice to proceed and receipt of a signed copy of this proposal authorizing us to perform these professional services. If you have any questions regarding this proposal please contact the undersigned Project Manager.

Authorized By:

Submitted By:
RMA Group

(Signature)



Prisila Neri
Project Manager

(Print or Type Name)

(Title)

(Date)

<NAME>

ESTIMATE WORKSHEET

Special Inspection and Testing of Reinforced Concrete Construction

Item	Quantity	Unit	Unit Price	Total
Pick-up and Delivery of Test Specimens	8	HR	\$55.00	\$440.00
ID Reinforcing or Structural Steel	8	HR	\$97.50	\$780.00
Special Inspector Reinforced Concrete	20	HR	\$97.50	\$1,950.00
Special Inspector Concrete Batch Plant	40	HR	\$97.50	\$3,900.00
ACI Concrete Technician	40	HR	\$97.50	\$3,900.00
ASTM C39 Concrete Cyl Cured or Tested	40	EA	\$40.00	\$1,600.00
ASTM A370 Rebar Tension up to #8	2	EA	\$60.00	\$120.00
ASTM A370 Bend Test Rebar up to #8	2	EA	\$50.00	\$100.00
	Subtotal:			\$12,790.00



ESTIMATE WORKSHEET
Special Inspection and Testing of Post Installed Anchors

Item	Quantity	Unit	Unit Price	Total
Special Inspector Post Installed Anchors	144	HR	\$97.50	\$14,040.00
Pull Torque Testing Technician	80	HR	\$97.50	\$7,800.00
	Subtotal:			\$21,840.00



ESTIMATE WORKSHEET
Structural Steel Shop and Field Welding

Item	Quantity	Unit	Unit Price	Total
AWS Certified Welding Inspector- Field	32	HR	\$97.50	\$3,120.00
AWS Certified Welding Inspector- Shop	20	HR	\$97.50	\$1,950.00
	Subtotal:			\$5,070.00



ESTIMATE WORKSHEET
Project Administration, Engineering Oversight, and Reporting

Item	Quantity	Unit	Unit Price	Total
Project Manager - Office	6	HR	\$155.00	\$930.00
Project Engineer - Office	4	HR	\$170.00	\$680.00
Administrative	10	HR	\$60.00	\$600.00
Subtotal:				\$2,210.00



2020 Schedule of Fees and General Terms

Personnel Charges - Professional Staff

Product Name	Units	Rate (\$)
Project Engineer - Laboratory	HR	\$170.00
Administrative	HR	\$60.00
Principal Engineer - Office	HR	\$190.00
Principal Engineer - Field	HR	\$190.00
Principal Engineer - Consultation	HR	\$190.00
Principal Engineer - Job Conference	HR	\$190.00
Principal Engineer - Expert Witness	HR	\$400.00
Principal Engineer - Court Appearance	HR	\$450.00
Project Engineer - Office	HR	\$170.00
Project Engineer - Field	HR	\$170.00
Project Engineer - Consultation	HR	\$170.00
Project Engineer - Job Conference	HR	\$170.00
Staff Engineer - Office	HR	\$135.00
Staff Engineer - Field	HR	\$135.00
Drafting	HR	\$90.00
Project Manager - Office	HR	\$155.00
Principal Geologist - Field	HR	\$190.00
Project Manager - Field	HR	\$155.00
Project Manager - Job Conference	HR	\$155.00
Principal Geologist - Office	HR	\$190.00
Principal Geologist - Court Appearance	HR	\$450.00
Principal Geologist - Consultation	HR	\$190.00
Principal Geologist - Job Conference	HR	\$190.00
Principal Geologist - Expert Witness	HR	\$400.00
Project Geologist - Office	HR	\$170.00
Project Geologist - Field	HR	\$170.00
Project Geologist - Consultation	HR	\$170.00
Project Geologist - Job Conference	HR	\$170.00
Qualified SWPPP Developer QSD	HR	\$150.00
Staff Geologist - Office	HR	\$135.00
Staff Geologist - Field	HR	\$135.00
Qualified SWPPP Practitioner QSP	HR	\$140.00

Personnel Charges - Field Staff

Product Name	Units	Rate (\$)
Soils Engineering Technician	HR	\$97.50
Soils Technician Compaction Testing	HR	\$97.50
Soils Technician Rough Grading	HR	\$97.50
Soils Technician Retesting	HR	\$97.50
Public Works Inspector	HR	\$97.50
Public Works Technician	HR	\$97.50
Public Works Inspector - Asphalt Paving	HR	\$97.50
Public Works Inspector - Asphalt Plant	HR	\$97.50
Public Works Inspector - Concrete Paving	HR	\$97.50
Public Works Inspector - Concrete Plant	HR	\$97.50
Public Works Technician - Asphalt	HR	\$97.50
Public Works Technician - Concrete	HR	\$97.50
Laboratory Technician - Field Lab	HR	\$95.00
Lead Road and Structures Inspector	HR	\$120.00
Structures Inspector	HR	\$97.50
Roadway Inspector	HR	\$97.50

Lowell Joint School District
 Meadow Green ES HVAC & Roof Upgrades
 Whittier, CA

RMA Proposal No.22-0806-P
 May 24, 2022
 Page 10 of 18



2020 Schedule of Fees and General Terms

Civil Inspector	HR	\$97.50
Building Inspector	HR	\$97.50
Special Inspector (ICC)	HR	\$97.50
Mechanical Electrical Inspector	HR	\$97.50
Special Inspector Reinforced Concrete	HR	\$97.50
Special Inspector Prestressed Concrete	HR	\$97.50
Special Inspector Concrete Batch Plant	HR	\$97.50
ACI Concrete Technician	HR	\$97.50
Pick-up and Delivery of Test Specimens	HR	\$55.00
ID Reinforcing or Structural Steel	HR	\$97.50
Special Inspector Fire Proofing	HR	\$97.50
Special Inspector Post Installed Anchors	HR	\$97.50
Special Inspector Roofing/Waterproofing	HR	\$97.50
Special Inspector Masonry	HR	\$97.50
Special Inspector Masonry (DSA)	HR	\$97.50
Special Inspector Shotcrete	HR	\$97.50
Special Inspector Post Tensioned Conc.	HR	\$97.50
Special Inspector Fire Stopping	HR	\$97.50
AWS Certified Welding Inspector- Field	HR	\$97.50
AWS Certified Welding Inspector- Shop	HR	\$97.50
Special Inspector Structural Steel	HR	\$97.50
Special Inspector High Strength Bolting	HR	\$97.50
Special Inspector Wood Construction	HR	\$120.00
Non Destructive Testing ASNT Level II	HR	\$97.50
Non Destructive Testing ASNT Level III	HR	\$200.00
Special Inspector Coatings	HR	\$120.00
Special Inspector Fiber Wrap	HR	\$97.50
Radiographic Testing Crew	HR	\$400.00
Pull Torque Testing Technician	HR	\$97.50
Project Inspector (IOR)	HR	\$97.50
Asphalt Coring	HR	\$97.50
Concrete Coring	HR	\$97.50
Supervising Soil Technician	HR	\$125.00
Supervising Public Works Inspector	HR	\$125.00
Supervising Special Inspector	HR	\$125.00
Quality Control Manager	HR	\$145.00

Laboratory Tests - Steel

Product Name	Units	Rate (\$)
ASTM E605 Spray Applied Fireproofing Den	EA	\$135.00
ASTM A370 Rebar Tension up to #8	EA	\$60.00
ASTM A370 Rebar Tension #9 to #11	EA	\$75.00
ASTM A370 Rebar Tension #14	EA	\$115.00
ASTM A370 Rebar Tension #18	EA	\$170.00
ASTM A370 Bend Test Rebar up to #8	EA	\$50.00
ASTM A370 Bend Test Rebar #9 to #11	EA	\$60.00
ASTM A370 Bend Test Rebar #14	EA	\$115.00
ASTM A370 Bend Test Rebar # 18	EA	\$170.00
ASTM A370 Headed Bar Prod. Lot up to #8	LOT	\$275.00
ASTM A370 Headed Bar Prod. Lot #9 to #11	LOT	\$335.00
ASTM A370 Headed Bar Prod. Lot #14	LOT	\$515.00
ASTM A370 Headed Bar Prod. Lot #18	LOT	\$670.00
ASTM A416 Stress-Strain Analysis	EA	\$240.00

Lowell Joint School District
Meadow Green ES HVAC & Roof Upgrades
Whittier, CA

RMA Proposal No.22-0806-P
May 24, 2022
Page 11 of 18

2020 Schedule of Fees and General Terms

ASTM A416 Tensile Test Only	EA	\$175.00
ASTM A370 Tensile Up to 100K lbs (Each)	EA	\$75.00
ASTM A370 Tensile Up to 200K lbs (Each)	EA	\$90.00
ASTM A370 Tensile Up to 300K lbs (Each)	EA	\$100.00
ASTM A370 Tensile Up to 400K lbs (Each)	EA	\$160.00
ASTM A370 Tensile 400K - 500K lbs (Each)	EA	\$365.00
ASTM A370 Tensile Stress-Strain Percent	EA	\$205.00
AWS Weld: Macroetch	EA	\$110.00
AWS Weld: Fracture	EA	\$75.00
AWS Bend Test	EA	\$75.00
ASTM A370 Rockwell Hardness (Each)	EA	\$110.00
Steel Chemical Analysis	EA	\$205.00
ASTM F606 Bolt Axial Tensile to 7/8	EA	\$60.00
ASTM F606 Bolt Wedge Tensile to 7/8	EA	\$90.00
ASTM F606 Bolt: Axial 7/8 - 1 1/2	EA	\$95.00
ASTM F606 Bolt: Proof Load up to 7/8"	EA	\$100.00
ASTM F606 Bolt Wedge Tens 7/8 to 1 1/2"	EA	\$110.00
ASTM F606 Bolt: Proof Load up to 1 1/2"	EA	\$125.00
ASTM F606 Nut: Proof Load up to 1 1/2"	EA	\$100.00
ASTM F606 Nut: Proof Load up to 7/8"	EA	\$65.00

Laboratory Tests - Soil

Product Name	Units	Rate (\$)
ASTM D4318 Plasticity Index of Soils	EA	\$335.00
ASTM D1883 California Bearing Ratio	EA	\$605.00
ASTM D2435 Consolidation with Time Rate	EA	\$335.00
ASTM D2435 Consolidation	EA	\$275.00
ASTM D3080 Direct Shear, Consol&Drained	EA	\$375.00
ASTM D4829 Expansion Index of Soils	EA	\$240.00
ASTM D2166 Unconfined Comp Strength	EA	\$335.00
ASTM D5333 Hydro Collapse Potential	EA	\$240.00
ASTM D2050 Tri-Axial Shear Strength	EA	\$470.00
ASTM D2937 In-Place Density, Drive Cyl	EA	\$65.00
ASTM D2216 Soil Moisture Content by Mass	EA	\$45.00
ASTM D698 Maximum Density Std Effort	EA	\$290.00
ASTM D1557 Max Density Optimum Moisture	EA	\$290.00
ASTM D2974 Moisture, Ash, Organic Matter	EA	\$110.00
ASTM D4972 pH of Soils	EA	\$115.00
ASTM D2844 R-Value & Expansive Pressures	EA	\$440.00
ASTM D2419 Sand Equivalent	EA	\$170.00
ASTM D422 Sieve Analysis of Soil	EA	\$240.00
ASTM D2434 Const Head Permeability Test	EA	\$470.00
ASTM D1140 Materials Finer than #200	EA	\$140.00
ASTM D422 Hydrometer Anaylsis	EA	\$335.00
ASTM D854 Specific Gravity of Soils	EA	\$265.00
ASTM D4546 Swell Potential	EA	\$240.00
ASTM D4943 Shrinkage Factor by Resin	EA	\$260.00
ASTM D559 Soil Cement Sample Preparation	EA	\$140.00
ASTM D558 Soil-Cement Maximum Density	EA	\$375.00
ASTM D1633 Compression Test Soil Cement	EA	\$110.00
AASHTO T100 Specific Gravity of Soils	EA	\$275.00

Laboratory Tests - Masonry

Lowell Joint School District
Meadow Green ES HVAC & Roof Upgrades
Whittier, CA

RMA Proposal No.22-0806-P
May 24, 2022
Page 12 of 18

2020 Schedule of Fees and General Terms

Product Name	Units	Rate (\$)
ASTM C140 Block Compressive Strength	SET	\$100.00
ASTM C140 Block Moisture & Absorption	SET	\$110.00
ASTM C426 Block Linear Shrinkage	SET	\$375.00
ASTM C140 Block Unit Wt & Dimensions	SET	\$265.00
ASTM C90 Masonry Block Conformance	SET	\$740.00
ASTM C67 Brick Compressive Strength	SET	\$125.00
ASTM C67 Brick Moisture & Absorption	SET	\$110.00
ASTM C67 Brick 5 Hour Boil	EA	\$135.00
ASTM C67 Brick Modulus of Rupture	EA	\$135.00
ASTM C780 Mortar Cylinder Compression	EA	\$40.00
ASTM C1019 Grout Prism Compression	EA	\$50.00
ASTM C1314 Masonry Core Comp Str 8" Max	EA	\$100.00
ASTM C1314 Masonry Core Shear Str 8" Max	EA	\$110.00
ASTM E519 Assemblage Comp Str 8" Block	EA	\$125.00
ASTM E519 Assemblage Comp Str 12" Block	EA	\$140.00
ASTM E519 Assemblage Comp Str 16" Block	EA	\$175.00
ASTM C109 Compressive Strength 2" Cube	EA	\$50.00

Laboratory Tests - Environmental

Product Name	Units	Rate (\$)
EPA 6010 & 7471 TTLC 17 Metals	EA	Quote
EPA 8081 Organo-Chlorine Pesticides	EA	Quote
EPA 8141 Organo-Phosphorous Pesticides	EA	Quote
EPA 8151 Chlorinated Herbicides	EA	Quote
EPA 6010 & 7471 TTLC Lead	EA	Quote
EPA 8015 Total Petroleum Hydrocarbons	EA	Quote
EPA 8310 Polynuclear Aromatic Hydrocarbons	EA	Quote
EPA 8082 PCB's	EA	Quote
EPA 8021 or 8260 Volatile Organic Compounds	EA	Quote
EPA 8270 Semi-Volatile Organic Compounds	EA	Quote
EPA 9040 pH of Soil	EA	Quote
OSHA ID-191 Asbestos	EA	Quote

Laboratory Tests - Concrete

Product Name	Units	Rate (\$)
ASTM C39 Concrete Cyl Cured or Tested	EA	\$40.00
ASTM C42 Compressive Strength, Core	EA	\$100.00
ASTM C495 Lightweight Concrete Strength	EA	\$65.00
ASTM C39 Cyl Tested out of Sequence	EA	\$50.00
ASTM C78 Flexural Strength, Beam	EA	\$125.00
ASTM C1140 Shotcrete Panel Test	SET	\$335.00
ASTM C138 Unit Weight of Concrete	EA	\$90.00
ASTM C649 Concrete Modulus of Elasticity	EA	\$205.00
ASTM C157 Concrete Shrinkage (Set of 3)	SET	\$600.00
ASTM C496 Splitting Tensile Test	EA	\$125.00
ASTM C495 Density - Lightweight Concrete	EA	\$240.00
AASHTO T336 Coefficient of Thermal Exp	EA	\$670.00

Laboratory Tests - Caltrans

Product Name	Units	Rate (\$)
CT202 Sieve Analysis, Combined Agg	EA	\$245.00
CT202 Sieve Analysis, Fine Agg	EA	\$190.00

Lowell Joint School District
Meadow Green ES HVAC & Roof Upgrades
Whittier, CA

RMA Proposal No.22-0806-P
May 24, 2022
Page 13 of 18



2020 Schedule of Fees and General Terms

CT202 Sieve Analysis, Coarse Agg	EA	\$185.00
CT235 Flat and Elongated Particles	EA	\$390.00
CT205 Percentage Crushed Particles	EA	\$205.00
CT206 Specific Gravity, Coarse Aggregate	EA	\$185.00
CT229 Durability Index	EA	\$405.00
CT207 Specific Gravity, Fine Aggregate	EA	\$225.00
CT208 Apparent Specific Gravity of Fines	EA	\$275.00
CT234 Angularity & Voids, Fine Agg	EA	\$265.00
CT211 Abrasion, Los Angeles Rattler	EA	\$335.00
CT227 Cleanness Value	EA	\$390.00
CT213 Organic Impurities in Sand	EA	\$135.00
CT214 Soundness by Sodium Sulfate	EA	\$510.00
CT226 Moisture Content by Oven Drying	EA	\$45.00
CT217 Sand Equivalent	EA	\$170.00
CT308(A) Core Density Paraffin Coated	EA	\$75.00
CT308(C) Core Density SSD	EA	\$65.00
CT303 Approximate Bitumen Ratio	EA	\$335.00
CT304/308(A) LTMD Kneading Compactor	EA	\$440.00
CT305 Swell of Bituminous Mixtures	EA	\$470.00
CT366 Stabilometer Value	EA	\$365.00
CT308(A)/366 Stability and Density	EA	\$440.00
CT308(C)/366 Stability and Density	EA	\$440.00
CT309 Maximum Theoretical Density	EA	\$275.00
CT370 Moisture Content by Microwave	EA	\$110.00
CT379 Asphalt Content Nuclear Gauge	EA	\$275.00
CT382 Ignition Oven Correction Factor	EA	\$405.00
CT382 Asphalt Content by Ignition	EA	\$255.00
CT371 Tensile Strength Ratio	EA	\$1,470.00
CT302 Film Stripping	EA	\$335.00
CT521 Concrete Cyl Compressive Strength	EA	\$40.00
CT523 Concrete Flexural Strength, Beam	EA	\$125.00
CT531 Length of Drilled Concrete Cores	EA	\$65.00
CT550 Surface Abrasion of Concrete	EA	\$535.00
CT534 Water Retention, Liq Curing Cmpnd	EA	\$570.00
CT521 Compressive Strength LCB	EA	\$40.00
CT524 RSC Flexural Strength, Beam	EA	\$125.00
CT515 Relative Mortar Strength, PCC Sand	EA	\$800.00
CT670 Tensile Strength #8 - #11	EA	\$110.00
CT670 Tensile Strength up to #8	EA	\$75.00
CT670 Tensile Strength #14	EA	\$140.00
CT 52-1-08C Slip Test	EA	\$205.00
CT670 Tensile Strength #18	EA	\$205.00
CT670 Operator Qualification up to #8	LOT	\$470.00
CT670 Operator Qualification #14	LOT	\$800.00
CT670 Operator Qualification #9 - #11	LOT	\$535.00
CT670 Operator Qualification #18	LOT	\$1,135.00
CT670 Operator Qualification up to #8	EA	\$470.00
CT670 Operator Qualification #9 - #11	EA	\$535.00
CT670 Operator Qualification #18	EA	\$1,135.00
CT670 Operator Qualification #14	EA	\$800.00
CT670 Production Lot up to #8 (Service)	LOT	\$335.00
CT670 Production Lot #9 to #11 (Service)	LOT	\$405.00
CT670 Production Lot #14 (Service)	LOT	\$535.00
CT670 Production Lot #18 (Service)	LOT	\$725.00

Lowell Joint School District
Meadow Green ES HVAC & Roof Upgrades
Whittier, CA

RMA Proposal No.22-0806-P
May 24, 2022
Page 14 of 18

2020 Schedule of Fees and General Terms

CT670 Production Lot up to #8 (Ultimate)	LOT	\$405.00
CT670 Production Lot #14 (Ultimate)	LOT	\$740.00
CT670 Production Lot #9 to #11(Ultimate)	LOT	\$470.00
CT670 Production Lot #18 (Ultimate)	LOT	\$1,005.00
CT209 Specific Gravity of Soil	EA	\$275.00
CT204 Plasticity Index, Atterberg	EA	\$305.00
CT216 CA Impact Max Density	EA	\$265.00
CT216 CA Impact, Rock Correction	EA	\$65.00
CT301 Resistance R-Value Stabilometer	EA	\$390.00
CT417 Soluble Sulfates	EA	\$135.00
CT422 Chloride Content	EA	\$115.00
CT643 Resistivity and pH	EA	\$135.00

Laboratory Tests - Asphalt

Product Name	Units	Rate (\$)
ASTM D2726 Core Density (SSD)	EA	\$65.00
ASTM D1188 Core Density Parafilm Coated	EA	\$75.00
ASTM D6926 Lab Max Density Marshall	EA	\$335.00
ASTM D6927 Marshal Stability and Flow	EA	\$440.00
ASTM D1561 LTMD Kneading Compactor	EA	\$335.00
ASTM D1560 Hveem Stability and Density	EA	\$440.00
ASTM D1560 Hveem Stability	EA	\$305.00
ASTM D2041 Maximum Theoretical Density	EA	\$265.00
ASTM D6307 Ignition Oven Calibration	EA	\$405.00
ASTM D2172 Asphalt Content by Solvents	EA	\$375.00
ASTM D6307 Asphalt Content by Ignition	EA	\$255.00
ASTM D4125 Asphalt Content Nuclear Gauge	EA	\$335.00
ASTM D5444 Gradation of Extracted Agg	EA	\$275.00
ASTM D244 Emulsion Residue Evaporation	EA	\$240.00
ASTM D244 Emulsion Sieve Analysis	EA	\$165.00
ASTM D3910 Wet Track Abrasion	EA	\$205.00
AASHTO T324 Hamburg Wheel Tracking Test	EA	\$1,100.00
AASHTO T283 Tensile Strength Ratio	EA	\$1,050.00
AASHTO T275 Core Density Paraffin Coated	EA	\$75.00
AASHTO T312/T275 LTMD Gyratory Compactor	EA	\$440.00
AASHTO T308 Asphalt Content by Ignition	EA	\$255.00
AASHTO T209 Theoretical Maximum Density	EA	\$265.00
AASHTO T308A AC Correction Factor	EA	\$470.00
AASHTO T329 Moisture Content by Oven	EA	\$110.00
AASHTO T324 Hamburg Wheel Tracking RHMA	EA	\$1,320.00
AASHTO T283 Tensile Strength Ratio RHMA	EA	\$1,260.00
AASHTO T312/T275 LTMD Gyratory Comp RHMA	EA	\$528.00

Laboratory Tests - Aggregates

Product Name	Units	Rate (\$)
ASTM C131 Abrasion, Los Angeles Rattler	EA	\$335.00
ASTM C40 Organic Impurities in Fine Agg	EA	\$135.00
ASTM C128 Specific Gravity, Fine Agg	EA	\$240.00
ASTM C127 Specific Gravity, Coarse Agg	EA	\$205.00
ASTM C1252 Angularity & Voids, Fine Agg	EA	\$225.00
ASTM C566 Moisture Content by Drying	EA	\$35.00
ASTM C117 Materials Finer than No. 200	EA	\$140.00
ASTM D2419 Sand Equivalent	EA	\$170.00



2020 Schedule of Fees and General Terms

ASTM C289 Alkali-Silica Reactivity	EA	\$670.00
ASTM D4791 Flat & Elongated Particles	EA	\$375.00
ASTM D5821 Percent Fractured Particles	EA	\$205.00
ASTM C123 Percent Lightweight Particles	EA	\$275.00
ASTM C88 Soundness by Sodium Sulfate	EA	\$535.00
ASTM C136 Sieve Analysis, Combined Agg	EA	\$240.00
ASTM C136 Sieve Analysis, Fine Agg	EA	\$205.00
ASTM C136 Sieve Analysis, Coarse Agg	EA	\$205.00
ASTM C142 Clay Lumps & Friable Particles	EA	\$260.00
ASTM C535, Abrasion Large Aggregate	EA	\$335.00
AASHTO T304 Angularity & Voids in Fines	EA	\$225.00
AASHTO T84 Specific Gravity, Fine Agg	EA	\$240.00
AASHTO T85 Specific Gravity, Coarse Agg	EA	\$205.00
AASHTO T96 Abrasion, Los Angeles Rattler	EA	\$335.00
AASHTO T27 Sieve Analysis, Combined Agg	EA	\$240.00
AASHTO T27 Sieve Analysis, Fine Agg	EA	\$205.00
AASHTO T27 Sieve Analysis, Coarse Agg	EA	\$185.00
AASHTO T176 Sand Equivalent	EA	\$170.00
AASHTO T335 Crushed Particles	EA	\$205.00

Equipment Charges

Product Name	Units	Rate (\$)
Mobile Laboratory Trailer Mobilization	EA	\$500.00
Portable Drilling Equipment w/ Operator	HR	\$450.00
Mobile Laboratory Trailer & Testing Equipment	DAY	\$500.00
Stationary Laboratory Trailer & Testing Equipment	MO	\$500.00
Mileage	MILE	Quote
Diamond Bit Core Rig and Generator	DAY	\$500.00
Nuclear Density Test Gauge	DAY	\$25.00
Hand Held Turbidity Meter	DAY	\$20.00
Ultrasonic Test Unit and Consumables	DAY	\$50.00
Torque Wrench	DAY	\$50.00
Magnetic Particle Test Unit	DAY	\$50.00
Skidmore	DAY	\$50.00
Schmidt Hammer	DAY	\$50.00
Proof Load Testing Equipment	DAY	\$100.00
Drilling Equip Mobilization / De-Mob	EA	\$600.00
Materials / Supplies	LS	Quote
ASTM C1028 Coefficient of Friction	DAY	\$400.00
Mini Environmental Quality Meter	DAY	\$300.00
Inertial Profiler	DAY	\$1,800.00
Holiday Tester	DAY	\$100.00
VOC Meter	DAY	\$100.00
Misc Permits	LS	Quote
Blueprinting	EA	Quote
Misc Fees	HR	Quote
Misc Subconsultant	LS	Quote
Set of Aerial Photographs	EA	Quote
Dutch Cone Penetrometer with Operator	HR	\$275.00
Hollow Stem Auger Drill Rig w/ Operator	HR	\$375.00
Portable Drilling Equipment w/ Operator	HR	\$450.00
Bucket Auger Drill Rig with Operator	HR	\$475.00
Air Rotary Drill Rig with Operator	HR	\$550.00

Lowell Joint School District
Meadow Green ES HVAC & Roof Upgrades
Whittier, CA

RMA Proposal No.22-0806-P
May 24, 2022
Page 16 of 18

2020 Schedule of Fees and General Terms

Rotary Wash Drill Rig with Operator	HR	\$550.00
Per Diem	DAY	\$100.00

TERMS AND CONDITIONS

GENERAL CHARGES

RMA Group requires twenty-four (24) hour prior notification for scheduling inspectors and/or technicians.

Inspection charges start at the scheduled show up time at the job site. All inspection hours will be billed in the following increments:

There will be a minimum two (2) hour charge for any RMA Group employee presence on site.

Any time less than four (4) hours of work will be billed as four (4) hours.

Four (4) to eight (8) hours will be billed as eight (8) hours.

When personnel are required to work in excess of 5 hours without an uninterrupted meal period of 30 minutes, due to project constraints, ½ hour will be charged at double time rates in addition to any applicable hours worked.

Rates are valid through June 30, 2022. Rates for personnel will increase by 3% per year on July 1st of each subsequent year.

Certified Payroll Reports will be prepared upon request. There will be a \$75.00 charge for each certified payroll report.

Outside services will be billed at cost plus 15% unless billed directly to and paid for by Client.

Requests made by client for management attendance at meetings at the project site will be charged at standard rate.

Administrative/clerical support will be charged at 3% of the monthly direct charges.

OVERTIME CHARGES

Work performed in excess of 8 hours per day and / or up to eight (8) hours on Saturdays will be billed at 1.50 times the unit rate.

Work performed on Sunday, recognized holidays, or in excess of eight (8) hours on Saturdays will be billed at 2.00 times the unit rate.

A 20% surcharge will be applied for laboratory tests performed on a Saturday or Sunday.

PER DIEM AND TRAVEL CHARGES

An \$85.00 charge per day will be applied when our personnel are required to stay overnight at remote locations.

Time will be billed at the unit rate while traveling to a remote location or if a location requires an overnight stay

Mileage for travel outside a 50 mile radius from either the project site or the nearest RMA facility whichever is closest, will be charged at a rate of \$0.55 per mile.

NIGHT WORK

A \$5.00 per hour surcharge will be added to all personnel rates for work performed during night shifts.

HAULAWAY

STORAGE CONTAINERS



Quote By: Eric Redding

Haulaway Storage Containers, Inc.
 11292 Western Ave | Stanton, CA 90680
 Office: (951) 657-7500 | Cell: (951) 591-9990
 ericr@haulaway.com | www.haulaway.com

Quote For:		Ship To:		DATE:	
Contact:	Denise Soto	Maybrook Campus		5/3/2022	
Company:	Lowell Joint School District	11700 Maybrook Ave.			
Phone:	562-902-4290	Whitter, Ca 90604			
Email:					

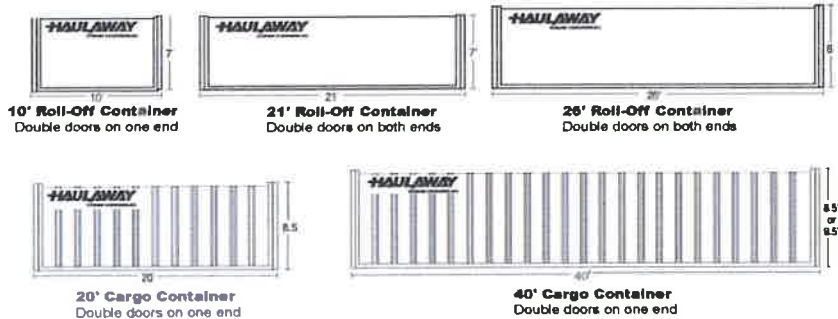
Qty	Size	Product Description	Sales Tax	PPE	LLW Insurance	Weekly Rent Price	12 month/ 52 weeks
1	40' Cargo	Storage Container: Double doors on one end	No Charge	No Charge	No Charge	\$ 33.75	\$ 1,755.00
1	40' Cargo	Storage Container: Double doors on one end	No Charge	No Charge	No Charge	\$ 33.75	\$ 1,755.00

Qty	Size	Transportation Details	Sales Tax	Fuel Surcharge	Delivery	Removal
1	40' Cargo	Storage Container: Double Doors on one end	No Charge	No Charge	\$ 160.00	\$ 160.00
1	40' Cargo	Storage Container: Double Doors on one end	No Charge	No Charge	\$ 160.00	\$ 160.00

Total Rent Per 4 Weeks: \$ 3,510.00
 Total Transportation: \$ 640.00

Total Initial Charges: \$4,150.00

Note: Storage Containers have a minimum 4 week charge. Offices have a minimum 4 week charge with a refundable deposit for incidentals. All units continue on a daily pro-rate after their minimum is met. Transportation may vary for remote rural, mountain, or desert areas.



Western United States Since 1968: California - Arizona - Oregon - Washington - Colorado - Utah - Nevada

LOWELL JOINT SCHOOL DISTRICT

RESOLUTION 2021/22 NO. 859

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

APPROVED AND ADOPTED this 4th day of April, 2022, by the following vote:

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

NOES: None

ABSTAIN: None

ABSENT: None

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

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



Jim Coombs, Secretary to the Board of Trustees

LOWELL JOINT SCHOOL DISTRICT

NOTICE OF PUBLIC HEARING

NOTICE OF CONSIDERATION

NOTICE IS HEREBY GIVEN that the Board of Trustees (“Board”) of the Lowell Joint School District (“School District”) at its regular Board meeting to be held in the Board Room at the District Office, 11019 Valley Home Avenue, Whittier CA, on Monday, September 14, 2020, pursuant to California Environmental Quality Act (CEQA) Fish and Game Code Section 711.4 (a), (b), (c), and (e) Ord. 91-0225 ~1, 199, is hereby providing notice of Public hearing for interested parties. Under the voter’s approval of Measure LL, the District has been authorized to upgrade and modernize its five elementary schools and one intermediate school. The District has filed a Notice of Exemption with the Los Angeles County Clerk.

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

MEADOW GREEN ELEMENTARY SCHOOL
12025 Grovedale Drive
Whittier, CA 90604

which will commence on or about June 3, 2022

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

Questions and/or comments can be made during the regularly scheduled April 4, 2022 Board Meeting during the Comments from the Public. The Notice of Public Hearing was published in the Orange County Register on June 2, and June 9, 2022

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

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

LOWELL JOINT SD

PURCHASE ORDER DETAIL REPORT

BOARD OF TRUSTEES MEETING 06/27/2022

FROM 04/01/2022 TO 04/30/2022

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
R99B0040	ERICKSON-HALL CONSTRUCTION	5,732,107.00	5,732,107.00	2100000011 6230	BF-Unrest-Not Applicable / Construction
R99B0041	HOWARD TECHNOLOGY SOLUTION	2,160.55	621.00	2100000013 5810	BF-Unrest-Not Applicable / Licenses/Technology
			1,539.55	2100000013 6410	BF-Unrest-Not Applicable / New Equipment
R99B0043	GHATAODE BANNON ARCHITECTS	887,344.00	887,344.00	2100000013 6210	BF-Unrest-Not Applicable / Architect Fees/Reimbursables
R99B0044	DIVISION OF THE STATE ARCHITECT	27,290.52	27,290.52	2100000012 6217	BF-Unrest-Not Applicable / DSA Fees
R99F0122	BRUCE CAMPBELL SAND & GRAVEL	810.34	810.34	0100000108 4300	GF-Unrest-Not Applicable / Materials and Supplies
R99F0123	BEST LAWNMOWER INC.	2,459.94	2,459.94	0100000108 4300	GF-Unrest-Not Applicable / Materials and Supplies
R99F0124	BUG FLIP	2,055.00	165.00	0100000113 5570	GF-Unrestricted / Pest Control
			165.00	0100000117 5570	GF-Unrestricted / Pest Control
			465.00	0100000121 5570	GF-Unrestricted / Pest Control
			165.00	0100000137 5570	GF-Unrestricted / Pest Control
			630.00	0100000138 5570	GF-Unrestricted / Pest Control
			225.00	0100000141 5570	GF-Unrestricted / Pest Control
			240.00	0100000142 5570	GF-Unrestricted / Pest Control
R99F0125	JAMES HARDWARE COMPANY	205.21	130.47	0100000098 4300	GF-Unrest-Not Applicable / Materials and Supplies
			22.72	0100000098 4380	GF-Unrest-Not Applicable / Tools/M&O
			52.02	0100000108 4300	GF-Unrest-Not Applicable / Materials and Supplies
R99F0126	F.M. THOMAS AIR CONDITIONING	345.00	345.00	0100000094 5630	GF-Unrest-Not Applicable / Repairs or Maintenance
R99F0127	F.M. THOMAS AIR CONDITIONING	2,502.00	2,502.00	0100000091 5630	GF-Unrest-Not Applicable / Repairs or Maintenance
R99F0128	ABES PLUMBING INC.	575.00	575.00	0100000092 5630	GF-Unrest-Not Applicable / Repairs or Maintenance
R99F0129	IMPERIAL SPRINKLER SUPPLY	1,300.60	1,300.60	0100000108 4300	GF-Unrest-Not Applicable / Materials and Supplies
R99F0130	CANNINGS HARDWARE LA HABRA	67.14	67.14	0100000098 4300	GF-Unrest-Not Applicable / Materials and Supplies
R99F0131	BISHOP CO.	90.37	90.37	0100000108 4300	GF-Unrest-Not Applicable / Materials and Supplies
R99I0006	COLLEEN PATTERSON	12,500.00	12,500.00	0100000071 5850	GF-Unrest-Not Applicable / Consult/Ind Contractors(NonEmp
R99M0215	AMERICAN EXPRESS	132.14	132.14	0156400009 4300	GF-Medi-Cal-Not Applicable / Materials and Supplies

LOWELL JOINT SD

PURCHASE ORDER DETAIL REPORT

BOARD OF TRUSTEES MEETING 06/27/2022

FROM 04/01/2022 TO 04/30/2022

PO NUMBER	VENDOR	PO TOTAL	ACCOUNT AMOUNT	ACCOUNT NUMBER	PSEUDO / OBJECT DESCRIPTION
R99M0216	*** CONTINUED *** AMERICAN EXPRESS	144.00	144.00	0156400012 5800	GF-Medi-Cal-Not Applicable / Prof/ConsultingServ&Oper
R99M0217	AMERICAN EXPRESS	424.86	424.86	0156400007 4300	GF-Medi-Cal-Not Applicable / Materials and Supplies
R99M0218	AMERICAN EXPRESS	122.34	122.34	0156400009 4300	GF-Medi-Cal-Not Applicable / Materials and Supplies
R99M0219	AMERICAN EXPRESS	635.43	635.43	0156400009 4300	GF-Medi-Cal-Not Applicable / Materials and Supplies
R99M0220	AMERICAN EXPRESS	128.96	128.96	0156400009 4300	GF-Medi-Cal-Not Applicable / Materials and Supplies
R99M0221	AMERICAN EXPRESS	26.43	26.43	0165000012 4300	GF-SpeEd-Not Applicable / Materials and Supplies
R99M0222	AMERICAN EXPRESS	66.12	26.45	0100000057 4300	Olita/Health Services / Materials and Supplies
			39.67	0165000012 4300	GF-SpeEd-Not Applicable / Materials and Supplies
R99M0223	AMERICAN EXPRESS	160.69	160.69	0100590006 4300	GF-SiteAllocOL / Materials and Supplies
R99M0224	AMERICAN EXPRESS	743.45	743.45	0105110034 4300	GF-SiteAllocRS-LCAPGL1-Ac8 / Materials and Supplies
R99M0225	AMERICAN EXPRESS	115.63	115.63	0100540008 4300	GF-SiteAllocJO / Materials and Supplies
R99M0226	AMERICAN EXPRESS	739.74	739.74	0100000071 4307	GF-Urrest-Not Applicable / Holding Account
R99M0227	AMERICAN EXPRESS	130.01	130.01	0100590005 4300	GF-SiteAllocOL / Materials and Supplies
R99M0228	AMERICAN EXPRESS	566.42	566.42	0105110044 4300	GF-SiteAlloc RS / Materials and Supplies
R99M0229	AMERICAN EXPRESS	176.39	176.39	0100000278 4300	Macy/Health Services / Materials and Supplies
R99M0230	AMERICAN EXPRESS	29.68	29.68	0100000055 4300	Jordan/Health Services / Materials and Supplies
R99M0231	AMERICAN EXPRESS	5,000.00	5,000.00	0100000094 5630	GF-Urrest-Not Applicable / Repairs or Maintenance
R99M0232	AMERICAN EXPRESS	1,063.32	1,063.32	01000000317 4300	GF_UNRESTRICTED_SUPT / Materials and Supplies
R99M0233	AMERICAN EXPRESS	114.47	114.47	0105110043 4300	ClsAdmnRS-LCAP G1/A8 / Materials and Supplies
R99M0234	AMERICAN EXPRESS	29.76	29.76	0100000057 4300	Olita/Health Services / Materials and Supplies
R99M0235	AMERICAN EXPRESS	210.58	210.58	0132130002 4300	ESR3#2-LCAP Goal 5/Action 3 / Materials and Supplies
R99M0236	AMERICAN EXPRESS	431.04	431.04	010840007 4300	TECH ALLOC-JOR / Materials and Supplies

LOWELL JOINT SD

PURCHASE ORDER DETAIL REPORT
BOARD OF TRUSTEES MEETING/06/27/2022

FROM 04/01/2022 TO 04/30/2022

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
R99M0237	AMERICAN EXPRESS	497.50	312.50	0100000009 4300	GF-Unrest-Not Applicable / Materials and Supplies
			185.00	0100000009 5300	GF-Unrest-Not Applicable / Dues and Memberships
R99M0238	AMERICAN EXPRESS	2,000.00	2,000.00	0132120007 4300	ESSER II/D.O. / Materials and Supplies
R99M0239	AMERICAN EXPRESS	142.22	142.22	0108880039 4300	GF-Technology-Not Applicable / Materials and Supplies
R99M0240	AMERICAN EXPRESS	4,067.77	4,067.77	0130100040 4300	GF-ESSA:T1 PartA / Materials and Supplies
R99M0241	AMERICAN EXPRESS	1,725.00	1,150.00	0140350003 5200	GF-ESSA-Title II-Not Applicabl / Travel and Conferences
			575.00	0173110003 5200	GF-ClsEmp Prof Dev-Not Applica / Travel and Conferences
R99M0242	AMERICAN EXPRESS	7.23	7.23	0100000058 4300	DO/Health Services / Materials and Supplies
R99M0243	AMERICAN EXPRESS	41.88	41.88	0109110014 4300	GF-DonRS / Materials and Supplies
R99M0244	AMERICAN EXPRESS	933.17	9.23	0156400013 4300	GF-Medi-Cal-Not Applicable / Materials and Supplies
			923.94	0156400035 4300	GF-Medi-Cal-Not Applicable / Materials and Supplies
R99M0245	AMERICAN EXPRESS	400.75	400.75	0100810003 4300	GF-TechAllocEP / Materials and Supplies
R99M0246	AMERICAN EXPRESS	80.00	80.00	0105110049 5300	RS-Drumline / Dues and Memberships
R99M0247	AMERICAN EXPRESS	3,444.02	3,444.02	0100540008 4300	GF-SiteAllocJO / Materials and Supplies
R99P0009	LA HABRA COUNCIL PTA LHCPA	35.00	35.00	0100000068 5200	GF-Unrest-Not Applicable / Travel and Conferences
R99R0377	RMH DANCE & PRODUCTIONS	2,900.00	250.00	0100510007 4300	GF-SiteAllocEP / Materials and Supplies
			2,650.00	0100510007 5800	GF-SiteAllocEP / Prof/ConsultingServ&Oper Exp
R99R0380	MOSAIC NETWORK INC.	4,717.00	786.15	0132130022 5800	ESR3/CounselingServ / Prof/ConsultingServ&Oper Exp
			786.17	0132130023 5800	ESR3/CounselingServ / Prof/ConsultingServ&Oper Exp
			786.17	0132130024 5800	ESR3/CounselingServ / Prof/ConsultingServ&Oper Exp
			786.17	0132130025 5800	ESR3/CounselingServ / Prof/ConsultingServ&Oper Exp
			786.17	0132130026 5800	ESR3/CounselingServ / Prof/ConsultingServ&Oper Exp
			786.17	0132130027 5800	ESR3/CounselingServ / Prof/ConsultingServ&Oper Exp
R99R0381	OAK HALL INDUSTRIES L.P.	4,909.00	4,909.00	0109110014 4300	GF-DonRS / Materials and Supplies
R99R0383	SENTRY SIGNS & PRINTING	2,857.95	2,857.95	0130100046 4300	TI/MG-Instv/SPSAGIA3 / Materials and Supplies

LOWELL JOINT SD

PURCHASE ORDER DETAIL REPORT

BOARD OF TRUSTEES MEETING 06/27/2022

FROM 04/01/2022 TO 04/30/2022

PO NUMBER	VENDOR	PO TOTAL	ACCOUNT AMOUNT	ACCOUNT NUMBER	PSEUDO / OBJECT DESCRIPTION
R99R0384	LA HABRA COLLABORATIVE	100.00	100.00	0190200006 5300	EarlyLiv/L-G2A4 / Dues and Memberships
R99R0385	IMPERIAL BAND INSTRUMENTS	97.38	37.67	0105110041 4300	GF-SiteAllocRS / Materials and Supplies
			59.71	0105110041 5630	GF-SiteAllocRS / Repairs or Maintenance
R99R0386	COYOTE FFA ALUMNI & SUPPORTERS	450.00	90.00	0109120005 4300	GF-DonDist-Not Applicable / Materials and Supplies
			360.00	010912007 4300	GF-DonDist-Not Applicable / Materials and Supplies
R99R0387	CALIFORNIA DEPT OF SOCIAL SERV	968.00	968.00	0190200006 5800	EarlyLiv/L-G2A4 / Prof/ConsultingServ&Oper Exp
R99R0388	MOSAIC NETWORK INC.	7,883.00	1,313.83	0132130022 5800	ESR3/ConsultingServ / Prof/ConsultingServ&Oper Exp
			1,313.83	0132130023 5800	ESR3/ConsultingServ / Prof/ConsultingServ&Oper Exp
			1,313.83	0132130024 5800	ESR3/ConsultingServ / Prof/ConsultingServ&Oper Exp
			1,313.83	0132130025 5800	ESR3/ConsultingServ / Prof/ConsultingServ&Oper Exp
			1,313.83	0132130026 5800	ESR3/ConsultingServ / Prof/ConsultingServ&Oper Exp
			1,313.85	0132130027 5800	ESR3/ConsultingServ / Prof/ConsultingServ&Oper Exp
R99R0389	BUENA PARK PLAQUE & TROPHY	127.09	127.09	0100000065 4300	GF-Unrest-Not Applicable / Materials and Supplies
R99R0390	J.W.PEPPER & SON INC.	32.86	32.86	01051110036 4300	GF-SiteAllocRS-LCAPGL1-Act8 / Materials and Supplies
R99R0391	ROCHESTER 100 INC.	319.73	319.73	0100590005 4300	GF-SiteAllocOL / Materials and Supplies
R99R0392	TRINIDAD, GINA	2,130.03	2,130.03	0158700007 4300	RS/CovidTracking / Materials and Supplies
R99R0393	LA HABRA COLLABORATIVE	150.00	150.00	0100000065 5200	GF-Unrest-Not Applicable / Travel and Conferences
R99R0394	THINKING MAPS	2,200.00	2,200.00	0140350030 5800	TII/PD-LG4A1 / Prof/ConsultingServ&Oper Exp
R99R0395	MELARAGNO, ALBERT	192.94	192.94	016500063 5800	GF-SPECIAL ED / Prof/ConsultingServ&Oper Exp
R99R0396	DOCUMENT TRACKING SERVICES	150.00	150.00	0100000009 4300	GF-Unrest-Not Applicable / Materials and Supplies
R99R0397	BUENA PARK PLAQUE & TROPHY	846.48	846.48	0100000317 4300	GF_UNRESTRICTED_SUPPT / Materials and Supplies
R99R0398	ACSA REGION 17	57.00	57.00	0100000317 5200	GF_UNRESTRICTED_SUPPT / Travel and Conferences
R99R0399	DASH MEDICAL GLOVES	425.86	425.86	0156400005 4300	GF-Medi-Cal-Not Applicable / Materials and Supplies
R99R0400	PEAP-PRESIDENT'S EDUCATION AWA	202.79	202.79	0100510007 4300	GF-SiteAllocEP / Materials and Supplies

LOWELL JOINT SD

PURCHASE ORDER DETAIL REPORT
BOARD OF TRUSTEES MEETING 06/27/2022

FROM 04/01/2022 TO 04/30/2022

PO NUMBER	VENDOR	PO TOTAL	ACCOUNT AMOUNT	ACCOUNT NUMBER	PSEUDO / OBJECT DESCRIPTION
R99RR0401	MJ'S ART STAMPS	57.33	57.33	0100510007 4300	GF-SiteAllocEP / Materials and Supplies
R99RR0402	GOTO COMMUNICATIONS INC.	4,425.03	4,425.03	0108880045 5910	GF-Tech/Phone LCAP G1/A5 / Communications
R99RR0403	RIFTON EQUIPMENT	3,640.18	3,640.18	0165010001 4300	GF-SpEd-LowIncId-Not Applicabl / Materials and Supplies
R99RR0404	BEARCOM	38.30	38.30	0100590005 4300	GF-SiteAllocOL / Materials and Supplies
R99RR0405	IPRINT TECHNOLOGIES	176.40	44.10	0156400010 4300	GF-Medi-Cal-Not Applicable / Materials and Supplies
			132.30	0156400013 4300	GF-Medi-Cal-Not Applicable / Materials and Supplies
R99RR0406	AMERICAN EXPRESS	124.71	124.71	0100980011 4300	GF-DonMdwGreen / Materials and Supplies
R99RR0407	AMERICAN EXPRESS	71.16	71.16	0100580007 4300	GF-SiteAllocMG / Materials and Supplies
R99RR0408	SENTRY SIGNS & PRINTING	595.35	595.35	0101005400 4300	GF-SiteAllocIO / Materials and Supplies
R99RR0409	AMSCOPE	358.06	358.06	010086 4300	GFTECH-MACY / Materials and Supplies
R99RR0411	LAKE SHORE LEARNING MATERIALS	531.24	531.24	0101005400 4300	GF-SiteAllocIO / Materials and Supplies
R99RR0412	RAPTURED TASTE BUDS LLC	165.38	165.38	0109110014 4300	GF-DonRS / Materials and Supplies
R99RR0413	IPRINT TECHNOLOGIES	132.30	132.30	0156400030 4300	GF-Medi-Cal-Not Applicable / Materials and Supplies
R99RR0414	JONES SCHOOL SUPPLY COMPANY	150.75	150.75	0101005400 4300	GF-SiteAllocIO / Materials and Supplies
R99RR0415	THINKING MAPS	2,700.00	2,700.00	0140350016 5810	GF-ESSA-Title II-Not Applicabl / Licenses/Technology
R99RR0417	UNIVERSITY EYE CENTER AT KETCH	78.64	78.64	016500063 5800	GF-SPECIAL ED / Prof/ConsultingServ&Oper Exp
R99RR0418	BEARCOM	1,225.66	1,225.66	0100540008 4300	GF-SiteAllocIO / Materials and Supplies
R99RR0419	DATA IMPRESSIONS	1,239.92	1,239.92	0100810003 4400	GF-TechAllocEP / Non Capitalized Equipment
R99RR0420	DATA IMPRESSIONS	33,160.66	4,944.60	0130100040 4300	GF-ESSA:T1 PartA / Materials and Supplies
			28,216.06	0130100040 4400	GF-ESSA:T1 PartA / Non Capitalized Equipment
R99RR0421	GOVCONNECTION INC.	878.59	878.59	010840007 4400	TECH ALLOC-JOR / Non Capitalized Equipment
R99RR0422	JONES SCHOOL SUPPLY COMPANY	170.61	170.61	0100580007 4300	GF-SiteAllocMG / Materials and Supplies
R99RR0423	ACTIVE EDUCATION	7,250.00	7,250.00	0130100046 5800	TI/MG-Inst/SPSAG1A3 / Prof/ConsultingServ&Oper Exp

LOWELL JOINT SD

PURCHASE ORDER DETAIL REPORT
BOARD OF TRUSTEES MEETING 06/27/2022

FROM 04/01/2022 TO 04/30/2022

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
R99R0424	*** CONTINUED ***	4,731.82	4,731.82	010086 4400	GFTECH-MACY / Non Capitalized Equipment
R99R0424	GOVCONNECTION INC.	13,380.00	13,380.00	4000000009 4400	WP-Unrest-Not Applicable / Non Capitalized Equipment
R99R0425	WESTERN TURF EQUIPMENT	28.66	28.66	0165010001 4300	GF-SpEd-LowIncid-Not Applicable / Materials and Supplies
R99R0426	RIFTON EQUIPMENT	4,848.48	4,848.48	0100510007 4300	GF-SiteAllocEP / Materials and Supplies
R99R0427	AMERICAN EXPRESS	1,325.00	1,325.00	0100540008 4300	GF-SiteAllocIO / Materials and Supplies
R99R0428	MYSTERY SCIENCE	1,831.53	464.85	0100810003 4300	GF-TechAllocEP / Materials and Supplies
R99R0429	DATA IMPRESSIONS	721.04	1,366.68	0100810003 4400	GF-TechAllocEP / Non Capitalized Equipment
R99R0430	IPRINT TECHNOLOGIES	509.68	146.63	0156400009 4300	GF-Medi-Cal-Not Applicable / Materials and Supplies
			187.43	0156400010 4300	GF-Medi-Cal-Not Applicable / Materials and Supplies
			101.43	0156400011 4300	GF-Medi-Cal-Not Applicable / Materials and Supplies
			110.25	0156400016 4300	GF-Medi-Cal-Not Applicable / Materials and Supplies
			132.30	0156400028 4300	GF-Medi-Cal-Not Applicable / Materials and Supplies
			43.00	0156400032 4300	GF-Medi-Cal-Not Applicable / Materials and Supplies
R99R0431	SENTRY SIGNS & PRINTING	360.05	509.68	0100000094 4300	GF-Unrest-Not Applicable / Materials and Supplies
R99R0432	SCHOOL LIFE	390.29	360.05	0100540008 4300	GF-SiteAllocIO / Materials and Supplies
R99R0434	ACCO BRANDS USA LLC	2,054.39	390.29	0105110044 4300	GF-SiteAlloc RS / Materials and Supplies
R99R0436	GOVCONNECTION INC.	79.10	2,054.39	010086 4400	GFTECH-MACY / Non Capitalized Equipment
R99R0437	PEAP-PRESIDENT'S EDUCATION AWA	275.63	79.10	0101005400 4300	GF-SiteAllocIO / Materials and Supplies
R99R0438	ACTION TROPHY	3,000.00	275.63	0101005400 4300	GF-SiteAllocIO / Materials and Supplies
R99S0009	OCDE	299.40	3,000.00	0165000022 5800	GF-SpEd-Not Applicable / ProfConsultingServ&Oper Exp
R99T0061	CDW GOVERNMENT INC.	714.07	299.40	0100890004 4300	GF-TechAllocOflia / Materials and Supplies
R99T0062	MONOPRICE INC.	389.34	714.07	0108880039 4300	GF-Technology-Not Applicable / Materials and Supplies
R99T0063	GOTO COMMUNICATIONS INC.		389.34	0108880007 4300	GF-Technology-Not Applicable / Materials and Supplies

LOWELL JOINT SD

PURCHASE ORDER DETAIL REPORT

BOARD OF TRUSTEES MEETING 06/27/2022

FROM 04/01/2022 TO 04/30/2022

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
R99X0023	SOUTHWEST SCHOOL SUPPLY	10,000.00	10,000.00	0132120007 4300	ESSER II/D.O. / Materials and Supplies
R99X0025	CHRIS BECERRA CONSULTING SERVI	1,950.00	1,950.00	0160530002 5850	PreK-Pln/Implement / Const/Ind Contractors(NonEmp)
R99Z0011	TOM'S PLUMBING SERVICE	14,000.00	1,500.00	0100000089 5630	GF-Unrest-Not Applicable / Repairs or Maintenance
			1,500.00	0100000090 5630	GF-Unrest-Not Applicable / Repairs or Maintenance
			1,500.00	0100000091 5630	GF-Unrest-Not Applicable / Repairs or Maintenance
			1,500.00	0100000092 5630	GF-Unrest-Not Applicable / Repairs or Maintenance
			1,500.00	0100000093 5630	GF-Unrest-Not Applicable / Repairs or Maintenance
			5,000.00	0100000094 5630	GF-Unrest-Not Applicable / Repairs or Maintenance
			1,500.00	0100000096 5630	GF-Unrest-Not Applicable / Repairs or Maintenance

Fund 01 Total: 183,872.46

Fund 21 Total: 6,648,902.07

Fund 40 Total: 13,380.00

Total Amount of Purchase Orders: 6,846,154.53

LOWELL JOINT SD
Consolidated Check Register
 from 4/1/2022 to 4/30/2022

Check	Payee ID	Payee Name	Reference	Subs	Check Date	Cancel Date	Type	Status	Check Amount
99	00001238	F9900015 CANNINGS HARDWARE LA HABRA	491895	OH	04/04/2022		MW	IS	87.29
99	00001239	F9900040 JAMES HARDWARE COMPANY	373921	OH	04/04/2022		MW	IS	129.06
99	00001240	F9900054 PLUMBING WHOLESAL OUTLET	S100566653.001	OH	04/04/2022		MW	IS	1,391.57
99	00001241	F9900010 BEE GONE BEE REMOVAL SERVICE	5504	OH	04/05/2022		MW	IS	100.00
99	00001242	V9903348 BROTHERS AUTOMOTIVE INC	449	OH	04/05/2022		MW	IS	3,420.15
99	00001243	F9900013 BRUCE CAMPBELL SAND & GRAVEL	202203-57	OH	04/05/2022		MW	IS	810.34
99	00001244	V9900053 DATA IMPRESSIONS	18680-IN	OH	04/05/2022		MW	IS	1,677.08
99	00001245	F9900024 DAVE BANG ASSOCIATES INC.	CAS1227	OH	04/05/2022		MW	IS	10,104.77
99	00001246	V9900056 DELTA DENTAL OF CALIFORNIA	BE004879160	OH	04/05/2022		MW	IS	1,780.89
99	00001247	V9903356 EMERGENCYKITS.COM	90025	OH	04/05/2022		MW	IS	3,567.03
99	00001248	V9900069 ENVELOPES TOMORROW	10150	OH	04/05/2022		MW	IS	179.85
99	00001249	V9900077 FULLERTON SCHOOL DISTRICT	22RI0909	OH	04/05/2022		MW	IS	187.50
99	00001250	V9903272 GARDENA VALLEY PRINTING	30841	OH	04/05/2022		MW	IS	327.00
99	00001251	E9900084 JIM COOMBS	CSEA-LUNCH	OH	04/05/2022		MW	IS	37.29
99	00001252	E9900140 MARY JO EVANOFF	VARIOUS	OH	04/05/2022		MW	IS	129.28
99	00001253	E9900179 SANDRA JAN	CERT MAIL 3/10	OH	04/05/2022		MW	IS	7.38
99	00001254	E9900192 STEPHANIE BARBER	CERT MAIL-3/18	OH	04/05/2022		MW	IS	6.80
99	00001255	V9903259 A-TECH CONSULTING INC	220793	OH	04/05/2022		MW	IS	9,730.00
99	00001256	V9900008 ADMINISTRATIVE SERV. CO-OP	13529	OH	04/06/2022		MW	IS	12,597.45
99	00001257	U9900001 CITY OF LA HABRA WATER DEPARTM	0201030322	OH	04/06/2022		MW	IS	4,102.14
99	00001258	V9903264 DIANA GONZALEZ	MILEAGE 3/28/22	OH	04/06/2022		MW	IS	25.16
99	00001259	U9900002 FRONTIER	MAR22	OH	04/06/2022		MW	IS	1,019.52
99	00001260	V9900088 IMPERIAL BAND INSTRUMENTS	67193	OH	04/06/2022		MW	IS	97.38
99	00001261	V9900092 INTERQUEST DETECTION	145-0422	OH	04/06/2022		MW	IS	175.00
99	00001262	V9903225 LACOE	22*0904	OH	04/06/2022		MW	IS	6,510.00
99	00001263	V9900104 LEADER SERVICES	CDS 5819	OH	04/06/2022		MW	IS	473.10
99	00001264	U9900003 MCI A VERIZON COMPANY	409073953	OH	04/06/2022		MW	IS	15.88
99	00001265	U9900004 SOUTHERN CALIFORNIA EDISON	0224032422	OH	04/06/2022		MW	IS	21,940.94
99	00001266	U9900005 SOUTHERN CALIFORNIA GAS CO	0223032422	OH	04/06/2022		MW	IS	2,940.48
99	00001267	U9900006 SUBURBAN WATER SYSTEMS	181003162618	OH	04/06/2022		MW	IS	7,686.71
99	00001268	U9900008 T-MOBILE	0221032022	OH	04/06/2022		MW	IS	119.40
99	00001269	U9900007 TIME WARNER CABLE	0012181030922	OH	04/06/2022		MW	IS	1,706.77
99	00001270	U9900009 VERIZON WIRELESS-LA	9901996825	OH	04/06/2022		MW	IS	633.43
99	00001271	V9900008 ADMINISTRATIVE SERV. CO-OP	13528	OH	04/06/2022		MW	IS	4,400.00

LOWELL JOINT SD
Consolidated Check Register
 from 4/1/2022 to 4/30/2022

Check	Payee ID	Payee Name	Reference	Subs	Check Date	Cancel Date	Type	Status	Check Amount
99	00001272	F9900011 BEST LAWNMOWER INC.	106354	OH	04/07/2022		MW	IS	2,459.95
99	00001273	V9900161 RMH DANCE & PRODUCTIONS	030322-EP	OH	04/07/2022		MW	IS	9,970.00
99	00001274	V9900175 SENTRY SIGNS & PRINTING	3102	OH	04/07/2022		MW	IS	2,857.95
99	00001275	VOID.CONTVVoid - Continued Stub	CONTINUE	OH	04/07/2022		VM	VD	0.00
99	00001276	F9900059 THE HOME DEPOT PRO INSTITUTION	674603964	OH	04/07/2022		MW	IS	5,619.47
99	00001277	F9900059 THE HOME DEPOT PRO INSTITUTION	673484556	OH	04/07/2022		MW	IS	2,013.99
99	00001278	F9900033 GLASBY MAINTENANCE SUPPLY	322583	OH	04/08/2022		MW	IS	1,982.98
99	00001279	F9900014 BUG FLIP	477351	OH	04/11/2022		MW	IS	2,040.00
99	00001280	F9900007 LEEBS, DEBRA	028- MARCH	OH	04/11/2022		MW	IS	1,400.00
99	00001281	19900011 TRINIDAD, GINA	R99X0015-2/22/22	OH	04/11/2022		MW	IS	607.73
99	00001282	F9900014 BUG FLIP	MARCH2022	OH	04/11/2022		MW	IS	180.00
99	00001283	N9900015 Continental Sales	MARCH2022	OH	04/11/2022		MW	IS	8,774.93
99	00001284	N9900004 DRIFTWOOD DAIRY	MARCH2022	OH	04/11/2022		MW	IS	12,246.46
99	00001285	V9903369 GOMEZ, CAPRICE	POS111856-1635	OH	04/11/2022		MW	IS	15.85
99	00001286	F9900045 LADY BUGS ENVIRONMENTAL TERMIT	146031	OH	04/11/2022		MW	IS	55.00
99	00001287	V9903228 LOVE TO SNACK LLC	30410	OH	04/11/2022		MW	IS	816.48
99	00001288	N9900013 SOUTHERN CALIFORNIA PIZZA	MARCH2022	OH	04/11/2022		MW	IS	14,370.80
99	00001289	V9903363 LOS ANGELES COUNTY REGISTRAR/R	MG-DSA03-121824	OH	04/11/2022		MW	IS	75.00
99	00001290	VOID.CONTVVoid - Continued Stub	CONTINUE	OH	04/12/2022		VM	VD	0.00
99	00001291	V9900013 AMERICAN EXPRESS	ZOOM-MARCH	OH	04/12/2022		MW	IS	30,951.41
99	00001292	V9903370 CALIFORNIA DEPT OF SOCIAL SERV	LICENSECHILDCA	OH	04/12/2022		MW	IS	968.00
99	00001293	F9900040 JAMES HARDWARE COMPANY	2203-004822	OH	04/12/2022		MW	IS	205.21
99	00001294	U9900004 SOUTHERN CALIFORNIA EDISON	0302033022	OH	04/12/2022		MW	IS	3,312.24
99	00001295	U9900005 SOUTHERN CALIFORNIA GAS CO	0302033122	OH	04/12/2022		MW	IS	484.77
99	00001296	U9900006 SUBURBAN WATER SYSTEMS	0303040422	OH	04/12/2022		MW	IS	2,362.82
99	00001297	U9900007 TIME WARNER CABLE	0775266032922	OH	04/12/2022		MW	IS	771.74
99	00001298	V9903275 SILVER CREEK INDUSTRIES	PAY	OH	04/13/2022		MW	IS	231,688.87
99	00001299	V9900014 AMPLIFIED IT	41269	OH	04/14/2022		MW	IS	800.00
99	00001300	V9900015 APPLE INC.	AH31089446	OH	04/14/2022		MW	IS	2,047.44
99	00001301	V9900028 BUENA PARK PLAQUE & TROPHY	18102	OH	04/14/2022		MW	IS	127.09
99	00001302	V9900045 COYOTE FFA ALUMNI & SUPPORTERS	APR-1	OH	04/14/2022		MW	IS	450.00
99	00001303	E9903244 CRISTIAN BOGDAN	MILEAGE MAR	OH	04/14/2022		MW	IS	66.37
99	00001304	V9900048 CSM CONSULTING, INC.	14583	OH	04/14/2022		MW	IS	2,125.00
99	00001305	E9900051 DAVID BENNETT	TV	OH	04/14/2022		MW	IS	162.33

LOWELL JOINT SD
Consolidated Check Register
 from 4/1/2022 to 4/30/2022

Check	Payee ID	Payee Name	Reference	Subs	Check Date	Cancel Date	Type	Status	Check Amount
99	00001306	V9903264 DIANA GONZALEZ	MILEAGE 4/4-4/5	OH	04/14/2022		MW	IS	50.31
99	00001307	F9900031 F.M. THOMAS AIR CONDITIONING	43700	OH	04/14/2022		MW	IS	345.00
99	00001308	S9990002 GALLAGHER PEDIATRIC THERAP	9674	OH	04/14/2022		MW	IS	1,195.27
99	00001309	E9900084 JIM COOMBS	NSBA MAGNA 4/3	OH	04/14/2022		MW	IS	148.88
99	00001310	E9900087 JOHN ZAPPULLA	MILEAGE-MAR	OH	04/14/2022		MW	IS	66.22
99	00001311	V9903372 LA HABRA COLLABORATIVE	05052022	OH	04/14/2022		MW	IS	150.00
99	00001312	V9903280 LA HABRA COUNCIL PTA LHCPA	04122022	OH	04/14/2022		MW	IS	35.00
99	00001313	V9903323 LABEL OUTLET BY METALCRAFT	559056	OH	04/14/2022		MW	IS	374.85
99	00001314	E9900140 MARY JO EVANOFF	AMAZON,EP	OH	04/14/2022		MW	IS	285.83
99	00001315	V9903339 MOBILE DEFENDERS LLC	11962	OH	04/14/2022		MW	IS	1,493.90
99	00001316	V9900123 MONOPRICE INC.	22534828	OH	04/14/2022		MW	IS	708.55
99	00001317	V9900124 MOSAIC NETWORK INC.	2022-008A	OH	04/14/2022		MW	IS	7,883.00
99	00001318	V9900124 MOSAIC NETWORK INC.	2022-008	OH	04/14/2022		MW	IS	4,717.00
99	00001319	V9900129 NCS PEARSON INC.	17711515	OH	04/14/2022		MW	IS	1,340.99
99	00001320	V9900134 OCDE	94RI3604	OH	04/14/2022		MW	IS	300.00
99	00001321	V9900144 PRO-ED	2930195	OH	04/14/2022		MW	IS	127.47
99	00001322	E9900165 REBECCA CHAMPION	LUNCH-DLI PLAN	OH	04/14/2022		MW	IS	80.70
99	00001323	E9900214 WHITNEY TAKACS	TEACHER	OH	04/14/2022		MW	IS	33.38
99	00001324	B9990004 APPLIED BEST PRACTICES	27057	OH	04/14/2022		MW	IS	2,400.00
99	00001325	B9990010 ERICKSON-HALL CONSTRUCTION	PAY APP#11	OH	04/14/2022		MW	IS	178,915.68
99	00001326	B9990011 GHATAODE BANNON ARCHITECTS	4724	OH	04/14/2022		MW	IS	40,599.00
99	00001327	B9990011 GHATAODE BANNON ARCHITECTS	4725	OH	04/14/2022		MW	IS	28,121.00
99	00001328	B9990013 HAUFFE COMPANY	429	OH	04/14/2022		MW	IS	37,500.00
99	00001329	V9900053 DATA IMPRESSIONS	18571-JN	OH	04/15/2022		MW	IS	15,097.96
99	00001330	V9900010 ALLIANCE OF SCHOOLS FOR COOPER	040122VL	OH	04/18/2022		MW	IS	1,268.47
99	00001331	V9900028 BUENA PARK PLAQUE & TROPHY	18101	OH	04/18/2022		MW	IS	846.48
99	00001332	E9900032 CAMERON MILLER	NSBA-MILEAGE	OH	04/18/2022		MW	IS	164.16
99	00001333	V9900036 CDW GOVERNMENT INC.	V083057	OH	04/18/2022		MW	IS	267.88
99	00001334	V9900048 CSM CONSULTING INC.	13778	OH	04/18/2022		MW	IS	2,125.00
99	00001335	V9900060 DOCUMENT TRACKING SERVICES	T-906030007	OH	04/18/2022		MW	IS	150.00
99	00001336	V9903282 GOVCONNECTION INC.	72630792	OH	04/18/2022		MW	IS	239.46
99	00001337	E9900074 HOLLY BRANDER	UPK MEETING	OH	04/18/2022		MW	IS	56.96
99	00001338	E9900221 JENNIFER JACKSON	NSBA-MILEAGE	OH	04/18/2022		MW	IS	144.68
99	00001339	E9900084 JIM COOMBS	LUNCH-SALINAS4	OH	04/18/2022		MW	IS	151.87

LOWELL JOINT SD
Consolidated Check Register
 from 4/1/2022 to 4/30/2022

Check	Payee ID	Payee Name	Reference	Subs	Check Date	Cancel Date	Type	Status	Check Amount
99	00001340	E9900189 SHERYL MCDONALD	MISC-MAR 2022	OH	04/18/2022		MW	IS	85.79
99	00001341	V9900010 ALLIANCE OF SCHOOLS FOR COOPER	040122VSR	OH	04/20/2022		MW	IS	38,221.94
99	00001342	N9900007 GOLD STAR FOODS	MARCH2022	OH	04/20/2022		MW	IS	30,250.26
99	00001343	N9900009 P & R PAPER SUPPLY COMPANY	MARCH 2022	OH	04/20/2022		MW	IS	5,199.67
99	00001344	V9900008 ADMINISTRATIVE SERV. CO-OP	13732	OH	04/21/2022		MW	IS	12,626.06
99	00001345	V9903264 DIANA GONZALEZ	MILEAGE-4/14/22	OH	04/21/2022		MW	IS	25.16
99	00001346	V9903303 PRINT TECHNOLOGIES	882948	OH	04/21/2022		MW	IS	176.40
99	00001347	V9900094 J.W.PEPPER & SON INC.	364169358	OH	04/21/2022		MW	IS	32.85
99	00001348	VOID.CONTTVoid - Continued Stub	CONTINUE	OH	04/22/2022		VM	VD	0.00
99	00001349	VOID.CONTTVoid - Continued Stub	CONTINUE	OH	04/22/2022		VM	VD	0.00
99	00001350	VOID.CONTTVoid - Continued Stub	CONTINUE	OH	04/22/2022		VM	VD	0.00
99	00001351	VOID.CONTTVoid - Continued Stub	CONTINUE	OH	04/22/2022		VM	VD	0.00
99	00001352	VOID.CONTTVoid - Continued Stub	CONTINUE	OH	04/22/2022		VM	VD	0.00
99	00001353	VOID.CONTTVoid - Continued Stub	CONTINUE	OH	04/22/2022		VM	VD	0.00
99	00001354	V9999999 CALIFORNIA DEPARTMENT OF TAX A	TARGET-FRIDGE	OH	04/22/2022		MW	IS	4,786.83
99	00001355	V9903388 RAPTURED TASTE BUDDS LLC	INV0080	OH	04/25/2022		MW	IS	162.38
99	00001356	V9900154 READYREFRESH BY NESTLE	02DD0032621385	OH	04/25/2022		MW	IS	167.70
99	00001357	V9900180 SPARKLETT'S	15734879041022	OH	04/25/2022		MW	IS	200.81
99	00001358	V9900188 THE HARTFORD	GL-99501-MAYJUL	OH	04/25/2022		MW	IS	170.79
99	00001359	I9900011 TRINIDAD, GINA	R99R0392-RS	OH	04/25/2022		MW	IS	2,115.54
99	00001360	V9903391 UNIVERSITY EYE CENTER AT KETCH	2295720322	OH	04/25/2022		MW	IS	71.33
99	00001361	F9900039 IMPERIAL SPRINKLER SUPPLY	4998898-00	OH	04/26/2022		MW	IS	1,300.59
99	00001362	E9900004 ALAN MAO	CUBCONF3/17-3/19	OH	04/27/2022		MW	IS	253.64
99	00001363	V9900020 ATKINSON ANDELSON LOYA RUUD &	647893	OH	04/27/2022		MW	IS	520.00
99	00001364	V9903264 DIANA GONZALEZ	MILEAGE REIMB	OH	04/27/2022		MW	IS	50.31
99	00001365	E9900084 JIM COOMBS	BFAST,LUNCH,PD	OH	04/27/2022		MW	IS	557.83
99	00001366	E9900179 SANDRA JAN	CERT MAIL 4/18	OH	04/27/2022		MW	IS	7.38
99	00001367	E9900189 SHERYL MCDONALD	PRESCHOOL APP	OH	04/27/2022		MW	IS	18.87
99	00001368	B9990011 GHATAODE BANNON ARCHITECTS	4761	OH	04/27/2022		MW	IS	8,873.40
99	00001369	B9903229 HAULWAY STORAGE CONTAINERS	2049388	OH	04/27/2022		MW	IS	539.96
99	00001370	V9900015 APPLE INC.	AH37891439	OH	04/28/2022		MW	IS	327.67
99	00001371	V9900024 BEARCOM	5359495	OH	04/28/2022		MW	IS	37.60
99	00001372	R9900001 BRENT ALLSMAN	MAY MEDICAL	OH	04/28/2022		MW	IS	557.02
99	00001373	V9903342 CALIFORNIA IT IN EDUCATION	300001433	OH	04/28/2022		MW	IS	120.00

LOWELL JOINT SD
Consolidated Check Register
 from 4/1/2022 to 4/30/2022

Check	Payee ID	Payee Name	Reference	Subs	Check Date	Cancel Date	Type	Status	Check Amount
99	00001374	R9903247 CAROLYN KANE	MAY MEDICAL	OH	04/28/2022		MW	IS	1,290.56
99	00001375	V9900036 CDW GOVERNMENT INC.	V422389	OH	04/28/2022		MW	IS	299.40
99	00001376	R9900003 CLAUDIA SCHALCHLIN	MAY MEDICAL	OH	04/28/2022		MW	IS	570.78
99	00001377	R9900014 EDDY VEGA	MAY MEDICAL	OH	04/28/2022		MW	IS	557.02
99	00001378	R9900006 EMILY WAKEFIELD	MAY MEDICAL	OH	04/28/2022		MW	IS	570.78
99	00001379	R9900007 GAYLE ROGERS	MAY MEDICAL	OH	04/28/2022		MW	IS	232.94
99	00001380	V9903376 GoTo Communications Inc.	IN7101035797	OH	04/28/2022		MW	IS	4,425.03
99	00001381	R9903248 JULIE ROTH	MAY MEDICAL	OH	04/28/2022		MW	IS	570.78
99	00001382	R9900013 MARGARET DUMADAG	MAY MEDICAL	OH	04/28/2022		MW	IS	557.02
99	00001383	R9900009 NANCY WHITE	MAY MEDICAL	OH	04/28/2022		MW	IS	1,290.56
99	00001384	R9900010 PENNY MAYERCHECK	MAY MEDICAL	OH	04/28/2022		MW	IS	1,290.56
99	00001385	R9900011 RONALD RANDOLPH	MAY MEDICAL	OH	04/28/2022		MW	IS	614.88
99	00001386	R9900012 SHELLEY MARKER	MAY MEDICAL	OH	04/28/2022		MW	IS	570.78
99	00001387	R9900002 BRUCE PATTILLO	MAY MEDICAL	OH	04/28/2022		MW	IS	557.02
99	00001388	U9900001 CITY OF LA HABRA WATER DEPARTM	0303040222	OH	04/29/2022		MW	IS	3,589.90
99	00001389	U9900002 FRONTIER	APR22	OH	04/29/2022		MW	IS	1,092.74
99	00001390	U9900003 MCI A VERIZON COMPANY	409074762	OH	04/29/2022		MW	IS	6.87
99	00001391	U9900004 SOUTHERN CALIFORNIA EDISON	0315041222	OH	04/29/2022		MW	IS	17,303.03
99	00001392	U9900005 SOUTHERN CALIFORNIA GAS CO	0317041522	OH	04/29/2022		MW	IS	998.86
99	00001393	U9900006 SUBURBAN WATER SYSTEMS	180051677785	OH	04/29/2022		MW	IS	71.15
99	00001394	U9900009 VERIZON WIRELESS-LA	9904319697	OH	04/29/2022		MW	IS	660.03

Issued: 912,089.94
 99 Bank Total: 912,089.94

Grand Total: 912,089.94

LOWELL JOINT SCHOOL DISTRICT
EMPLOYER-EMPLOYEE RELATIONS/PERSONNEL REPORT 2021/22 #11

June 13, 2022

I. CERTIFICATED EMPLOYEES

A. CHANGE OF STATUS

NAME	EFFECTIVE DATE	END DATE	SITE	COMMENTS
Higgins, Kelly	05/11/2022	06/03/2022	MA	Industrial Leave
Irving, Tamara	09/15/2021	05/27/2022	RS	FMLA (AB375) Medical Leave. Correction of EER # 3 2021-2022
Feaster, Amy	8/15/2021	06/03/2022	RS	C3/S3 Correction of EER #3 2021/2022
Galli, Jessica	03/28/2022	05/20/2022	RS	FMLA (AB375) Baby bonding leave. Correction of EER #9 2021-2022
Praefke, Amie	05/29/2022	06/03/2022	MG	FMLA (AB375) Maternity Leave. Correction of EER #10 2021/22
EID 9900000140	05/09/2022	06/03/2022	RS	Paid Administrative Leave
Coombs, Jim	11/08/2021	06/30/2022	DO	Longevity, \$4000.00 retroactively effective November 8, 2021 Correction of EER #11 June 13, 2021

B. EXTRA DUTY PAY/STIPENDS

NAME	EFFECTIVE DATE	END DATE	SITE	COMMENTS
Coleman, Rachel	06/06/2022	06/30/2022	OL	Extended School Year Lead Teacher- at a rate of \$282.03 per day for 20 days. Mondays – Friday. Correction of EER #10 2021-22
Bolanos, Jocelyn	06/20/2022	06/30/2022	OL	Extended School Year Teacher- at a rate of \$282.03 per day for 20 days. Mondays – Friday. Correction of EER #10 2021-22
Galang, Bianca	06/06/2022	06/30/2022	OL	Extended School Year Teacher- at a rate of \$282.03 per day for 20 days. Mondays – Friday. Correction of EER #10 2021-22
Russell, Annie	06/06/2022	06/30/2022	OL	Extended School Year Teacher- at a rate of \$282.03 per day for 20 days. Mondays – Friday. Correction of EER #10 2021-22
Arreguin, Barbara	06/06/2022	06/17/2022	OL	Extended School Year Teacher- at a rate of \$282.03 per day for 20 days. Mondays – Friday. Correction of EER #10 2021-22
Arreguin, Barbara	06/20/2022	06/30/2022	OL	Extended School Year Substitute Teacher- at a rate of \$282.03 per day for 20 days. Mondays – Friday. Correction of EER #10 2021-22
Jan, Sarah	06/06/2022	06/30/2022	OL	Extended School Year Teacher- at a rate of \$282.03 per day for 20 days. Mondays – Friday. Correction of EER #10 2021-22
CdeBaca, Denise	06/06/2022	06/30/2022	OL	Extended School Year Lead Teacher- at a rate of \$282.03 per day for 20 days. Mondays – Friday. Correction of EER #10 2021-22
Haworth, Gracia	06/09/2022	06/30/2022	OL	Summer School Teacher at a rate of \$282.03 per day for 20 days - Mondays – Friday. Correction of EER #10 2021-22
Rivera, Yovanna	06/09/2022	06/30/2022	OL	Summer School Teacher at a rate of \$282.03 per day for 20 days - Mondays – Friday. Correction of EER #10 2021-22
Davila, Alexandria	06/09/2022	06/30/2022	OL	Summer School Teacher at a rate of \$282.03 per day for 20 days - Mondays – Friday. Correction of EER #10 2021-22
Valdez, Michelle	06/09/2022	06/30/2022	OL	Summer School Teacher at a rate of \$282.03 per day for 20 days - Mondays – Friday. Correction of EER #10 2021-22

Rodriguez, Mayra	06/09/2022	06/30/2022	OL	Summer School Teacher at a rate of \$282.03 per day for 20 days - Mondays – Friday. Correction of EER #10 2021-22
Bernhard, Carol	06/09/2022	06/30/2022	OL	Summer School Teacher at a rate of \$282.03 per day for 20 days - Mondays – Friday. Correction of EER #10 2021-22
Morrison, Deanna	06/09/2022	06/30/2022	OL	Summer School Teacher at a rate of \$282.03 per day for 20 days - Mondays – Friday. Correction of EER #10 2021-22
Gabhour, Kylee	06/09/2022	06/30/2022	OL	Summer School Teacher at a rate of \$282.03 per day for 20 days - Mondays – Friday. Correction of EER #10 2021-22
Van der Lee, Michelle	06/09/2022	06/30/2022	OL	Summer School Teacher at a rate of \$282.03 per day for 20 days - Mondays – Friday. Correction of EER #10 2021-22
Fonti, Allison	06/09/2022	06/30/2022	OL	Summer School Teacher at a rate of \$282.03 per day for 20 days - Mondays – Friday. Correction of EER #10 2021-22
Mangold, Christian	06/09/2022	06/30/2022	OL	Summer School Teacher at a rate of \$282.03 per day for 20 days - Mondays – Friday. Correction of EER #10 2021-22
Mangold, Leslie	06/09/2022	06/30/2022	OL	Summer School Teacher at a rate of \$282.03 per day for 20 days - Mondays – Friday. Correction of EER #10 2021-22
Lee, Sylvia	06/09/2022	06/30/2022	OL	Summer School Teacher at a rate of \$282.03 per day for 20 days - Mondays – Friday. Correction of EER #10 2021-22
Montoya, Maya	06/09/2022	06/30/2022	OL	Summer School Teacher at a rate of \$282.03 per day for 20 days - Mondays – Friday. Correction of EER #10 2021-22
Peloquin, Kerri	06/09/2022	06/30/2022	OL	Summer School Teacher at a rate of \$282.03 per day for 20 days - Mondays – Friday. Correction of EER #10 2021-22
Diaz, Yolanda	06/09/2022	06/30/2022	OL	Summer School Teacher at a rate of \$282.03 per day for 20 days - Mondays – Friday. Correction of EER #10 2021-22
Oke, Melissa	06/09/2022	06/30/2022	RS	Summer School Teacher at a rate of \$282.03 per day for 20 days - Mondays – Friday. Correction of EER #10 2021-22
Aguilar, Barbara	06/09/2022	06/30/2022	RS	Summer School Teacher at a rate of \$282.03 per day for 20 days - Mondays – Friday. Correction of EER #10 2021-22
Miller, Cameron	06/09/2022	06/30/2022	RS	Summer School Teacher at a rate of \$282.03 per day for 20 days - Mondays – Friday. Correction of EER #10 2021-22
Ospital, Jeff	06/09/2022	06/30/2022	RS	Summer School Teacher at a rate of \$282.03 per day for 20 days - Mondays – Friday. Correction of EER #10 2021-22
Anderson, Ryan	06/09/2022	06/30/2022	RS	Summer School Teacher at a rate of \$282.03 per day for 20 days - Mondays – Friday. Correction of EER #10 2021-22
Van Diest, Scott	06/09/2022	06/30/2022	RS	Summer School Teacher at a rate of \$282.03 per day for 20 days - Mondays – Friday. Correction of EER #10 2021-22
Ryan, Tara	06/09/2022	06/30/2022	RS	Summer School Teacher at a rate of \$282.03 per day for 20 days - Mondays – Friday. Correction of EER #10 2021-22
Langer, Garrick	06/09/2022	06/30/2022	RS	Summer School Teacher at a rate of \$282.03 per day for 20 days - Mondays – Friday. Correction of EER #10 2021-22
Solis, Ashley	06/09/2022	06/30/2022	RS	Summer School Teacher at a rate of \$282.03 per day for 20 days - Mondays – Friday. Correction of EER #10 2021-22
Garduno, Adam	06/09/2022	06/30/2022	RS	Summer School Teacher at a rate of \$282.03 per day for 20 days - Mondays – Friday. Correction of EER #10 2021-22
McNeff, Michelle	06/09/2022	06/30/2022	RS/OL	Summer School Substitute Teacher at a rate of \$282.03 per day for 20 days - Mondays – Friday. Correction of EER #10 2021-22
Van Hoogmoed, Krista	06/09/2022	06/30/2022	OL	Summer School Supervisor – at a rate of \$518.33 per day NTE 20 days –Mondays – Fridays
Takacs, Whitney	06/09/2022	06/30/2022	RS	Summer School Supervisor – at a rate of \$518.33 per day NTE 20 days –Mondays – Fridays

NAME	<u>EFFECTIVE</u> DATE	END DATE	SITE	COMMENTS
------	--------------------------	-------------	------	----------

Coleman, Rachel	07/01/2022	07/01/2022	OL	Extended School Year Lead Teacher- at a rate of \$291.90 per day for 20 days. Mondays – Friday. Correction of EER #10 2021-22
Bolanos, Jocelyn	07/01/2022	07/01/2022	OL	Extended School Year Teacher- at a rate of \$291.90 per day for 20 days. Mondays – Friday. Correction of EER #10 2021-22
Galang, Bianca	07/01/2022	07/01/2022	OL	Extended School Year Teacher- at a rate of \$291.90 per day for 20 days. Mondays – Friday. Correction of EER #10 2021-22
Russell, Annie	07/01/2022	07/01/2022	OL	Extended School Year Teacher- at a rate of \$291.90 per day for 20 days. Mondays – Friday. Correction of EER #10 2021-22
Arreguin, Barbara	07/01/2022	07/01/2022	OL	Extended School Year Substitute Teacher- at a rate of \$291.90 per day for 20 days. Mondays – Friday. Correction of EER #10 2021-22
Jan, Sarah	07/01/2022	07/01/2022	OL	Extended School Year Teacher- at a rate of \$291.90 per day for 20 days. Mondays – Friday. Correction of EER #10 2021-22
CdeBaca, Denise	07/01/2022	07/01/2022	OL	Extended School Year Teacher- at a rate of \$291.90 per day for 20 days. Mondays – Friday. Correction of EER #10 2021-22
Haworth, Gracia	07/01/2022	07/07/2022	OL	Summer School Teacher at a rate of \$291.90 per day for 20 days - Mondays – Friday. Correction of EER #10 2021-22
Rivera, Yovanna	07/01/2022	07/07/2022	OL	Summer School Teacher at a rate of \$291.90 per day for 20 days - Mondays – Friday. Correction of EER #10 2021-22
Davila, Alexandria	07/01/2022	07/07/2022	OL	Summer School Teacher at a rate of \$291.90 per day for 20 days - Mondays – Friday. Correction of EER #10 2021-22
Valdez, Michelle	07/01/2022	07/07/2022	OL	Summer School Teacher at a rate of \$291.90 per day for 20 days - Mondays – Friday. Correction of EER #10 2021-22
Rodriguez, Mayra	07/01/2022	07/07/2022	OL	Summer School Teacher at a rate of \$291.90 per day for 20 days - Mondays – Friday. Correction of EER #10 2021-22
Bernhard, Carol	07/01/2022	07/07/2022	OL	Summer School Teacher at a rate of \$291.90 per day for 20 days - Mondays – Friday. Correction of EER #10 2021-22
Morrison, Deanna	07/01/2022	07/07/2022	OL	Summer School Teacher at a rate of \$291.90 per day for 20 days - Mondays – Friday. Correction of EER #10 2021-22
Gabhour, Kylee	07/01/2022	07/07/2022	OL	Summer School Teacher at a rate of \$291.90 per day for 20 days - Mondays – Friday. Correction of EER #10 2021-22
Van der Lee, Michelle	07/01/2022	07/07/2022	OL	Summer School Teacher at a rate of \$291.90 per day for 20 days - Mondays – Friday. Correction of EER #10 2021-22
Fonti, Allison	07/01/2022	07/07/2022	OL	Summer School Teacher at a rate of \$291.90 per day for 20 days - Mondays – Friday. Correction of EER #10 2021-22
Mangold, Christian	07/01/2022	07/07/2022	OL	Summer School Teacher at a rate of \$291.90 per day for 20 days - Mondays – Friday. Correction of EER #10 2021-22
Mangold, Leslie	07/01/2022	07/07/2022	OL	Summer School Teacher at a rate of \$291.90 per day for 20 days - Mondays – Friday. Correction of EER #10 2021-22
Lee, Sylvia	07/01/2022	07/07/2022	OL	Summer School Teacher at a rate of \$291.90 per day for 20 days - Mondays – Friday. Correction of EER #10 2021-22
Montoya, Maya	07/01/2022	07/07/2022	OL	Summer School Teacher at a rate of \$291.90 per day for 20 days - Mondays – Friday. Correction of EER #10 2021-22
Peloquin, Kerri	07/01/2022	07/07/2022	OL	Summer School Teacher at a rate of \$291.90 per day for 20 days - Mondays – Friday. Correction of EER #10 2021-22
Diaz, Yolanda	07/01/2022	07/07/2022	OL	Summer School Teacher at a rate of \$291.90 per day for 20 days - Mondays – Friday. Correction of EER #10 2021-22
Oke, Melissa	07/01/2022	07/07/2022	RS	Summer School Teacher at a rate of \$291.90 per day for 20 days - Mondays – Friday. Correction of EER #10 2021-22
Aguilar, Barbara	07/01/2022	07/07/2022	RS	Summer School Teacher at a rate of \$291.90 per day for 20 days - Mondays – Friday. Correction of EER #10 2021-22

Miller, Cameron	07/01/2022	07/07/2022	RS	Summer School Teacher at a rate of \$291.90 per day for 20 days - Mondays – Friday. Correction of EER #10 2021-22
Ospital, Jeff	07/01/2022	07/07/2022	RS	Summer School Teacher at a rate of \$291.90 per day for 20 days - Mondays – Friday. Correction of EER #10 2021-22
Anderson, Ryan	07/01/2022	07/07/2022	RS	Summer School Teacher at a rate of \$291.90 per day for 20 days - Mondays – Friday. Correction of EER #10 2021-22
Van Diest, Scott	07/01/2022	07/07/2022	RS	Summer School Teacher at a rate of \$291.90 per day for 20 days - Mondays – Friday. Correction of EER #10 2021-22
Ryan, Tara	07/01/2022	07/07/2022	RS	Summer School Teacher at a rate of \$291.90 per day for 20 days - Mondays – Friday. Correction of EER #10 2021-22
Langer, Garrick	07/01/2022	07/07/2022	RS	Summer School Teacher at a rate of \$291.90 per day for 20 days - Mondays – Friday. Correction of EER #10 2021-22
Solis, Ashley	07/01/2022	07/07/2022	RS	Summer School Teacher at a rate of \$291.90 per day for 20 days - Mondays – Friday. Correction of EER #10 2021-22
Garduno, Adam	07/01/2022	07/07/2022	RS	Summer School Teacher at a rate of \$291.90 per day for 20 days - Mondays – Friday. Correction of EER #10 2021-22
McNeff, Michelle	07/01/2022	07/07/2022	OL/RS	Summer School Teacher at a rate of \$291.90 per day for 20 days - Mondays – Friday. Correction of EER #10 2021-22
Van Hoogmoed, Krista	07/01/2022	07/07/2022	OL	Summer School Supervisor – at a rate of \$536.48 per day NTE 20 days –Mondays – Fridays
Takacs, Whitney	07/01/2022	07/07/2022	RS	Summer School Supervisor – at a rate of \$536.48 per day NTE 20 days –Mondays – Fridays
Castillo, Barbara	06/06/2022	06/30/2022	DO	Stipend for 10 days not to exceed \$3,750 for Professional Development and Planning. To be paid from ELO- G Funds
Brimmage, Mary	06/06/2022	06/30/2022	DO	Stipend for 19 days not to exceed \$7,980, for development and implementation of the Expanded Learning Opportunity program activities during the intersession dates in June. This includes some planning time as well as administrative support from June 9th-June 30th while intersession activities are running. To be paid from ELO-G Funds

C. RETIREMENT

NAME	EFFECTIVE DATE	SITE	COMMENT
Nichols, Jean	06/04/2022	EP	Retirement Option I (Dental & Vision Only)
Crabtree, Gayle	06/04/2022	MG	Retirement.
Allsman, Kathryn	06/04/2022	OL	Retirement Option I

D. RESIGNATION

NAME	EFFECTIVE DATE	SITE	COMMENT
Cheng, Allison	06/03/2022	DO	Choral Teacher. Resignation
Long, Katelyn	06/03/2022	OL	Resource Specialist Teacher. Resignation
Shun-Hernandez, Tiffany	06/03/2022	JO	Teacher. Resignation.

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

**It is further recommended that the individuals listed in Certificated Salaries for 2021-2022 is approved to instruct in the Intervention Programs. The rate of pay is \$35.00/hour and will be paid from Title I or LCFF Supplemental Grant Funds.

**It is further recommended that individuals listed in Certificated Salaries for 2021-2022 serve as home school teachers, if needed, for the 2021-2022 school year at a rate of \$35.00/hour, not to exceed five hours per week, per student. Mileage will be paid at the IRS Standard Mileage Rate for the 2021-2022 school year.

Employment of substitutes effective 08/16/2021 for the 2021-2022 school year @ 200 per day and \$100.00 per half day rate and \$35.00 per hour* (not to exceed six hours) as applicable and to include: professional development, Saturday school, and site support duties, and \$250.00 long term sub rate.

E. SUBSTITUTE CHANGE OF PAY

NAME	EFFECTIVE DATE	END DATE	SITE	COMMENT
Brooks, Edward	06/09/2022	06/30/2022	DO	To be paid rate of \$200.00 for Summer School Teacher (Mondays – Fridays) Correction of EER 2021-22 #10
Lopez Jr., Alejandro	06/09/2022	06/30/2022	DO	To be paid rate of \$200.00 for Summer School Teacher (Mondays – Fridays) Correction of EER 2021-22 #10
Warner, Ellie	06/09/2022	06/30/2022	DO	To be paid rate of \$200.00 for Summer School Substitute Teacher (Mondays – Fridays)
Wallace, Greg	06/09/2022	06/30/2022	DO	To be paid rate of \$200.00 for Summer School Substitute Teacher (Mondays – Fridays)
Wallace, Greg	05/09/2022	06/03/2022	DO	To be paid a rate of \$200.00 for English Substitute Teacher at Rancho Starbuck.
Kjer, Kevin	05/11/2022	06/03/2022	DO	To be paid a rate of \$250.00 for Special Education Substitute Teacher at Macy.
Campbell, Kevin	05/23/2022	06/03/2022	DO	To be paid a rate of \$250.00 for English Substitute Teacher at Rancho Starbuck
Haworth, Acacia	06/09/2022	06/30/2022	DO	Substitute Teacher Summer School to be paid at a daily rate of \$200
Montemayor Kathleen	06/09/2022	06/30/2022	DO	Substitute Teacher Summer School to be paid at a daily rate of \$200
Fiscus, Riley	06/09/2022	06/30/2022	DO	Substitute Teacher Summer School to be paid at a daily rate of \$200
Larsen, Danica	06/09/2022	06/30/2022	DO	Substitute Teacher Summer School to be paid at a daily rate of \$200
Petersen, Kaycee	06/09/2022	06/30/2022	DO	Substitute Teacher Summer School to be paid at a daily rate of \$200
Bradshaw, Casey	06/09/2022	06/30/2022	DO	Substitute Teacher Summer School to be paid at a daily rate of \$200
Vega, Sandra	06/06/2022	06/30/2022	DO	Substitute Teacher ESY to be paid at a daily rate of \$200
Gonzalez, Leslie	06/06/2022	06/30/2022	DO	Substitute Teacher ESY to be paid at a daily rate of \$200

NAME	EFFECTIVE DATE	END DATE	SITE	COMMENT
Brooks, Edward	07/01/2022	07/07/2022	DO	To be paid rate of \$200.00 for Summer School Teacher (Mondays – Fridays) Correction of EER 2021-22 #10
Lopez Jr., Alejandro	07/01/2022	07/07/2022	DO	To be paid rate of \$200.00 for Summer School Teacher (Mondays – Fridays) Correction of EER 2021-22 #10

Warner, Ellie	07/01/2022	07/07/2022	DO	To be paid rate of \$200.00 for Summer School Substitute Teacher (Mondays – Fridays)
Wallace, Greg	07/01/2022	07/07/2022	DO	To be paid rate of \$200.00 for Summer School Substitute Teacher (Mondays – Fridays)
Haworth, Acacia	07/01/2022	07/07/2022	DO	Substitute Teacher Summer School to be paid at a daily rate of \$200
Montemayor Kathleen	07/01/2022	07/07/2022	DO	Substitute Teacher Summer School to be paid at a daily rate of \$200
Fiscus, Riley	07/01/2022	07/07/2022	DO	Substitute Teacher Summer School to be paid at a daily rate of \$200
Larsen, Danica	07/01/2022	07/07/2022	DO	Substitute Teacher Summer School to be paid at a daily rate of \$200
Vega, Sandra	07/01/2022	07/01/2022	DO	Substitute Teacher ESY to be paid at a daily rate of \$200
Gonzalez, Leslie	07/01/2022	07/01/2022	DO	Substitute Teacher ESY to be paid at a daily rate of \$200

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

**It is further recommended that the individuals listed in Certificated Salaries for 2022-2023 is approved to instruct in the Intervention Programs. The rate of pay is \$35.00/hour and will be paid from Title I or LCFF Supplemental Grant Funds.

**It is further recommended that individuals listed in Certificated Salaries for 2022-2023 serve as home school teachers, if needed, for the 2022-2023 school year at a rate of \$35.00/hour, not to exceed five hours per week, per student. Mileage will be paid at the IRS Standard Mileage Rate for the 2022-2023 school year.

F.

2022/2023 CONTRACTS**

<u>NAME</u>	<u>EFFECTIVE DATE</u>	<u>CLASS/COL/STEP</u>	<u>SITE</u>	<u>COMMENTS</u>
Andres, Paolo	08/15/2022	C5/S4	RS	7/8 grade science teacher. Probationary Year 1.
Benton, Nataly	08/15/2022	C4/S2	JO	2 nd grade Dual Language Teacher. Temporary Contract
Bolanos, Jocelyn	08/15/2022	C5/S7	MG	Preschool Teacher. Temporary Contract
Carty, Lyn	08/15/2022	C5/S3	EP	4 th grade teacher. Probationary year 2
Cheng, Katlyn	08/15/2022	C4/S3	JO	2 nd Grade Teacher. Probationary Year 1
Coppel, Molly	08/03/2022	Column 7	DO	Psychologist. Probationary. Year 1
Davila, Alexandra	08/15/2022	C5/S3	MA	2 nd grade teacher. Probationary Year 2
Feaster, Amy	08/15/2022	C3/S4	RS	7/8 grade math Teacher. Temporary Contract
Fiscus, Riley	08/15/2022	C2/S1	EP	2 nd grade teacher. Temporary Contract
Gardner, Alison	08/15/2022	C3/S2	DO	School Counselor Probationary Year 1
Garduno, Adam	08/15/2022	C4/S4	RS	7/8 grade math teacher. Probationary Year 2
Gatto, Nancy	08/15/2022	C5/S7	JO	3 rd Grade Dual Language Teacher Probationary Year 1
Goss, Brittany	08/15/2022	C3/S4	RS	7/8 grade English Teacher. Probationary Year 1
Haro-Banuelos, Byanca	08/15/2022	C3/S6	JO	Dual Language Teacher. Probationary Year 1
Hess, Alyssa	08/15/2022	C5/S2	DO	Speech Language Pathologist Probationary Year 1
Jacobs, Diana	08/15/2022	C5/S6	JO	1 st grade teacher. Probationary Year 2
Jan, Sarah	08/15/2022	C4/S3	OL	TK-2 Mod Special Ed Teacher Probationary Year 2
Jauregui, Kristen Joy	08/15/2022	C4/S7	JO	1 st Grade Dual Language Teacher Probationary Year 1
Kuitems, Naomi	08/15/2022	C3/S4	MG	1 /2 combo grade teacher Probationary Year 1
Langer, Garrick	08/15/2022	C4/S5	RS	7/8 grade science teacher. Probationary Year 1
Lower, Corissa	08/15/2022	C3/S1	JO	20% third grade teacher. Temporary Contract
Marrone, Frankie	08/15/2022	C1/S1	DO	Choral Teacher. Temporary Contract
Mena, Lydia	08/15/2022	C5/S5	OL	Resource Specialist Teacher. Probationary Year 1
Montiel, Shaina	08/15/2022	C4/S4	JO	Resource Specialist Teacher. Probationary Year 2.
Montemayor, Kathleen	08/15/2022	C4/S3	JO	50% fourth grade teacher. Temporary Contract
Montoya, Maya	08/15/2022	C5/S5	OL	4 th grade Teacher. Probationary Year 1
Morrison, Dana	08/15/2022	C5/S2	EP	5 th grade teacher. Temporary Contract
Ortiz, Andrea	08/15/2022	C4/S6	MG	Preschool teacher. Temporary Contract
Praefke, Amie	08/15/2022	C4/S4	DO	Virtual Academy Teacher. Temporary Contract
Rivera, Yovanna	08/15/2022	C1/S3	JO	TK Dual Language Teacher. Probationary Year 1
Rodriguez, Brenda	08/15/2022	C5/S4	JO	Kindergarten Dual Imm Teacher. Probationary year 2.

Ruddock, Andrew	08/15/2022	C4/S2	RS	7/8 grade science teacher. Temporary contract.
Sober, Jessica	08/15/2022	C4/S1	MA	6 th grade teacher. Temporary Contract
Solis, Ashley	08/15/2022	C5/S2	JO	5 th grade teacher. Temporary Contract
Stephenson, Rebecca	08/15/2022	C5/S19	EP	20% 6 th grade teacher. Temporary contract.
Stevens, Amanda	08/15/2022	C1/S1	OL	4 th grade teacher. Temporary Contract
Valenzuela, Zochitl	08/15/2022	C5/S6	RS	Resource Specialist Teacher. Probationary Year 1
Yi, Min Ji (Cara)	08/15/2022	C5/S4	RS	7/8 grade Math Teacher. Probationary Year 2

G. MANAGEMENT 2022-2023**

Becerra, Christopher	07/01/2022	Column 7	DO	Early Childhood Program Coordinator. Probationary Year 1
Brimmage, Mary	07/01/2022	Column 1	DO	Expanded Learning Opportunity Program Coordinator Probationary Year 1
Cukro, Matthew	07/01/2022	Column 7	MG	Principal
Elmquist, Marikatherine	07/01/2022	Column 7	JO	Principal, Longevity, \$4,000.00
Igarta, Kaleo	07/01/2022	Column 7	DO	Director of Special Education, Longevity, \$4000.00
Jackson, Jennifer	07/01/2022	Column 7	RS	Principal. Probationary Year 2
Jacobsen, Patricia	07/01/2022	Column 4	MA	Principal
Malm, Amanda	07/01/2022	Column 1	EP	Principal. Probationary Year 1.
McDonald, Sheri	07/01/2022	Column 7	DO	Assistant Superintendent of Educational Services. Correction of EER #11 2021/2022. Column movement adjusted to reflect years of service
Overby, Rhonda	07/01/2022	Column 7	DO	Director of Education Services, Longevity, \$4,000.00
Takacs, Whitney	07/01/2022	Column 2	RS	Intermediate Assistant Principal. Probationary Year 2
Van Hoogmoed, Krista	07/01/2022	Column 7	OL	Principal, Longevity, \$5,000.00 (effective 1/1/2023 \$6000 longevity)

H. DISTRICT OFFICE 2022-2023**

Coppel, Molly	08/10/2022	Column 7	DO	Psychologist, Probationary Year 1
Gardner, Allison	08/03/2022	C3/S2	DO	School Counselor. Probationary Year 1
Gonzalez, Trisha	08/03/2022	C3/C8	DO	School Nurse.
Heinrich, Kari	07/29/2022	Column 7	DO	Program Specialist, Longevity, \$3,500.00
Johnson, Kelly	08/10/2022	Column 7	DO	Psychologist, Longevity, \$2,500.00
Luna, Adam	08/10/2022	Column 7	DO	Psychologist, Longevity, \$2,500.00
Mack, Christopher	08/10/2022	Column 4	DO	Psychologist

I. CHANGE OF STATUS 2022-2023**

NAME	<u>EFFECTIVE</u> DATE	END DATE	SITE	COMMENTS
Dinnen, Dyanna	08/15/2022	06/02/2023	OL	Leave of Absence 40% tenured

J. CERTIFICATED SALARIES FOR 2022-2023**

<u>NAME</u>	<u>SITE</u>	<u>CLASS</u>	<u>STEP</u>	<u>COMMENTS</u>
Abell, Amy	El Portal	5	22	
Aguilar, Barbara	Rancho Starbuck	5	21	
Aldecoa, Kelly	Macy	5	26	
Anderson, Ryan	Rancho Starbuck	5	22	
Andres, Paolo	Rancho Starbuck	5	4	
Arreguin, Barbara	Rancho Starbuck	5	21	
Austin, Stephanie	Rancho Starbuck	5	16	
Ayers, La Reina	Olita	5	26	
Ballard, Nicole	Macy	5	16	

Behura, Sylvia	Rancho Starbuck	5	26	
Benton, Nataly	Jordan	4	2	
Bernhard, Carol	Macy	5	26	
Blackler, Samantha	District Office	5	12	SLP Salary Schedule 2022-2023
Bolanos, Jocelyn	Meadow Green	5	7	
Borsari, Julie	Olita	5	15	
Brander, Holly	DO/EP	4	9	50% teacher / 50% TOSA Early Literacy (Tenured at 100%)
Brooks, Kimberly	El Portal	5	23	
Campbell, Kaitlyn	El Portal	5	11	(22-23 100% was 50%)
Carrillo, Valerie	Jordan	2	6	
Carty, Lyn	El Portal	5	3	
Casey, Kaleen	Macy	4	5	
Castillo, Barbara	District Office	5	18	MTSS TOSA
Cazares, Ariana	Rancho Starbuck	5	10	
Cdebaca, Denise	District Office	5	9	SLP Salary Schedule 2022-2023
Champion ,Rebecca	District Office	5	20	TOSA
Chavez, Karen	Olita	5	26	
Cheng, Katlyn	Jordan	4	3	
Chittum, Eric	Rancho Starbuck	5	26	
Christerson ,Carin	Rancho Starbuck	4	9	60% (30% tenured / 30% temporary)
Coleman, Deborah	Olita	5	22	
Coleman, Rachel	Macy	5	23	
Cooke, Kristen	Olita	5	17	
Daniel, Kari	El Portal	5	26	
Davila, Alexandra	Macy	5	3	
De La Haye, Melissa	El Portal	5	11	
Desmond ,Andrea	Jordan	5	26	
Dinnen, Dyanna	Olita	5	10	40% (40% Tenured, 60% Leave of Absence – Tenured at 100%).
Evenson, Amanda	Meadow Green	4	5	
Farrens, Sylvia	District Office	5	18	SLP Salary Schedule 2022-2023
Feaster, Amy	Rancho Starbuck	3	4	
Felton, Leslie	Jordan	5	26	
Fiscus, Riley	El Portal	2	1	
Fonti, Allison	Macy	5	26	
Galang, Bianca	El Portal	5	6	
Galli, David	Rancho Starbuck	5	10	
Galli, Jessica	Rancho Starbuck	5	5	
Gardner, Alison	District Office	3	2	
Garduno, Adam	Rancho Starbuck	4	4	
Gatto, Nancy	Jordan	5	7	
Ghabour, Kylee	Meadow Green	3	12	
Gober, Kristen	Meadow Green	5	25	
Goss ,Brittany	Rancho Starbuck	3	4	
Guerrero, Rachel	El Portal	5	16	
Gunsalus, Lecia	Jordan	5	12	
Haro-Banuelos, Byanca	Jordan	3	6	
Haworth, Gracia	Olita	5	26	
Herman, Teresa	El Portal	5	26	
Hernandez, Javier	Jordan	4	14	

Hess, Alyssa	District Office	5	2	SLP Salary Schedule 2022-2023
Higgins, Kelly	Macy	5	18	
Huff, Kenneth	Rancho Starbuck	5	19	
				(Return from 21-22 LOA) (100%) SLP Salary Schedule 2022-2023
Hultberg, Darcie	District Office	5	14	
Ilinsky, Christina	El Portal	5	20	
Irving, Tamara	Rancho Starbuck	5	23	
Jacobs, Diana	Jordan	5	6	
Jan, Sarah	Olita	4	3	
Jauregui, Kristen Joy	Jordan	4	7	
Jeffrey, Kimberlee	El Portal	5	22	
Karr, Krista	Meadow Green	5	26	
				50% (50% Tenured, 50% Leave of Absence – Tenured at 100%).
Kosareff, Breana	Jordan	3	5	
Kudler, Laurie	Macy	5	26	
Kuitens, Naomi	Meadow Green	3	4	
Langer, Garrick	Rancho Starbuck	4	5	
Lauprecht, Robert	Jordan	5	14	
Lee, Sylvia	Macy	4	8	
Lickfelt, Robert	Olita	4	14	
Liles, Amy	Jordan	5	23	
Lisowski Martinez, Paula	Meadow Green	5	26	
Lower, Corissa	Jordan	3	1	20% Temporary Contract
Mangold, Leslie	Meadow Green	5	26	
Mangold, Christian	Macy	5	26	
Marrone, Frankie	District Office	1	1	
Mayhew, Julie	Rancho Starbuck	5	26	
McNeff, Michelle	El Portal	5	5	
McTeggart, Amy	Macy	4	26	
Michael-Bohen, Michelle	Olita	5	24	(100%).
Milazzo, Angela	Macy	5	22	
Miller, Cameron	Rancho Starbuck	3	6	
Miller, Stefanie	Meadow Green	5	14	
Montemayor, Kathleen	Jordan	4	3	50% Temporary Contract
Montes, Emily	Rancho Starbuck	5	10	
Montiel, Shaina	Jordan	4	4	
Montoya, Maya	Olita	5	5	
Morrison, Dana	El Portal	5	2	
Morrison, Deanna	Meadow Green	5	26	
Navarro-Diaz, Yolanda	Meadow Green	5	24	
Needham, Deborah	Macy	5	26	
Nunez, Sarah	El Portal	5	13	
Oke, Melissa	Rancho Starbuck	4	11	
Ortiz, Andrea	Meadow Green	4	6	
Ospital, Jeffrey	Rancho Starbuck	5	12	
Pagano, Breanne	Rancho Starbuck	5	8	
Paine, Jennifer	Olita	5	20	
Palmer, Margaret	Olita	5	26	
Peloquin, Karen	Olita	5	24	

Perez, Susannah	Meadow Green	4	16	
Perumean, Stacy	Meadow Green	5	12	
Petrakis, Kerri	Macy	5	21	
Pfaff, Heather	Jordan	4	7	
Pimper, Shelly	Macy	5	26	
Pinney, Marci	El Portal	5	24	
Praefke, Amie	District Office	4	4	
Remme, Laura	El Portal	5	25	
Rivera, Yovanna	Jordan	1	3	
Robertson, Vicki	Meadow Green	5	26	
Rodriguez, Brenda	Jordan	5	4	
Rodriguez, Mayra	Meadow Green	5	16	
Roshan, Rita	Rancho Starbuck	5	25	
Ruddock, Andrew	Rancho Starbuck	4	2	
Russell, Anne	Olita	5	16	
Rutledge, Stephanie	Macy	5	26	
Ryan, Tara	Rancho Starbuck	5	26	
Sachs, Theadora	Rancho Starbuck	5	26	
Saieva, Alyson	Olita	5	22	
Sandoval, Cheri	Olita	5	23	
Shaw, Mary	Macy	4	26	
Simons, Rebecca	Meadow Green	5	16	
Smith, Rebecca	El Portal	5	26	
Sober, Jessica	Macy	4	1	
Solis, Ashley	Jordan	5	2	
Stark Padilla, Brooke	Olita	5	21	
Stephenson, Rebecca	El Portal	5	19	20% Temporary Contract
Stevens, Amanda	Olita	1	1	
Suzuki, Angela	El Portal	5	17	80% (80% Tenured, 20% Leave of Absence – Tenured at 100%).
Telarico, Valerie	El Portal	5	25	
Toice, Susan	Meadow Green	5	26	
Tolmasoff, Susan	Meadow Green	5	8	
Ubeda-Kim, Maria	District Office	5	12	SLP Salary Schedule 2022-2023
Ulloa, Nicole	Jordan	4	14	
Valdez, Michelle	Macy	4	9	
Valenzuela, Xochitl	Rancho Starbuck	5	6	
Van der Lee, Michelle	Meadow Green	5	8	
Van Diest, Scott	Rancho Starbuck	5	24	
Wartian, Lillian	Meadow Green	5	26	
Wilkens, Melissa	Meadow Green	4	7	
Wood, Carrie	El Portal	5	17	50% (50% Tenured, 50% Leave of Absence – Tenured at 100%).
Yi, Cara	Rancho Starbuck	5	4	

K.

EXTRA DUTY PAY/STIPENDS 2022-2023**

<u>NAME/ EMPLOYEE ID</u>	<u>EFFECTIVE DATE</u>	<u>END DATE</u>	<u>SITE</u>	<u>COMMENTS</u>
------------------------------	---------------------------	---------------------	-------------	-----------------

Brander, Holly	08/15/2022	06/02/2023	DO	To be paid \$15.00 per month, not to exceed \$150.00, for mileage stipend. To be paid from General Fund
Castillo, Barbara	08/15/2022	06/02/2023	DO	To be paid \$30.00 per month, not to exceed \$300.00, for mileage stipend. To be paid from General Fund
Champion, Rebecca	08/15/2022	06/02/2023	DO	To be paid \$30.00 per month, not to exceed \$300.00, for mileage stipend. To be paid from General Fund.
Maronne, Frankie	08/15/2022	06/02/2023	DO	To be paid \$30.00 per month, not to exceed \$300.00, for mileage stipend for Elementary School Choral Program. To be paid from General Fund.
Gonzalez, Tricia	08/15/2022	06/02/2023	DO	To be paid \$55.00 per month, not to exceed \$550.00, for mileage stipend. To be paid from General Fund.
Heinrich, Kari	08/15/2022	06/02/2023	DO	To be paid \$30.00 per month, not to exceed \$300.00, for mileage stipend. To be paid from General Fund.
Igarta, Kaleo	08/15/2022	06/02/2023	DO	To be paid \$30.00 per month, not to exceed \$300.00, for mileage stipend. To be paid from General Fund.
Luna, Adam	08/15/2022	06/02/2023	DO	To be paid a total of \$200.00 monthly, not to exceed \$2,000.00, for supervision of intern psychologists. To be paid from Mental Health and out of Home Care funds.
Anderson, Ryan	08/15/2022	06/02/2023	RS	To be paid \$450.00 per month, not to exceed \$4500.00 for assisting the Technology Director as a Technology Lead to Administer and Support District-wide Educational Technology. To Be Paid From General Fund Technology Budget.
Anderson, Ryan	08/15/2022	06/02/2023	RS	Share Athletic Director responsibilities for Rancho-Starbuck Junior High School After-School Sports Program. To be paid a total of \$225.00 monthly, not to exceed \$2,250.00. Funds to be paid from Rancho Starbuck Donation Account.
Chittum, Eric	08/15/2022	06/02/2023	RS	Share Athletic Director responsibilities for Rancho-Starbuck Junior High School After-School Sports Program. To be paid a total of \$225.00 monthly, not to exceed \$2,250.00. Funds to be paid from Rancho Starbuck Donation Account.
Irving, Tamara	08/15/2022	06/02/2023	RS	To be paid \$500.00 per month, not to exceed \$5,000, for serving as ASB Coordinator. To be paid from the Rancho-Starbuck General Site Account.
Mayhew, Julie	08/15/2022	06/02/2023	RS	To be paid \$500.00 per month, not to exceed \$5,000.00 for serving as an Intervention Coordinator. To be paid \$3,000.00 from Supplemental Funds and \$2,000.00 Rancho Starbuck Site Funds

Miller, Cameron	08/15/2022	06/02/2023	RS	To be paid \$30.00 per month, not to exceed \$300.00, for mileage stipend for Elementary School Band Program. To be paid from General Fund.
Miller, Camerson	08/15/2022	06/02/2023	RS	To be paid \$200.00 monthly, not to exceed \$2,000.00 for serving as Yearbook Coordinator. To be paid from the Rancho-Starbuck Yearbook Account
Montes, Emily	08/15/2022	06/02/2023	RS	To be paid \$150.00 monthly, not to exceed \$1,500.00 for serving as COFA Academy Coordinator. To be paid from the Rancho-Starbuck Site Funds.
Pagano, Breanne	08/15/2022	06/02/20223	RS	To be paid \$30.00 per month, not to exceed \$300.00, for mileage stipend for Elementary School Lowell Joint Youth Theater Program. To be paid from General Fund.
Takacs, Whitney	08/15/2022	06/02/2023	RS	To be paid a total of \$200.00 monthly, not to exceed \$2,000.00, for supervision of intern counselors. To be paid from Mental Health and out of Home Care funds.
Van Diest, Scott	08/15/2022	06/02/2023	RS	To be paid \$200.00 monthly, not to exceed \$2,000.00 for serving as Yearbook Coordinator. To be paid from the Rancho-Starbuck Yearbook Account
Galli, David	08/15/2022	06/02/2023	RS	To be paid \$150.00 monthly, not to exceed \$1,500.00 for serving as the Esports Coordinator. To be paid from the Rancho Starbuck Donation Account.
Langer, Garrick	08/15/2022	06/02/2023	RS	To be paid \$150.00 monthly, not to exceed \$1,500.00 for serving as the Esports Coordinator. To be paid from the Rancho Starbuck Donation Account.
Chittum, Eric	08/15/2022	06/02/2023	RS	To be paid \$150.00 monthly, not to exceed \$1,500.00 for serving as after-school Robotics Team Coordinator. To be paid from the Rancho Starbuck Donation Account.
Van Diest, Scott	08/15/2022	06/02/2023	RS	To be paid \$150.00 monthly, not to exceed \$1,500.00 for serving as after-school Journalism Club Advisor. To be paid from the Rancho Starbuck Donation Account.
Karr, Krista	08/15/2022	06/02/2023	MG	To be paid \$300.00 per month, not to exceed \$3,00.00 for serving as an Intervention Coordinator. To be paid from Supplemental Funds.
Hernandez, Javier	08/15/2022	06/02/2023	JO	To be paid \$150.00 per month, not to exceed \$1500.00 for serving as an Intervention Coordinator. To be paid from Supplemental Funds.
Felton, Leslie	08/15/2022	06/02/2023	JO	To be paid \$150.00 per month, not to exceed \$1500.00 for serving as an Intervention Coordinator. To be paid from Supplemental Funds.

Pimper, Shelley	08/15/2022	06/02/2023	MA	To be paid \$150.00 per month, not to exceed \$1500.00 for serving as an Intervention Coordinator. To be paid from Supplemental Funds.
Valdez, Michelle	08/15/2022	06/02/2023	MA	To be paid \$150.00 per month, not to exceed \$1500.00 for serving as an Intervention Coordinator. To be paid from Supplemental Funds.
Blackler, Samantha	08/15/2022	06/02/2023	MA	Speech Language Pathologist Supervision / NTE \$35.00 an hour. To be paid from MediCal resource 56400.

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

**It is further recommended that the individuals listed in Certificated Salaries for 2022-2023 is approved to instruct in the Intervention Programs. The rate of pay is \$35.00/hour and will be paid from Title I or LCFE Supplemental Grant Funds.

**It is further recommended that individuals listed in Certificated Salaries for 2022-2023 serve as home school teachers, if needed, for the 2022-2023 school year at a rate of \$35.00/hour, not to exceed five hours per week, per student. Mileage will be paid at the IRS Standard Mileage Rate for the 2022-2023 school year.

II. CLASSIFIED EMPLOYEES June 13, 2022

A. MONTHLY – GENERAL FUND

B. HOURLY – GENERAL FUND

<u>NAME/ EMPLOYEE ID#</u>	<u>EFFECTIV E DATE</u>	<u>END DATE</u>	<u>RANGE/ STEP</u>	<u>SITE</u>	<u>COMMENTS</u>
Allarid, Emily	04/30/2022		R7/S5	EP	Step Increase Cafeteria Worker
Allarid, Emily	06/06/2022	06/30/2022	R7/S5	EP	CW/Summer Assignment
Allarid, Emily	07/01/2022	08/15/2022	R7/S5	EP	CW/Summer Assignment
Alcantara, Marissa	08/16/2022		NDA/01/01	MG	LOA Return
Allen, Pauline	06/06/2022	06/30/2022	R20/S8	DO	Systems Aide/Summer Assignment
Allen, Pauline	07/01/2022	08/15/2022	R20/S8	DO	Systems Aide/Summer Assignment
Allsman, Katelyn	06/06/2022	06/30/2022	R14/S1	DO	IA/Substitute/Summer Assignment
Allsman, Katelyn	07/01/2022	08/15/2022	R14/S1	DO	IA/Substitute/Summer Assignment
Anderson, Adriana	06/06/2022	06/30/2022	R14/S1	DO	Cafeteria Worker/Substitute/Summer Assignment
Anderson, Adriana	07/01/2022	08/15/2022	R14/S1	DO	Cafeteria Worker/Substitute/Summer Assignment
Aparicio, Gina	06/06/2022	06/30/2022	R14/S1	DO	IA/Substitute/Summer Assignment
Aparicio, Gina	07/01/2022	08/15/2022	R14/S1	DO	IA/Substitute/Summer Assignment
Aparicio, Gina	06/06/2022	06/30/2022	NDA/01/01	OL/RS	NDA/Substitute/Summer Assignment
Aparicio, Gina	07/01/2022	08/15/2022	NDA/01/01	OL/RS	NDA/Substitute/Summer Assignment
Aparicio, Gina	06/06/2022	06/30/2022	R17/S1	DO	Systems Aide/Summer Assignment
Aparicio, Gina	07/01/2022	08/15/2022	R17/S1	DO	Systems Aide/Summer Assignment
Arcega, Aida	04/09/2022		R23/S5	MA	Step Increase update-Office Manager
Bautista, Selah	06/17/2022		R23/S8	DO	Fiscal Clerk Resignation
Bautista, Selah	07/01/2022		R21/S8	DO	Secretary Special Education & Health Services

Becerril, Nancy	06/06/2022	06/30/2022	R16/S1	DO	Clerk/Substitute/Summer Assignment
Becerril, Nancy	07/01/2022	08/15/2022	R16/S1	DO	Clerk/Substitute/Summer Assignment
Becerril, Nancy	06/06/2022	06/30/2022	R14/S1	DO	IA/Substitute/Summer Assignment
Becerril, Nancy	07/01/2022	08/15/2022	R14/S1	DO	IA/Substitute/Summer Assignment
Becerril, Nancy	06/06/2022	06/30/2022	NDA/01/01	OL/RS	NDA/Substitute/Summer Assignment
Becerril, Nancy	07/01/2022	08/15/2022	NDA/01/01	OL/RS	NDA/Substitute/Summer Assignment
Belk, Juliette	06/06/2022	06/30/2022	R15/S8	DO	Systems Aide/Summer Assignment
Belk, Juliette	07/01/2022	08/15/2022	R15/S8	DO	Systems Aide/Summer Assignment
Bonilla, Carmen	06/09/2022	06/30/2022	R16/S5	RS	IA/Summer Assignment
Bonilla, Carmen	07/01/2022	07/01/2022	R16/S5	RS	IA/Summer Assignment
Bullard, April	05/11/2022		R16/S5	RS	Clerk/ Return from FMLA
Bullard, April	06/09/2022	06/30/2022	R16/S5	OL	Clerk/Summer Assignment
Bullard, April	07/01/2022	07/07/2022	R16/S5	OL	Clerk/Summer Assignment
Cardenas, Lauren	06/09/2022	06/30/2022	R7/S4	RS	CW/Substitute/Summer Assignment
Cardenas, Lauren	07/01/2022	08/15/2022	R7/S4	RS	CW/Substitute/Summer Assignment
Castro, Jenny	06/06/2022	06/30/2022	R16/S2	OL	IA/Summer Assignment
Castro, Jenny	07/01/2022	07/01/2022	R16/S2	OL	IA/Summer Assignment
Castro, Claudia	07/01/2022	08/15/2022	R14/S1	DO	IA/Substitute/Summer Assignment Bootcamp
Champion, Riley	06/20/2022	06/30/2022	R17/S1	DO	Systems Aide/Summer Assignment
Champion, Riley	07/01/2022	08/15/2022	R17/S1	DO	Systems Aide/Summer Assignment
Chavez, Kristy	03/28/2022		NDA/01/01	DO	Noon Duty Aid/Substitute
Chinarian, Jeri	04/02/2022		R5/S8	DO	Management Consultant Cancel
Cortez, Ernest	04/29/2022		R18/S4	RS	Night Custodian/Release
Davis, Lynn	06/03/2022		R15/S8	MG	Retirement/Instructional Aide
Del Orbe, Ruth	06/09/2022	06/30/2022	R7/S6	RS	CW/Summer Assignment
Del Orbe, Ruth	07/01/2022	08/15/2022	R7/S6	RS	CW/Summer Assignment
Dominguez, Martin	05/23/2022		R18/S5	RS	Night Custodian
Dominguez, Martin	05/23/2022		\$37.50 /month	RS	Night Custodian Stipend
Ebel, Sarah	06/06/2022	06/30/2022	R16/S1	DO	Clerk/Substitute/Summer Assignment
Ebel, Sarah	07/01/2022	08/15/2022	R16/S1	DO	Clerk/Substitute/Summer Assignment
Edwards, Sarah	06/06/2022	06/30/2022	R15/S8	RS	Locker Maintenance/Summer Assignment
Edwards, Sarah	07/01/2022	08/15/2022	R15/S8	RS	Locker Maintenance/Summer Assignment
Espinoza, Sergio	06/06/2022	06/30/2022	R22/S8	DO	Nut Services Driver/Summer Assignment
Espinoza, Sergio	07/01/2022	08/15/2022	R22/S8	DO	Nut Services Driver/Summer Assignment
Figgins, Brian	05/18/2022		NDA/01/01	DO	Noon Duty Aid/Substitute
Fiscus, Regina	06/9/2022	06/30/2022	R23/S8	DO	New Office Manager-Special Programs 12 Month Calendar
Fiscus, Regina	07/01/2022	6/30/2023	R23/S8	DO	New Office Manager-Special Programs
Garcia, Olivia	06/06/2022	06/30/2022	R15/S4	OL	IA/Summer Assignment
Garcia, Olivia	07/01/2022	07/01/2022	R15/S4	OL	IA/Summer Assignment
Garcia Perez, Hector	12/07/2021		R20/S6	M&O	Step Increase-M&O
Gilbert, Cathy	06/03/2022		R20/S8	MA	Retirement/Librarian Media Tech
Gonzalez, Angelica	06/09/2022	06/30/2022	NDA/01/01	RS	NDA/Summer Assignment
Gonzalez, Angelica	07/01/2022	08/15/2022	NDA/01/01	RS	NDA/Summer Assignment
Gonzalez, Maria	05/19/2022		R14/S4	JO	Step Increase from Step 3-Step 4
Hanenberg, Cindy	06/06/2022	07/01/2022	R15/S8	OL	IA/Summer Assignment
Hanenberg, Cindy	07/01/2022	07/01/2022	R15/S8	OL	IA/Summer Assignment
Hanenberg, Cindy	07/02/2022		R15/S8	MG	Retirement/Instructional Aide
Hendrickson, Jill	06/06/2022	06/30/2022	R15/S8	OL	IA/Summer Assignment
Hendrickson, Jill	07/01/2022	07/01/2022	R15/S8	OL	IA/Summer Assignment

Hernandez, Darlene				DO	Fiscal Clerk Decrease in hours-FT 40 hours to PT 32 hours
Hernandez, James	06/06/2022	06/30/2022	R16/S1	OL	IA/Summer Assignment
Hernandez, James	07/01/2022	08/15/2022	R16/S1	OL	IA/Summer Assignment
Hoffman, Tabatha	06/06/2022	06/30/2022	R14/S1	DO	IA/Substitute/Summer Assignment
Hoffman, Tabatha	07/01/2022	08/15/2022	R14/S1	DO	IA/Substitute/Summer Assignment
Hoffman, Tabatha	06/06/2022	06/30/2022	NDA/01/01	DO	NDA/Substitute/Summer Assignment
Hoffman, Tabatha	07/01/2022	08/15/2022	NDA/01/01	DO	NDA/Substitute/Summer Assignment
Hutcherson, Janel	06/06/2022	06/30/2022	R16/S4	RS	Locker Maintenance/Summer Assignment
Hutcherson, Janel	07/01/2022	08/15/2022	R16/S4	DO	Locker Maintenance/Summer Assignment
Hutcherson, Janel	06/06/2022	06/30/2022	R16/S4	DO	Systems Aide/Summer Assignment
Hutcherson, Janel	07/01/2022	08/15/2022	R16/S4	DO	Systems Aide/Summer Assignment
Kennedy, Joelle	06/06/2022	06/30/2022	R14/S1	OL	IA/Summer Assignment
Kennedy, Joelle	07/01/2022	07/01/2022	R14/S1	OL	IA/Summer Assignment
Lawson, Jennifer	06/06/2022	06/30/2022	R7/S4	OL	CW/Summer Assignment
Lawson, Jennifer	07/01/2022	08/15/2022	R7/S4	OL	CW/Summer Assignment
LeonGuerrero, Robyn	06/06/2022	06/30/2022	R20/S6	DO	Systems Aide/Summer Assignment
LeonGuerrero, Robyn	07/01/2022	08/15/2022	R20/S6	DO	Systems Aide/Summer Assignment
Lepe, Caroline	06/06/2022	06/30/2022	R14/S4	OL/RS	NDA/Substitute/Summer Assignment
Lepe, Caroline	07/01/2022	08/15/2022	R14/S4	OL/RS	NDA/Substitute/Summer Assignment
Lepe, Caroline	06/06/2022	06/30/2022	R14/S4	DO	Systems Aide/Summer Assignment
Lepe, Caroline	07/01/2022	08/15/2022	R14/S4	DO	Systems Aide/Summer Assignment
Lepe, Caroline	07/01/2022	08/15/2022	R14/S4	EP	Bootcamp/Summer Assignment
Lopez, Donna	06/06/2022	06/30/2022	R15/S8	OL	IA/Summer Assignment
Lopez, Donna	07/01/2022	07/01/2022	R15/S8	OL	IA/Summer Assignment
Lopez, Maricela	4/22/2022		R23/S1	DO	Fiscal Clerk/Substitute
Lord, Dixie	06/06/2022	06/30/2022	R23/S5	DO	Locker Maintenance/Summer Assignment
Lord, Dixie	07/01/2022	08/15/2022	R23/S5	DO	Locker Maintenance/Summer Assignment
Maldonado, Florentina	05/23/2022		R18/S5	DO	Night Custodian District Office p/t
Maldonado, Florentina	05/23/2022		STIP R45/S1	DO	Night Custodian Stipend
Marshall, Nancy	06/03/2022		R15/S8	MG	Retirement/Instructional Aide
Martinez, Cesar	05/19/2022		R21/S1	DO	Day/Night Custodian/Substitute New Hire
Martinez, Cesar	05/19/2022	06/30/2022	R21/S1	DO	Day/Night Custodian/Substitute
Martinez, Cesar	07/01/2022	06/30/2023	R21/S1	DO	Day/Night Custodian/Substitute
Martinez, Veronica	06/09/2022	06/30/2022	R18/S5	RS	Café Man./Summer Assignment
Martinez, Veronica	07/01/2022	08/15/2022	R18/S5	RS	Café Man./Summer Assignment
Meza Soto, Katie	06/06/2022	06/30/2022	R15/S3	OL	IA/Summer Assignment
Meza Soto, Katie	07/01/2022	07/01/2022	R15/S3	OL	IA/Summer Assignment
Montanez, Laurie	06/06/2022	06/30/2022	R15/S4	OL	IA/Summer Assignment
Montanez, Laurie	07/01/2022	07/01/2022	R15/S4	OL	IA/Summer Assignment
Morgan, Diane	06/06/2022	06/30/2022	R15/S8	OL	IA/Summer Assignment
Morgan, Diane	07/01/2022	07/01/2022	R15/S8	OL	IA/Summer Assignment
Mularkey, Elaine	06/09/2022	06/30/2022	NDA/01/01	OL	NDA/Summer Assignment
Mularkey, Elaine	07/01/2022	08/15/2022	NDA/01/01	OL	NDA/Summer Assignment
Muravez, Alicia	06/09/2022	06/30/2022	R14/S7	EP	SCW/Summer Assignment
Muravez, Alicia	07/01/2022	08/15/2022	R14/S7	EP	SCW/Summer Assignment
Nunez, Marie	06/09/2022	06/30/2022	NDA/01/01	OL	NDA/Summer Assignment
Nunez, Marie	07/01/2022	08/15/2022	NDA/01/01	OL	NDA/Summer Assignment
Padilla, Luz	06/09/2022	06/30/2022	R14/S1	DO	IA/Substitute/Summer Assignment
Padilla, Luz	07/01/2022	08/15/2022	R14/S1	DO	IA/Substitute/Summer Assignment
Perez, Shari	06/06/2022	06/30/2022	R14/S1	OL	IA/Summer Assignment

Perez, Shari	07/01/2022	07/01/2022	R14/S1	OL	IA/Summer Assignment
Pullen, Darleene	06/06/2022	06/30/2022	R14/S8	DO	Systems Aide/Summer Assignment
Pullen, Darleene	07/01/2022	08/15/2022	R14/S8	DO	Systems Aide/Summer Assignment
Ornelas, Ivonne	06/06/2022	06/30/2022	R14/S8	OL	SCW/Summer Assignment
Ornelas, Ivonne	07/01/2022	07/07/2022	R14/S8	OL	SCW/Summer Assignment
Jan, Sandy	06/17/2022		R21/S8	DO	Resignation/Retirement
Ramirez, Adriana	06/06/2022	06/30/2022	NDA/01/01	OL/RS	NDA/Substitute/Summer Assignment
Ramirez, Adriana	07/01/2022	08/15/2022	NDA/01/01	OL/RS	NDA/Substitute/Summer Assignment
Ramirez, Adriana	06/06/2022	06/30/2022	R14/S1	DO	IA/Substitute/Summer Assignment
Ramirez, Adriana	07/01/2022	08/15/2022	R14/S1	DO	IA/Substitute/Summer Assignment
Ramirez, Adriana	06/06/2022	06/30/2022	R16/S1	DO	Clerk/Substitute/Summer Assignment
Ramirez, Adriana	07/01/2022	08/15/2022	R16/S1	DO	Clerk/Substitute/Summer Assignment
Rubio, Sandra	06/09/2022	06/30/2022	R14/S7	RS	CW/Summer Assignment
Rubio, Sandra	07/01/2022	08/15/2022	R14/S7	RS	CW/Summer Assignment
Sanchez, Kris	06/01/2022		R14/S5		Longevity-10 years
Sanford-Williams, Carol	06/06/2022	06/30/2022	R15/S8	OL	IA/Summer Assignment
Sanford-Williams, Carol	07/01/2022	07/01/2022	R15/S8	OL	IA/Summer Assignment
Sandoval, Samantha	06/09/2022	06/30/2022	R14/S3	OL	IA/Summer Assignment
Sandoval, Samantha	07/01/2022	08/15/2022	R14/S3	OL	IA/Summer Assignment
Straffon, Santy	06/09/2022	06/30/2022	R15/S8	OL	IA/Summer Assignment
Straffon, Santy	07/01/2022	08/15/2022	R15/S8	OL	IA/Summer Assignment
Swisshelm, Lisa	06/06/2022	06/30/2022	R14/S8	OL	SCW/Summer Assignment
Swisshelm, Lisa	07/01/2022	07/07/2022	R14/S8	OL	SCW/Summer Assignment
Sato, Kay	06/06/2022	06/30/2022	R14/S1	DO	IA/Substitute/Summer Assignment
Sato, Kay	07/01/2022	08/15/2022	R14/S1	DO	IA/Substitute/Summer Assignment
Sato, Kay	06/06/2022	06/30/2022	NDA/01/01	OL/RS	NDA/Substitute/Summer Assignment
Sato, Kay	07/01/2022	08/15/2022	NDA/01/01	OL/RS	NDA/Substitute/Summer Assignment
Van Hoogmoed, Danielle	06/06/2022	06/30/2022	R30/S1	DO	Systems Aide/Summer Assignment
Van Hoogmoed, Danielle	07/01/2022	08/15/2022	R30/S1	DO	Systems Aide/Summer Assignment
Vazquez, Maricela	06/06/2022	06/30/2022	R14/S5	OL	IA/Summer Assignment
Vazquez, Maricela	07/01/2022	07/01/2022	R14/S5	OL	IA/Summer Assignment
Weimhold, Lina	06/06/2022	06/30/2022	R14/S7	OL	IA/Summer Assignment
Weimhold, Lina	07/01/2022	07/01/2022	R14/S7	OL	IA/Summer Assignment
Wendler, Lucille	06/09/2022	06/30/2022	NDA/01/01	OL	NDA/Summer Assignment
Wendler, Lucille	07/01/2022	08/15/2022	NDA/01/01	OL	NDA/Substitute/Summer Assignment
Zaky, Mary	06/06/2022	06/30/2022	NDA/01/01	OL/RS	NDA/Substitute/Summer Assignment
Zaky, Mary	07/01/2022	07/01/2022	NDA/01/01	OL/RS	NDA/Substitute/Summer Assignment
Zaky, Mary	06/06/2022	06/30/2022	R14/S1	OL/RS	IA/Substitute/Summer Assignment
Zaky, Mary	07/01/2022	08/15/2022	R14/S1	OL/RS	IA/Substitute/Summer Assignment
Zaky, Mary	06/06/2022	06/30/2022	R16/S1	OL/RS	Clerk/Summer Assignment
Zaky, Mary	07/01/2022	08/15/2022	R16/S1	OL/RS	Clerk/Summer Assignment